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Response to the Initial Program Preconditions

I, the undersigned Vice Chancellor of Student Affairs for the University of California, Merced, which sponsors the Teacher Preparation Program through Extension, submit this letter of verification as evidence that the university will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Preparation Program.

(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

University of California, Merced has spent the past year in dialogue and collaboration with local school districts. There is a mutually identified need for well-trained Multiple Subject and Single Subject teachers, especially in the areas of math and science, especially as school districts seek to fully implement the Next Generation Science Standards (NGSS) and integrate them with the Common Core State Standards (CCSS) and the TK-8 level. We have included three letters of support from local district administrators affirming this need: Chowchilla Elementary School District in Madera County, Los Banos Unified School District in Merced County, and Merced City School District in Merced County.

The need for well-prepared teachers in the Central Valley is acute and was just highlighted in the local news dated Monday, August 7, 2017:
http://abc30.com/education/merced-county-schools-struggling-to-fill-teaching-positions/2284085/
"Merced County schools are having a hard time finding qualified teachers. Some students will return to substitutes rather than regular teachers at school.".

(2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

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UC Merced Extension established Education Programs in response to needs identified by P-16 education stakeholders in the community. Local P-12 educators were included from its inception, including the search committee established to hire the founding Director of Education Programs, Lynn C. Reimer, a former middle school math and science teacher, who holds a PhD in Education with an emphasis in Learning, Teaching, Cognition and Development from UC Irvine's School of Education. As a practitioner and education researcher, the Director sought out partnerships with local school districts to identify the most salient P-12 educational needs in Merced County and the surrounding area. As the community voiced a desire for a Teacher Preparation Program, a Curriculum Advisory Board (CAB) was established to create a partnership between UC Merced and the local educational community. Furthermore, a list is included of local educators/practitioners (including their credentials and CVs) involved in the course and program development. The UC Merced Teacher Preparation Program has also created a Teacher Preparation Advisory Board (TPAB) to oversee the programs scope and sequence. The TPAB members are in bold on the List of Practitioners and TPAB.

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Dr. Charles Nies, Vice-Chancellor Date

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Response to the Program-Specific Preconditions General Education (Multiple and Single Subject) Programs

Preliminary Multiple and Single Subject

I, the undersigned Vice Chancellor of Student Affairs for the University of California, Merced, which sponsors the Teacher Preparation Program through Extension, submit this letter of verification as evidence that the university will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Preparation Program.

(1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete shall be equivalent to no more than two years of full-time study at the institution. The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3)

Multiple Subject and Single Subject candidates are required to complete a sequence of courses and fieldwork that is the equivalent of 12 months of full-time study (2 semesters and 1 summer session).

(2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 7. Reference: Education Code Section 44320 (a).

Multiple and Single Subject candidates may complete up to nine semester units of professional preparation courses. Multiple and Single Subject candidates may complete the following courses:

- *EDUC X401: Learning, Cognition and Instruction*
- *EDUC X408: Integrated Physical Sciences, Math and Scientific Literacy*
- *EDUC X424: Integrated Humanities and Visual Literacy*

(3) English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

In all Multiple Subject and Single Subject coursework and fieldwork, candidates are required to demonstrate knowledge of alternative methods of developing English language skills for English Learners. Specifically, all coursework is designed to be integrative and includes the study of second language acquisition and models of teaching strategies for English language development in content area instruction. Candidates demonstrate the ability to design instruction that promotes academic language and literacy development among English learners using the Common Core and State ELD Standards.

Single Subject candidates *take EDUC X424: Single Subject Reading for Understanding. This course provides candidates the opportunity to experience the reading process from a student point of view, and combines that with targeted planning opportunities for real world application. The course will focus on reading as a social, metacognitive process, one that students can take ownership of for themselves, and one that teachers should continue to model for them throughout the school year to support students as they read to learn.*

Multiple Subject candidates *take six integrated content courses that facilitate development of subject-specific pedagogical skills, while deepening their conceptual understanding in the areas of English Language Arts, Mathematics, History-Social Science, Science, Physical Education, Health Education, and Visual and Performing Arts. These six courses include a literacy focus to guide the candidates as they work with students who first learn to read and then read to learn.*

Multiple Subject and Single Subject *candidates demonstrate knowledge of developing pupils' English language skills in the two Instructional Cycles of the CalTPA (Teaching Performance Assessments) and on the Reading Instruction Competency Assessment (for Multiple Subjects only).*

Multiple Subject and Single Subject candidates *are required to take EDUC X311: Diverse Students – Inclusive Instruction. This 3 semester unit course provides instruction in theoretical foundations in linguistics and language development; instruction and practice in assessing and teaching English learners in literacy development (e.g., phonological awareness, phonics, fluency, academic vocabulary, comprehension, and reading and writing in the content areas); and implementation of practices in lesson/unit design. This course also provides instruction and practice in differentiated instruction for English learners through SDAIE strategies to address California English Language Development Standards. Candidates examine reading, writing, academic language, and English language development (ELD) strategies.*

(4) Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course. Reference: Education Code Section 44320 (a).

Undergraduate students of the University of California, Merced shall be allowed to enroll in any professional preparation course; this includes the prerequisite early field experience course and the foundational courses.

(5) Program Admission. The sponsor of a multiple or single subject preliminary teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).

- The candidate provides evidence of having passed the appropriate subject matter examination(s).
- The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
- The candidate provides evidence of registration for the next scheduled examination.
- The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Admissions staff will meet on a regular basis to review applications to the Multiple and Single Subject Preliminary Credential Programs. The program will accept applications from candidates who have met one of the above criteria. The program admits candidates who provide evidence of subject matter competency by one of the following:

- *passing the appropriate subject matter examinations (California Subject Examination for Teacher, CSET)*
- *providing evidence of having completed a Commission approved appropriate subject matter preparation program*

Candidates will receive provisional accepted into the program when they provide evidence of one of the following:

- *having attempted the appropriate subject matter examination(s)*
- *registration for the next scheduled examination*
- *continuous progress toward meeting the subject matter requirement*
- *enrollment in an organized subject matter examination preparation program*

Candidates who have been provisionally accepted will sign a statement saying they understand that they must provide evidence of subject matter competency 3 weeks prior to the semester starting to be accepted into the Teacher Preparation Program, and that if they do not provide evidence of subject matter competency, they will be denied and must reapply.

(6) Subject Matter Proficiency. The approved preliminary teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Sections 44259 (b) (5).

- For Multiple and Single Subject programs (traditional and intern), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.
- For integrated undergraduate programs only, the candidate must be monitored by the program for subject matter competency both prior to beginning and during early field experiences. Each candidate in an integrated undergraduate program must have satisfied subject matter or at a minimum completed four-fifths of the Commission-approved subject matter preparation program prior to beginning solo (i.e., student) teaching.

The Teacher Preparation Program staff determine that all candidates meet subject matter proficiency prior to student teaching or intern teaching. For the Multiple and Single Subject programs, the candidate must submit evidence of passing the Multiple Subject California Subject Examination for Teachers (CSET), or having completed the appropriate Commission-approved subject matter preparation program prior to student teaching. Intern candidates must provide evidence of having passed the appropriate subject matter examination(s) or completing the appropriate Commission-approved subject matter preparation program, prior to being given daily whole class instructional responsibilities or being assigned as the teacher of record.

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(7) Completion of Requirements. A college or university or school district that operates a program for the Preliminary Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
- Completion of Basic Skills Requirement
- Completion of an accredited professional preparation program
- Completion of the subject matter requirement
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States
- Passage of the Teaching Performance Assessment
- Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates)

Prior to recommending a candidate for a credential, the credential analyst determines that the candidate has successfully completed all the following legal requirements for the credential:

- *Possession of a baccalaureate or higher degree from a regionally-accredited college or university*
- *Completion of a Basic Skills Requirement, the CA Basic Skills Test (CBEST)*
- *Completion of the teacher preparation program, including student teaching, with a minimum 3.0 GPA*
- *Subject matter competency by either passage of the appropriate CSET exam(s) for Multiple Subject and Single Subject candidates or successful completion of a Commission-approved subject matter preparation program*
- *Demonstration of the knowledge of the principles and provisions of the U.S. Constitution through a U.S. Constitution course or equivalent*
- *Passage of the two Instructional Cycles of the CalTPA (Teacher Performance Assessment)*
- *Passage of the RICA (for Multiple Subject candidates only)*
- *Certificate of Clearance issuance*
- *Technology course or equivalent*
- *Health course or equivalent*
- *CPR Requirement (Infant-Child-Adult)*

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Dr. Charles Nies, Vice-Chancellor Date

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Response to the Program-Specific Preconditions General Education (Multiple and Single Subject) Programs

Internship Programs

I, the undersigned Vice Chancellor of Student Affairs for the University of California, Merced, which sponsors the Teacher Preparation Program through Extension, submit this letter of verification as evidence that the university will adhere to the following requirements of the Commission on Teacher Credentialing (CTC) in order to sponsor an approved Teacher Preparation Program.

Internship Programs

(1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

Candidates admitted to internship programs provide transcripts verifying a baccalaureate or higher degree from a regionally accredited institution.

(2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission- approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code Section 44325(c) (3).

Multiple and Single Subject candidates must provide evidence of having passed the California Subject Examination for Teachers (CSET) or completion of a Commission-approved subject matter program for the subject area(s) in which the intern is authorized to teach prior to being admitted to the Intern Credential program.

(3) Pre-Service Requirement.

a. Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
b. Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

An evaluation of hours is conducted for all Multiple and Single Subject candidates seeking an internship to determine eligibility. Each Multiple and Single Subject Internship program must include a minimum of 120 clock hours (or the semester unit equivalent) of a pre-service component, which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.
The 120 clock hours can be met through two options:

(a) evidence of a minimum of 120 clock hours through three letters of recommendation from individuals who have observed the clock hours; or
(b) evidence of a minimum of 120 clock hours through a letter of recommendation from the Director of the Teacher Preparation Program, the Teacher Preparation Program Manager, and the Credential Analyst.

(4) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

a. Provisions for an annual evaluation of the intern.
b. A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
c. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
d. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

MOUs are established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. The plan includes documentation that informs and monitors a professional development plan that addresses the above requirements. Please see our MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____UNIFIED SCHOOL DISTRICT. As we do not currently have a program, we do not currently have any MOUs in place. This MOU template includes provisions for on-going assessment of the intern based on the TPEs, including an annual evaluation of the intern (a) and provisions for professional development, including English Language Learner Support. Please also see the attached form/template, DISTRICT Intern Teacher Professional Development Plan,which includes: (a) provisions for an annual evaluation; (b) a description of courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching; (c) Additional instruction during the first semester of serivce, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development (EDUC X401: Learning, Cognition and Development) and teaching methods (EDUC X301: Foundations of Education and X302: Clinical Practice 1), and special education programs for pupils with mild and moderate disabilities (EDUC X311: Diverse Students - Inclusive Instruction); and (d) a placeholder for instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities, should we apply in the future to offer this kind of preparation program.

(5) Supervision of Interns.

a. In all internship programs, the participating institutions shall provide supervision of all interns.
b. University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

MOUs are established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. The plan includes documentation that informs and monitors a professional development plan that addresses the above requirements. Please see our MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____UNIFIED SCHOOL DISTRICT. As we do not currently have a program, we do not currently have any MOUs in place. This MOU template includes provisions for on-going assessment of the intern based on the TPEs, including an annual evaluation of the intern (a) and provisions for professional development, including English Language Learner Support. Please also see the attached form/ template, DISTRICT Intern Teacher Professional Development Plan,which includes: (a) provisions for an annual evaluation; (b) a description of courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching; (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development (EDUC X401: Learning, Cognition and Development) and teaching methods (EDUC X301: Foundations of Education, X303: Clinical Practice 1, X304: Clinical Practice 2, and X305: Clinical Practice 3), and special education programs for pupils with mild and moderate disabilities (EDUC X311: Diverse Students - Inclusive Instruction); and (d) a placeholder for instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities, should we apply in the future to offer this kind of preparation program.

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MOUs will be established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. The university intern program and the district each provide qualified supervisors to assist each intern. No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person (Education Code Section 44462). Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

The intern is required to perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as a fully certified teacher in the same school. They must meet the ethical, legal, and other professional standards expected of a credentialed teacher (Education Code Section 44454).

The interns' services meet the instructional or service needs of the participating district(s), (Education Code Section 44458).

These statements are supported in detail in the MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____UNIFIED SCHOOL DISTRICT.

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(7) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.

An MOU will be on file for each school district that participates in the university internship program. MOUs are established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. The plan includes documentation that informs and monitors a professional development plan that addresses the above requirements. Please see our MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____UNIFIED SCHOOL DISTRICT. As we do not currently have a program, we do not currently have any MOUs in place. However, we have attached three letters of support from local districts: MCSD Letter of Support; CESD Letter of Support; and LBUSD Letter of Support.

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
    - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
    - Techniques to address learning differences, including working with students with special needs
    - Techniques to address working with English learners to provide access to the curriculum
    - Reading instruction in accordance with state standards
    - Assessment of student progress based on the state content and performance standards
    - Classroom management techniques
    - Methods of teaching the subject fields
b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
c. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
d. Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. Reference: Education Code Section 44468.

An Early Completion Option is available for candidates who meet the following requirements:

a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
    i. Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
    ii. Techniques to address learning differences, including working with students with special needs
    iii. Techniques to address working with English learners to provide access to the curriculum
    iv. Reading instruction in accordance with state standards
    v. Assessment of student progress based on the state content and performance standards
    vi. Classroom management techniques
    vii. Methods of teaching the subject fields

a. *(previous page)*
b. *Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.*
c. *Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).*
d. *Meet the requirements for teach*

The interns meet regularly with the Credential Analyst and Program Director to be advised of their options and progress.
An intern's progress in meeting the above requirements is documented on their DISTRICT Intern Teacher Professional Development Plan and in their Portfolio (see the attached TPP Portfolio Table of Contents).
Information regarding the Early Program Completion Option will also be available on the Teacher Preparation Program website, once the proposed program is approved.

(9) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

Intern certificates are valid for a period of two years. However, the certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students.

(10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

Interns will not displace certificated employees in participating districts. Please see the attached MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____UNIFIED SCHOOL DISTRICT.

(11) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

The internship program is being proposed to meet employment shortages in the Central Valley, including but not limited to Merced and Madera Counties. Please see the attached, MCSD Letter of Support; CESD Letter of Support; and LBUSD Letter of Support attesting to the current participation with Intern Programs and the teacher shortage in the Central Valley. Please also refer to the MOU template, TEACHER INTERNSHIP CREDENTIAL PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND _____ UNIFIED SCHOOL DISTRICT.

The need for well-prepared teachers in the Central Valley—an area with a predominant number or rural schools and English-language learners—is acute (Nixon, Luft, & Ross, 2017). At the beginning of the 2017-2018 school year, "Merced County schools are having a hard time finding qualified teachers. Some students will return to substitutes rather than regular teachers at school." Assistant Superintendent Eva Chavez, "while the search is ongoing, they'll start the year with a substitute teacher until they fill the positions…schools are still in need of math, science, and special education teachers." (http://abc30.com/education/merced-county-schools-struggling-to-fill-teaching-positions/2284085/).

We know that more than any student demographic characteristic, socioeconomic status is significantly associated with completing a bachelor's degree (Adelman, 2006). California's rural students, especially in the San Joaquin Valley, are marginalized by poverty, geographic isolation, language barriers, and access to college preparatory curriculum (e.g., Azano & Stewart, 2015; Budge, 2006; Gonzalez & Ruiz, 2014; Mathis, 2003). Byrd and Brown (2012) report that students living in areas with "pronounced rural poverty and socio-economic diversity [tend] to score lower on the National Assessment of Educational Progress (NAEP) and mandated high stakes achievement tests, and graduate at lower rates than peers in states with less rural poverty and diversity," (p. 1). Locally, Merced County's 2017 California Assessment of Student Performance and Progress scores in math punctuate the need—45.66% of students in grades 3-11 scored in the lowest of the four levels, Standard Not Met (50.46% in 5th grade, 55.43% in 8th grade, and 56.53% in 11th grade). The new science standards are being field-tested this year (California Science Test; CAST) and will be fully operational for AY 2018-2019.

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(12) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Interns who are authorized to teach in bilingual classrooms are required to have passed the language proficiency subtest of the Commission-approved assessment program, CSET: Languages Other Than English (LOTE), Subtest III.

_____ _____

Dr. Charles Nies, Vice-Chancellor Date