
3B

Action

Educator Preparation Committee

Initial Institutional Approval – Stage III: Consideration of Provisional Approval for University of California, Merced

Executive Action: This agenda item presents, as a part of the Initial Institutional Approval process, University of California, Merced’s responses to the Common Standards and Program Preconditions for consideration and possible Provisional Approval.

Recommended Action: That the Commission grant Provisional Approval to University of California Merced and set the Provisional Approval period to be three years.

Presenter: Lynette Roby, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Initial Institutional Approval - Stage III: Consideration of Provisional Approval for University of California, Merced

Introduction

This agenda item presents, as a part of the Initial Institutional Approval process, University of California, Merced's (UCM) responses to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions* for consideration by the Commission on Teacher Credentialing (Commission) for provisional approval. Preconditions have been reviewed by staff and deemed to be aligned. Common Standards responses have been reviewed by members of the Board of Institutional Review (BIR) and have been deemed to be aligned. If approved for provisional approval, the next step in the process would be for BIR to review the institution's response to the program standards, and when deemed aligned would be considered for approval by the Committee on Accreditation (COA). If approved, the institution may offer the program(s) for the two to three year provisional period of time as specified by the Commission.

Background

California Education Code §44372(c), provides the Commission with the authority to accredit institutions to offer programs that lead to a credential to serve as an educator in California's public schools. The Commission has established the Initial Institutional Approval (IIA) process whereby an institution seeking to offer educator preparation program(s) in California must first be approved as a new program sponsor.

At the [December 2015 Commission meeting](#), the Commission approved a new IIA process as part of the Strengthening and Streamlining Accreditation project. This process was updated at the [February 2017 Commission Meeting](#). The process requires the satisfactory completion of five approval stages. The chart that follows indicates the various steps involved in the IIA process. The submission of standards and preconditions is Stage III of a five stage process. Completion of this stage of the process results in a determination by the Commission of whether to grant the institution Provisional Approval. Provisional Approval permits the institution to offer an educator preparation program once the program standards are aligned and approved by the COA.

Initial Institutional Approval

I	II	III	IV	V
Prerequisites	Eligibility Criteria	Address Standards & Preconditions a) Common b) Program	Provisional Approval	Full Approval
<p>To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California.</p> <p>To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system.</p> <p>Staff Determination If the institution is a legal entity and the team attends Accreditation 101, then may move to Stage II.</p>	<p>To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs.</p> <p>Commission Decision 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Resubmission with additional information 4) Deny Eligibility</p>	<p>a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission.</p> <p>b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission.</p> <p>a) Commission Decision 1) Grant Provisional Approval 2) Deny Provisional Approval b) Committee on Accreditation Decision 1) Approve Program(s) 2) Deny Approval</p>	<p>After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission.</p> <p>Commission Decision 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval</p>	<p>Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities.</p> <p>Committee on Accreditation Decision Monitors through the accreditation system</p>

University of California, Merced

UCM seeks Provisional Approval from the Commission for eligibility as a program sponsor. Their application states that they intend to seek COA approval to offer Preliminary General Education Multiple Subject/Single Subject traditional and intern programs. UCM has completed Stages I and II.

UCM's Eligibility Requirements came before the Commission for approval during the December 2017 Commission meeting as [Agenda item 3A](#). The Commission approved UCM's responses to the twelve criteria of the Eligibility Requirements thus allowing it to move forward to *Stage III: Review to Determine Alignment with Applicable Standards and Preconditions*.

Stage III: Review to Determine Alignment with Applicable Standards and Preconditions

In keeping with the Commission's process for IIA, UCM submitted its responses to Initial Program Preconditions and Common Standards. The preconditions have been reviewed by Commission staff and have been found to be met. Board of Institutional Review (BIR) members reviewed the Common Standards and have found them to be aligned as well.

Table 1 on the following page, provides a summary of UCM's responses to Initial Program Preconditions, Preliminary Multiple Subject/Single Subject Program Preconditions and Preliminary Multiple Subject/Single Subject Intern Preconditions. The full submission of UCM's preconditions can be found in [Attachment A](#) of this agenda item. It should be noted that all applicable General Preconditions were met during IIA prerequisites and in *Stage I: Eligibility Requirement*.

Table 2 is a summary of UCM's responses to the Common Standards. The complete Common Standards document can be found in [Attachment B](#) of the agenda item.

Table 1 Preconditions
 For reference University of California Merced's
 Preconditions document is provided in [Attachment A](#)

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>(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.</p>	<p>Yes</p>	<p>UCM has spent the past year collaborating with local school districts to determine the need for multiple subject and single subject teachers in the Central Valley. As a result they have identified a need for well-trained multiple subject and single subject teachers, especially in the areas of math and science. Letters of support have been provided from Chowchilla Elementary School District in Madera County, Los Banos Unified School District in Merced County and Merced City School District in Merced County.</p> <p>The need is addressed in each of these letters as follows:</p> <p>Chowchilla Elementary School District hired 18 teachers with Multiple Subject and Single Subject credentials during the past year and anticipate that a similar number of hires may be required in the upcoming year. Chowchilla states that the partnership with UCM is needed.</p> <p>Los Banos Unified School District (LBUSD) educates over 10,000 students in grades TK-8. LBUSD anticipates the need to hire additional teachers in 2018-19 with both Multiple Subject and Single Subject credentials especially in the areas of math and science due to projected growth. LBUSD also projects that a large number of teachers will retire at the end of the 2017-18 school year.</p>

Initial Program Preconditions		
Initial Program Precondition	Meets Precondition	How University of California Merced Meets the Precondition
		Merced City School District reports that they had 24 retirees last year and they anticipate a higher number in 2017-18.
<p>(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.</p>	Yes	<p>UCM has included local P-12 educators from the beginning of the process and has collaborated with local school districts to identify P-12 educational needs in Merced County. A Curriculum Advisory Board (CAB) was established to help create a partnership between UCM and the local educational community. Members of the CAB include representatives from UCM faculty, a CalTeach (UC-wide STEM initiative) director and the Merced County Office of Education Director of District Support Services. They were selected for their experience and commitment to improving K-12 education and teacher preparation in the Central Valley. Additionally, UCM has provided a list of individuals involved in a Teacher Preparation Advisory Board who will formally advise and oversee the proposed educator preparation program. Among those listed are representatives from Merced County Office of Education, Livingston Union School District, and CalTeach.</p>

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>(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 Sections 44259 (a) and (b) (3)</p>	Yes	UCM ensures that its programs will be equivalent to no more than two years of full-time study.
<p>(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).</p>	Yes	UCM Multiple and Single Subject candidates may complete up to nine semester units of professional preparation courses including: <ul style="list-style-type: none"> *EDUC X401: Learning, Cognition and Instruction *EDUC X408: Integrated Physical Sciences, Math and Scientific Literacy *EDUC X424: Integrated Humanities and Visual Literacy
<p>(3) English language Skills In each program of professional preparation, the college or</p>	Yes	Multiple Subject and Single Subject candidates will be required to demonstrate knowledge of alternative methods of

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>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 Sections 44259 (b) and 44259.5.</p>		<p>developing English language skills for English learners through coursework and fieldwork. Coursework will be designed to be integrative and will include the study of second language acquisition and models of teaching strategies for English language development in content area instruction. Candidates will demonstrate the ability to design instruction that promotes academic language and literacy development among English learners using the Common Core and State ELD Standards.</p>
<p>(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).</p>	Yes	<p>Undergraduate students of UCM shall be allowed to enroll in any professional preparation course this includes the prerequisite early field experience course and the foundational courses.</p>
<p>(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).</p> <ul style="list-style-type: none"> • The candidate provides evidence of having passed 	Yes	<p>UCM admissions staff will meet on a regular basis to review applications to the Multiple and Single Subject Preliminary Credential Programs. The program admits candidates who provide evidence of subject matter competency by one of the following:</p> <ul style="list-style-type: none"> • 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 <p>Candidates will receive provisional acceptance into the program when they provide evidence of one of the following:</p>

Preliminary Multiple Subject/Single Subject Preconditions		
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<p>the appropriate subject matter examination(s).</p> <ul style="list-style-type: none"> • 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 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. 		<ul style="list-style-type: none"> • 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 <p>Candidates who have been provisionally accepted will sign a statement saying they understand that they must provide evidence of subject matter competency three weeks prior to admission into the Teacher Preparation Program. If they do not provide evidence of subject matter competency, they will be denied and must reapply.</p>
<p>(6) Subject Matter Proficiency</p> <p>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</p>	Yes	<p>UCM’s Teacher Preparation Program staff will determine that all candidates meet subject matter proficiency prior to student teaching or intern teaching.</p> <p>Since UCM will require that subject matter competency be provided three weeks prior to admission into the program, this precondition will be met for both the traditional program and the intern program.</p>

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>record in a K-12 school. Reference: Education Code Sections 44259 (b) (5).</p> <ul style="list-style-type: none"> • 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. 		

Preliminary Multiple Subject/Single Subject Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>(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).</p> <ul style="list-style-type: none"> • Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution, except for a Multiple Subject credential • 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) 	<p>Yes</p>	<p>Prior to recommending a candidate for a credential, the UCM credential analyst will determine that a candidate has successfully completed all the following legal requirements for the credential:</p> <ul style="list-style-type: none"> • 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) <p>Staff reviewed and verified these materials.</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>(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.</p>	Yes	During admission UCM will require that candidates admitted provide transcripts demonstrating that they have a baccalaureate degree or higher from an accredited institution of higher education.
<p>(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).</p>	Yes	Before a candidate can be admitted to the UCM intern program, UCM will require that Multiple and Single Subject candidates provide evidence of having passed the appropriate CSET exam or having completed a Commission-approved subject matter program for the subject area in which the intern is authorized to teach.
<p>(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 specific content regarding the teaching English Learners</p>	Yes	An evaluation of hours will be conducted for all Multiple and Single Subject candidates seeking an internship to determine eligibility. The internship program will include a minimum of 120 clock hours (or the semester unit equivalent) of a pre-service component, which will include foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development and teaching English learners.

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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<p>pursuant to California Code of Regulations §80033.</p> <p>(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.</p>		
<p>(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:</p> <p>(a) Provisions for an annual evaluation of the intern.</p> <p>(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.</p> <p>(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</p>	Yes	<p>UCM has provided a draft of a Memorandum of Understanding (MOU) to be used when placing interns in partnering school districts. The MOU template addresses provisions for professional development, including English language learner support.</p> <p>UCM has also included an Intern Teacher Professional Development Plan which addresses:</p> <p>(a) provisions for annual evaluation</p> <p>(b) courses to be completed by interns and a plan for the completion of preservice and other clinical training</p> <p>(c) additional instruction during the first semester for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and mild/moderate special education programs</p> <p>(d) not applicable - not seeking bilingual authorization</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions		
Precondition	Meets Precondition	How University of California Merced Meets the Precondition
<p>with mild and moderate disabilities.</p> <p>(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.</p>		
<p>(5) Supervision of Interns</p> <p>(a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033. Internship Program 2 Preconditions</p> <p>(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</p>	Yes	<p>(a) Interns will be provided support and supervision every quarter they are enrolled in the intern program and are teaching under an intern credential. MOUs will be established with employing districts outlining specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. This includes the requirements of a minimum of 144 hours of mentoring and supervision and an additional 45 hours of supervision specific to teaching English learners.</p> <p>(b) Within the MOU, the selection criteria and responsibilities of both university supervisors (mentors) and district cooperating teachers are provided. Additionally, it is clearly stated that no intern's salary will be reduced to pay for supervision.</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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<p>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.</p>		
<p>(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.*</p>	Yes	As detailed in UCM's MOU, interns will be 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.
<p>(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.</p>	Yes	UCM will have an MOU on file for each school district that participates in its university intern program. MOUs will be established with employing districts and will outline the requirements and responsibilities of both the university and the employing district. UCM has not established MOUs with partnering districts at this point in the IIA process. UCM has, however, been collaborating with districts that have expressed an interest and need as evidenced by three letters of support from local districts from: 1) Merced City School District, 2)

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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		Chowchilla Elementary School District and 3) Los Banos Unified School District. All are public schools/districts.
<p>(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:</p> <p>(a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:</p> <ul style="list-style-type: none"> • 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 	Yes	<p>An Early Completion Option (ECO) is available for UCM candidates who meet the following requirements:</p> <p>(a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:</p> <ul style="list-style-type: none"> • 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 <p>(b) Pass the Teaching Performance Assessment. This assessment may be taken only one time by an intern participating in the early completion option.</p> <p>(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).</p> <p>(d) Meet the requirements for teacher fitness. The interns meet regularly with the Credential Analyst and Program Director to be advised of</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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<ul style="list-style-type: none"> • Methods of teaching the subject fields <p>(b) Pass the Teaching Performance Assessment. This assessment may be taken only one time by an intern participating in the early completion option.</p> <p>(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).</p> <p>(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. Internship Program 3 Preconditions</p>		<p>their options and progress. An intern's progress in meeting the above requirements is documented on their district's intern teacher professional development plan and in their portfolio.</p> <p>Information regarding the ECO will be made available on UCM's teacher preparation program website once the proposed program is approved.</p>
<p>(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).</p>	Yes	<p>Intern certificates are valid for a period of two years.</p> <p>*At this time UCM is not seeking to offer an Education Specialist program.</p>

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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<p>10) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.</p>	Yes	<p>UCM’s MOU clearly states that a participating district shall not displace a certificated employee with the placement of an intern teacher.</p>
<p>(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.</p>	Yes	<p>UCM has stated that it would like to help meet employment shortages in the Central Valley, including but not limited to Merced and Madera Counties. UCM has provided letters of support from Merced City School District (MCS D), Chowchilla Elementary School District (CESD) and Los Banos Unified School District (LBUSD). Each of these letters expresses interest in UCM’s proposed intern program and attests to the upcoming need for multiple subject and single subject teachers due to retirement and a growing population.</p> <ul style="list-style-type: none"> • CESD hired 18 teachers with Multiple Subject and Single Subject credentials last year and anticipate that a similar number of hires may be required in the upcoming year. They state that the partnership with UCM is needed. • MCS D reports that last year they had 24 retirees and expect a higher number in 2017-18. • Due to projected growth in the district, LBUSD anticipates the need to hire additional teachers in 2018-19 with both Multiple Subject and Single Subject credentials especially in the areas of math and science. LBUSD also projects that a large

Preliminary Multiple Subject/Single Subject Internship Preconditions		
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		<p>number of teachers will retire at the end of the 2017-18 school year.</p> <p>UCM has also provided research from several sources regarding the current teacher shortage of teachers in the Central Valley and San Joaquin Valley and the need for well-prepared teachers.</p>
<p>(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).</p>	Yes	<p>Interns who are authorized to teach in bilingual classrooms will be required to have passed the language proficiency subtest of the Commission-approved assessment program, CSET: Languages Other Than English (LOTE), Subtest III.</p> <p>However, UCM is not seeking to offer the bilingual program at this point.</p>

Table 2 – Summary of Common Standards Responses
University of California Merced

For reference **University of California Merced’s Common Standard document is provided in [Attachment B](#)**. All responses to the Common Standards have been deemed to be aligned by a team of Board of Institutional trained reviewers. Beneath each Common Standard is a summary of the information submitted by the institution. The link in each Common Standard takes the reader to the actual submission from the prospective sponsor. The [2015 Common Standards](#) can be found on the Commission website.

Common Standard 1 - Institutional Infrastructure to Support Educator Preparation	Aligned
<p>University of California, Merced (UCM) has provided its mission and research-based vision which is consistent with California’s adopted standards.</p> <p><u>Vision</u> The UC Merced Teacher Preparation Program aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment (Gay, 2010). The proposed UC Merced Teacher Preparation Program is aligned with the vision of the University of California, Merced “upholding 21st century priorities for interdisciplinary learning and public service.” To achieve this aspiration, the UC Merced Teacher Preparation Program aims to:</p> <ul style="list-style-type: none"> • Establish culturally respectful communication regarding questions, ideas, and solutions in the context of the UC Merced Teacher Preparation Program courses and clinical placements. • Nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise. • Develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains. <p><u>Mission</u> The UC Merced Teacher Preparation Program exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.</p> <p><u>Program Goals</u> Candidates (students) who complete the Teacher Preparation Program will be able to:</p> <ol style="list-style-type: none"> 1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching. 2. Personalize instruction and develop co-teaching models. 3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment. 4. Practice restorative justice and authentic care. 	

5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

UCM seeks to offer a General Education (Multiple Subject/Single Subject) Preliminary credential program and a General Education (Multiple Subject/Single Subject) Intern credential program which will be implemented by the UCM Extension. UCM Extension falls under the leadership of the Vice-Chancellor of Student Affairs who will have the authority and institutional support required to address the needs of the educator preparation programs.

UC Merced's Curriculum Advisory Board will provide oversight of the educator preparation programs and is comprised of faculty from:

- Three UCM Schools including Engineering, Natural Sciences, and Social Sciences, Humanities and the Arts,
- The Director of CalTeach (a UC initiative to address STEM),
- An Educational Services Specialist from the Merced County Office of Education, and
- The UCM Extension Director of Education Programs.

The Director of Education Programs will have the authority to design the course scope and sequence, hire, support and evaluate faculty/instructors teaching in the program, coordinate student teaching placements, and collaborate with supervising teachers referred to as cooperating teachers, school site administration and fieldwork supervisors to support the student teaching experience.

UCM will employ, assign and retain only qualified persons to teach courses, provide professional development and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel will include but not be limited to:

- a) Current knowledge of the content;
- b) Knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks and accountability systems;
- c) Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity and gender orientation; and
- d) Demonstration of effective professional practices in teaching and learning, scholarship and service.

The UC Merced Extension Teacher Preparation Program Director, Program Manager and Credential Analyst will work together to ensure that candidates recommended for a credential have met all state and program requirements.

Common Standard 2 - Candidate Recruitment and Support Preparation	Aligned
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UCM will purposefully recruit candidates from the San Joaquin Valley, a culturally, ethnically, and socioeconomically diverse part of California. UC Merced undergraduates are diverse: 72 percent first-generation, 53 percent Hispanic, and 67 percent Pell grant eligible. Program information and program personnel will be accessible by means of:

- Recruitment materials
- Website (including Student Resources and Policies Handbook)
- Clinical Practice Handbook
- Course syllabi and Instructors
- University Mentors
- Cooperating Teachers
- Credential Analyst
- TPP Director

Potential candidates must will be required to meet the following before being accepted into the program.

- Statement of Purpose
- Official transcripts for a Bachelor of Arts degree
- 3 letters of recommendations
- Certificate of Clearance
- Negative TB test or chest x-ray
- CBEST
- Subject Matter Competency
- Pre-program field experience
- Interview with Program Director

Once enrolled in the UCM credential program, all candidates will receive support from multiple sources including course instructors, university mentors/cooperating teachers, the credential analyst and the program director. Candidates requiring additional assistance in the areas of coursework, fieldwork, CalTPAs and RICA will be provided remediation during regularly scheduled Saturday sessions. Additionally, the credential analyst will communicate with each candidate throughout the program such that the candidates have a defined person to contact with any questions.

Common Standard 3 - Course of Study, Fieldwork and Clinical Practice	Aligned
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Culturally responsive instruction will be a focus of the UCM program as it seeks to serve the diverse community of San Joaquin Valley. The program will facilitate collaboration between candidates and veteran educators as they work to build a theoretical and practical understanding of teaching and learning in contexts that will include a significant number of English language learners.

Coursework and teacher candidate placements will emphasize project based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized

learning. Coursework and fieldwork will be designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities.

UCM will ensure that candidates are placed with site-based supervisors (cooperating teachers) that are certified and experienced in teaching the specified content or performing the services authorized by the credential. Site-based supervisors and program supervisors (university mentors) will receive a minimum of ten hours of professional development prior to assuming their roles. The criteria for selecting site-based supervisors include:

- Valid California Clear teaching credential with an English Learner authorization or CLAD
- Minimum of 3+ years of successful classroom teaching experience
- Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms
- Knowledgeable in California Teaching Performance Expectations (TPEs)
- Knowledgeable in current educational theory and practice
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community
- Willingness to serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments
- Their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the school, district, community and university level; and design and deliver curriculum using the state-adopted academic content standards.

UCM ensures that all proposed programs will effectively implement and evaluate fieldwork and clinical practice. Along with an education plan developed during a candidate's initial advisement, the candidate's portfolio will serve as a living document of progress. Candidates will also meet regularly with their cooperating teacher and university mentor for continuous evaluation and improvement of the program, placement, and candidate.

UCM also ensures that all proposed programs will have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks. Candidates will be provided opportunities in schools that reflect the diversity of California's students and will be placed in public school districts that have an ethnically and economically diverse context with a significant number of English language learners, and students with physical and learning disabilities.

Common Standard 4 - Continuous Improvement

Aligned

UCM is committed to ongoing assessment and evaluation at the student, faculty/staff, program, unit and institutional level. UCM will regularly and systematically collect, analyze, and used candidate and program completion data as well as data reflecting the effectiveness of the unit operations to improve programs and the services. To ensure a continuous

improvement process for the proposed program, multiple quantitative and qualitative measures of student, faculty/staff, and program effectiveness will be used including: 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. Sources of data will include

- Demographic, employment and academic data of candidates and the pool of applicants
- Candidates’ course participation, assignments and assessments
- Candidates’ portfolios
- Candidates’ CalTPA scores, RICA scores and other state and national data the program is required to report
- Evaluation by candidates’ university mentors which includes observations and one-on-one meetings
- Evaluation by the candidates’ cooperating teachers which includes observations and one-on-one meetings
- Mid-program and exit interviews
- Surveys of candidates, instructors, cooperating teachers, university mentors
- Candidate evaluations of support staff, instructional personnel, cooperating teachers and university mentors
- Surveys and interviews of educational stakeholders at clinical practice sites and at sites where candidates are employed
- Annual reviews of support staff via Halogen (per university policy)
- Annual reviews of instructional personnel
- At least one meeting a year of the Curriculum Advisory Board and one meeting per term of the Teacher Preparation Advisory Board.
- Ongoing collaboration with practitioners on courses, fieldwork, and program components

UCM also hosts a website dedicated to assessment. The website provides information about the university’s Annual Academic Program Assessment and Academic Program Review which is a seven year assessment cycle and will help the program identify program and unit effectiveness.

Common Standard 5 - Program Impact	Aligned
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UCM will determine if candidates have met Commission adopted competency requirements as specified in the program standards through the use of multiple assessments. These assessments have been identified in Common Standard 4.

UCM will determine if its candidates who are preparing to serve as professional school personnel know and demonstrate the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. The Director of Extension, the Director of Education Programs and the Extension Program Manager will work together on all annual and multi-year assessments and reviews. Data will be gathered and analyzed from the assessments listed in Common Standard 4 such as surveys and interviews of educational

stakeholders at clinical practice sites and surveys and interviews at sites where candidates are employed. UCM will then determine if the program is have a positive impact on candidate learning and competence as well as on teaching and learning in the schools.

This Common Standard was determined by two Board of Institutional Reviewer members (BIR) to be aligned. As a part of the strengthening and streamlining of the Common Standards, this standard is new so their determination was based on UCM's plan to collect multiple sources of data including interviews from clinical practice sites and sites where candidates are employed. It is expected that this plan will become more specific as UCM's programs are implemented.

Staff Recommendation

The Board of Institutional Review has found the Common Standard response to be aligned to the standards and staff has found the Preconditions to be met. Therefore, staff recommends that the Commission grant Provisional Approval. Provisional Approval would allow University of California Merced's proposed programs for Preliminary Multiple and Single Subject traditional and intern programs to be reviewed by the Committee on Accreditation.

If the Commission grants Provisional Approval to University of California Merced, staff recommends that the Provisional Approval period be three years such that in Year Three a site visit could occur and data will be available that includes completers of the program. The report from the site visit will be brought to the Commission for consideration of full approval for University of California Merced.