



Preliminary Credential Program  
Multiple Subjects and Single Subject  
**Bilingual Authorization in Spanish**

Submitted by Faculty of the  
University Extension, University of California, Merced  
to the California Commission on Teacher Credentialing (CTC)

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The University of California, Merced is dedicated to training high quality, diverse teacher candidates. UC Merced Extension (UCM EXT) requests the addition of a Bilingual Authorization (Spanish) to our preliminary credential program (multiple subjects and single subjects). Accordingly, UC Merced seeks to prepare candidates for:

1. Instruction for English Language Development (ELD)
2. Instruction for Primary Language Development
3. Specially Designed Academic Instruction Delivered in English (SDAIE)
4. Content Instruction Delivered in the Primary Language

This document serves as an addendum to the existing (approved) UC Merced preliminary credential program. The document follows the *CTC Bilingual Program Authorization Standards Handbook* (version 06/22/2017):

*The required Preconditions for the Bilingual Authorization Program are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-7 (p. 8).*

**General Preconditions 1-10**

<b>GENERAL PRECONDITION 1: ACCREDITATION AND ACADEMIC CREDIT</b>
a) A college or university that is fully accredited by the Western Association of Schools and Colleges, and grants baccalaureate academic credit or post baccalaureate credit or both. <a href="#">Narrative</a> <a href="#">UCM WASC Accreditation Letter</a>
b) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor must offer the approved program, meeting the adopted standards, until the candidate; i. completes the program; ii. withdraws from the program; iii. is dropped from the program; iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate. <a href="#">Narrative</a> <a href="#">UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program(s)</a> <a href="#">UCM EXT Sample Letter of Agreement</a>

## GENERAL PRECONDITION 2: RESPONSIBILITY AND AUTHORITY

- a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions.

[Narrative](#)

- b) Provide a description of the reporting relationship between the position described in (a) above and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.

[Narrative](#)

## GENERAL PRECONDITION 3: DISCRIMINATION

To be granted initial institutional accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. The entity must provide written policy as verification that decisions regarding the admission, retention or graduation of students, and all personnel decisions regarding the employment, retention or promotion of employees are made without unlawful discrimination.

[Narrative](#)

[Nondiscrimination](#) (UCM Statement)

[Equal Employment Opportunity and Affirmative Action](#) (UCM Statement)

## GENERAL PRECONDITION 4: COMMISSION ASSURANCES

- a) Demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission.

[Narrative](#)

- b) That the sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.

[Narrative](#)

- c) That the sponsor will participate fully in the Commission’s accreditation system and adhere to submission timelines.

[Narrative](#)

#### **GENERAL PRECONDITION 5: PRIOR TO PROGRAM APPROVAL**

To be granted initial program accreditation by the Committee on Accreditation, the sponsor must confirm that there are program-specific Preconditions that must be met including preconditions for initial program approval.

[Narrative](#)

#### **GENERAL PRECONDITION 6: REQUESTS FOR DATA**

An institution seeking Initial Institutional Approval must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including:

- a) Program enrollments
- b) Program completers
- c) Examination results
- d) State and federal reporting
- e) Candidate competence
- f) Organizational effectiveness data
- g) Other data as indicated by the Commission

[Narrative](#)

#### **GENERAL PRECONDITION 7: VERACITY IN ALL CLAIMS AND DOCUMENTATION**

To be granted Initial Institution Approval, the institutional leadership (Dean or Superintendent) must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation.

[Narrative](#)

[Veracity letter](#)

### GENERAL PRECONDITION 8: GRIEVANCE PROCESS

- a) Provide a clearly delineated grievance process for candidates and applicants.  
[Student Grievance Policy within UCM EXT Student Resources and Policy Handbook](#)
- b) Demonstrate that information pertaining to the grievance process is accessible to all candidates and applicants.  
[Narrative](#)  
[Student Grievance Policy within UCM EXT Student Resources and Policy Handbook](#)
- c) Provide documentation that candidates have been informed of the grievance process and that the process has been followed.  
[Narrative](#)  
[UCM EXT Student Resources and Policy Handbook](#)  
[Enrollment Agreement](#)

### GENERAL PRECONDITION 9: FACULTY AND INSTRUCTIONAL PERSONNEL

All faculty and instructional personnel who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three years, appropriate to their credential area.

[Narrative](#)

### GENERAL PRECONDITION 10: PROGRAM AND CANDIDATE-SPECIFIC PRECONDITIONS

An institution which operates an approved preparation program shall meet all program specific preconditions, including:

- a) Require applicants for program admission to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).  
[Narrative](#)

b) Not allow a candidate to participate in public school-based field activities until the candidate obtains a Certificate of Clearance from the Commission.

[Narrative](#)

*The required Preconditions for the Bilingual Authorization Program are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-7 (p. 8).*

**Program Specific Preconditions 1-4**

**PROGRAM-SPECIFIC PRECONDITION 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.

[Narrative](#)

**PROGRAM-SPECIFIC PRECONDITION 2: PRACTITIONERS' PARTICIPATION (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.

**Narrative:** This proposal was collaboratively developed and vetted with two bilingual credential category experts, including (a) Younes Benomar, AP Spanish teacher @ Chowchilla High School, and (b) Dr. Graciela Perez, Spanish Department Chair and ELD Director, Fresno Pacific University. A contract detailing Dr. Perez' involvement can be found [here](#).

### **PROGRAM-SPECIFIC PRECONDITION 3: BASIC SKILLS REQUIREMENT**

In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR). The institution shall use the CBEST results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination.

[Narrative](#)

### **PROGRAM-SPECIFIC PRECONDITION 4: CERTIFICATE OF CLEARANCE**

An entity that operates a program of professional preparation shall not allow a candidate to participate in school-based field experiences until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission.

[Narrative](#)

*The required Preconditions for the Bilingual Authorization Program are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-7 (p. 8).*

### **Program Specific Preconditions 5-7**

### **PROGRAM-SPECIFIC (BILINGUAL AUTHORIZATION) PRECONDITION 5**

Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.

**Narrative:** In order to be recommended for a preliminary credential, candidates in the UC Merced Bilingual Authorization Program must simultaneously complete either the multiple subjects or single subject credential program at UC Merced. The multiple subjects and single subject credential programs at UC Merced are accredited by WASC and CTC.

#### **PROGRAM-SPECIFIC (BILINGUAL AUTHORIZATION) PRECONDITION 6**

The prerequisite teaching authorization must authorize instruction to English language learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization.

**Narrative:** The UC Merced multiple subjects and single subject preliminary credential program prepares candidates for instruction with English learners through an English Learner Authorization. All UC Merced teacher candidates must take EDUC X311 (Diverse Students – Inclusive Instruction). Among others, this course emphasizes Specially Designed Academic Instruction in English (SDAIE), language acquisition, English Language Development (ELD), and culturally responsive instruction.

#### **PROGRAM-SPECIFIC (BILINGUAL AUTHORIZATION) PRECONDITION 7**

Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by *Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence* prior to entering the Intern Program.

**Narrative:** The UC Merced Bilingual Authorization Program does not have an intern program.

*The institution must develop one response to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit consequently only one Common Standards document will be maintained at the CTC for each approved institution/program sponsor regardless of how many approved programs are offered.*

[Bilingual Authorization: Addendum to the Common Standards.](#)

*The institution must respond to the Program Standards for Bilingual Authorization.*

### **Standard 1: Program Design**

*Rationale & Purpose Statement.* The UC Merced Bilingual Authorization Program (Spanish) is designed on the basis of a clearly articulated theory of teaching and learning (culturally responsive instruction) that is research and evidence based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates. In order to prepare candidates to effectively teach all California public school students, key elements within program curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students.

Culturally responsive instruction is a centerpiece of the UC Merced Bilingual Authorization Program, which would serve the San Joaquin Valley of Central California, a remarkably diverse learning community (Gay, 2010). The program integrates content areas rather than teaching these in isolation (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Tomlinson & McTighe, 2006). Integrated content is designed to accommodate the California Common Core State Standards (CCSS) for Mathematics and English Language Arts and

Literacy in History/Social Science, Science, and Technical Subjects and the Next Generation Science Standards (NGSS), to provide the San Joaquin Valley of California with well-prepared bilingual educators for grades TK-12. This approach is ideally suited for bilingual education in Spanish, commensurate with instruction for English language development (ELD), instruction for primary language development, specially designed academic instruction delivered in English (SDAIE), and content instruction delivered in the primary language.

The UC Merced Bilingual Authorization Program exists to facilitate collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Saphier, Haley-Speca, & Gower, 2008). Candidates will learn to teach from school placements, which includes a significant number of English language learners. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse. 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 are designed to foster teaching competencies supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014).

*Institutional Support & Collaboration.* The UC Merced Bilingual Authorization Program (Spanish) is a centerpiece to the institutional mission of the University of California, Merced; a leading Hispanic Serving (i.e., HSI) research university. The Dean of Extension, Vice Chancellor of Student Affairs, and Provost/Executive Vice Chancellor are committed to the program. UC Merced Extension Education Programs leadership is bilingual and committed to developing candidates who model culturally responsive instruction. Resource needs are identified and resolved through regular assessment and accreditation cycles. Because the program is founded upon collaborative partnerships with local school districts, candidates are mentored by bilingual practitioners with years and decades of TK-12 experience. The Vice Provost of Diversity and Engagement for the University of California Office of the President recently committed significant monies in support of diverse, bilingual educators serving the Central Valley.

*Program Overview.* The UC Merced Bilingual Authorization Program (Spanish) addresses the Knowledge, Skills, and Abilities (i.e., KSAs) for Bilingual Methodology and Culture. It covers the KSAs in a blended format—namely, a combination of standardized assessment and coursework. As an assessment of Spanish language proficiency, the program requires candidates pass the CSET LOTE Spanish Subtest III (Test Code 147). Candidates additionally complete a course covering advanced bilingual education and bilingualism ([EDUC X310](#)) structured around a synergetic continuum instruction characterized by current research involving content literacy followed by hands-on, project-based activities in a bilingual setting, along with a course covering geographic and historical contexts, along with sociopolitical and sociocultural contexts indispensable for understanding of the instructional needs of learners in bilingual settings ([EDUC X430](#)). These requirements are completed simultaneously with

requirements for the multiple subjects or single subject preliminary credential. The pathway builds on SB 2402 and California Teachers of English Learners (CTEL) competencies, totaling 6 semester units along with passage of CSET LOTE III. A diagram illustrates the proposed bilingual authorization pathway at UC Merced:

**Proposed UC Merced Bilingual Authorization (BLA) in Spanish**

*Blended Pathway for Preliminary Multiple Subjects and Single Subject Credential Candidates*

Pass	Complete	Complete	Request
<p><u>CSET LOTE Spanish Subtest III</u> (Test Code 147)* Knowledge, Skills, Abilities:</p> <ol style="list-style-type: none"> <li>1. Literal Comprehension of Spoken Communication</li> <li>2. Inferential and Interpretive Comprehension of Spoken Communication</li> <li>3. Critical Analysis of Written Texts</li> <li>4. Literal Comprehension of Written Texts</li> <li>5. Inferential and Interpretive Comprehension of Written Texts</li> <li>6. Critical Analysis of Written Texts</li> <li>7. Speaking in the Target Language</li> <li>8. Writing in the Target Language</li> </ol>	<p><u>EDUC X310: Bilingual and Bicultural Teaching: Spanish</u> (3 semester units); Knowledge, Skills, Abilities:</p> <ol style="list-style-type: none"> <li>1. Foundations of Bilingual Education</li> <li>2. Bilingualism and Biliteracy</li> <li>3. Culturally Inclusive Instruction</li> <li>4. School, Home, and Community Collaboration</li> <li>5. Language/Literacy Instruction and Assessment</li> <li>6. Content Instruction and Assessment in Bilingual Settings</li> <li>7. Evaluation, Use, and Augmentation of Materials in Bilingual Settings</li> </ol>	<p><u>EDUC X430: Historical and Sociocultural Overview of the Spanish Fluent World</u> (3 semester units); Knowledge, Skills, Abilities:</p> <ol style="list-style-type: none"> <li>1. Geographic and Demographic Contexts</li> <li>2. Historical Context</li> <li>3. Sociopolitical Context</li> <li>4. Sociocultural Context</li> <li>5. Crosscultural, Intercultural, and Intracultural Contexts</li> </ol>	<p>BLA in Spanish to be included in preliminary credential recommendation by UC Merced credential analyst.</p>
	(Equivalency)	(Equivalency)	
<p>*Passage of this subtest is not required if (1) you hold a valid single-subject teaching credential with a major in Spanish, or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in Spanish.</p>	<p><u>CSET LOTE World Languages Subtest IV</u> (Test Code 250)</p>	<p><u>CSET LOTE Spanish Subtest V</u> (Test Code 258)</p>	

### UC Merced Multiple Subjects (MSC Track) & Single Subject (SSC Track) Plan of Study

Term	Track	Course	Title	Units	Instructor
Summer	MSC	EDUC X408	Integrated Physical Sciences, Math and Scientific Literacy	3	Reimer, L.
	MSC	EDUC X424	Integrated Humanities and Visual Literacy	3	Henley
	Both	EDUC X401	Learning, Cognition and Instruction	3	Reimer, K.
	SSC	EDUC X314	Single Subject Reading for Understanding	3	Mangano
Fall	Both	EDUC X301	Foundations in Education	3	Reimer, K.
	Both	EDUC X303	Clinical Practice 1	4	TBD
	Both	EDUC 311 (or NSED 120)	Diverse Students – Inclusive Instruction	3	Lopez
	SSC	EDUC X313 (or NSED 130)	Technology in Education	3	McGraw
	MSC	EDUC X409	Integrated Earth and Space Sciences, Math Digital Literacy	3	Henley
	MSC	EDUC X425	Integrated Humanities and Cultural Literacy	3	McGraw
Spring	Both	EDUC X302	Teaching Practicum	3	Brown
	Both	EDUC X304	Clinical Practice 2	5	TBD
	Both	EDUC X305	Clinical Practice 3	4	TBD
	Both	EDUC X312 (or NSED 100)	Project-Based Instruction and Assessment	3	Reimer, L.
	SSC	EDUC X315-318	Secondary Teaching Methods	3	Mangano, Schutt, LaFollette, Reimer, L.
	SSC	EDUC X400 (or NSED 150)	Research Methods in Education	4	Reimer, K.
	MSC	EDUC X410	Integrated Life Sciences, Math and Health Literacy	3	Ayers
	MSC	EDUC X426	Integrated Humanities and Global Literacy	3	Perez

## **Standard 2: Assessment of Candidate Competence**

The UC Merced Bilingual Authorization Program (Spanish) and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on bilingual competence as related to Teaching Performance Expectations (i.e., TPEs). As candidates progress through the program, pedagogical assignments become increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential including bilingual education, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

As candidates progress through the UC Merced Bilingual Authorization Program, faculty and other qualified supervisors concurrently assess candidate performance relevant to bilingual education and TPEs, providing formative and timely performance feedback regarding candidate progress toward TPE mastery. The program coursework and clinical practice are designed to provide multiple opportunities for candidates to learn, apply, and reflect on bilingual instructional practices related to each Teaching Performance Expectation (TPE) and to practice and complete their CalTPAs. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging, always intending to address the TPEs as they apply to the subjects authorized by the credential being sought. Furthermore, each term has Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidate pedagogical performance in relation to the TPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the TPEs. For example, candidates receive regular advising from multiple sources, including, but not limited to:

- Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)
- Bilingual University Mentors (e.g., observations, meetings, and evaluations)
- Bilingual Cooperating Teachers (e.g., observations, meetings, and evaluations)
- Credential Analyst (e.g., progression through program and related requirements)
- UC Merced Teacher Preparation Program Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview)

Candidates maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform advising sessions the candidate

receives. Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

### **Standard 3: The Context for Bilingual Education and Bilingualism**

**3.1** *How does the program ensure that candidates develop understanding of the philosophical, theoretical, and research bases for bilingual education, including knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], Lau v. Nichols, Castañeda v. Pickard) and California (e.g., Méndez v. Westminster, Proposition 227, Williams v. State of California) and their effects on bilingual education programs?*

The UC Merced Bilingual Authorization Program provides candidates with content related to the philosophical, theoretical, and research bases for bilingual education. Candidates are exposed to research on English language learners in [EDUC X401](#) (Learning and Cognition). The importance of English Language Development (ELD) is emphasized in this course, with reinforcement through literacy, decoding, pattern recognition, and perceptual learning (Kellman & Massey, 2013).

The program introduces the historical and legal foundations of American bilingual education through [EDUC X311](#) (Diverse Students; Inclusive Instruction). This material is subsequently developed in [EDUC X310](#) (Bilingual Education & Bilingualism). This course covers ESEA, Lau v. Nichols, Castañeda v. Pickard, Méndez v. Westminster, Prop. 227, and Williams v. State of California. The program emphasizes the transferability of instructional practices from one target language and culture to another.

**3.2** *How does the program ensure that candidates can analyze the effects and impact of federal, state and local policies on the measurement of educational achievement of students in bilingual programs?*

[EDUC X311](#) (Diverse Students; Inclusive Instruction) introduces American programs and services delivered to English learners in TK-12 settings. This content is developed further in [EDUC X310](#) (Bilingual Education & Bilingualism), particularly with regard to access to services in real-world schooling contexts. ELD, SDAIE, Transitional Bilingual, and Bilingual Immersion programs are reviewed.

[EDUC X301](#) (Foundations of Education) introduces federal, state and local policies pertinent to English learner instruction. This discussion is expanded in [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World), specifically as candidates examine the impact of federal, state and local policies on the educational achievement of bilingual students. Candidates analyze, discuss, and interpret the effects of these policies on the bilingual and bicultural sphere of students. Candidates are trained to be

cognizant as well as pay attention to relevant cues in pedagogy and toward assumption of leadership roles in the development of future policy.

**3.3** *How does the program help candidates to develop understanding of the theoretical foundations, practice, limitations, and effects of the deficit perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation in the target culture) and the enrichment perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation to the target culture)?*

In [EDUC X310](#) (Bilingual Education & Bilingualism), candidates critically interact with the deficit perspective on English Language Development. Candidates will use their knowledge of culturally responsive instruction to formulate an asset-based instructional approach to ELD. Candidates apply theory for instructional practice by designing lessons in Spanish. In addition, candidates learn that primary language instruction should figure prominently in the context of English language development. This discussion is framed in terms of learning and content transfer. Candidates engage in an advanced discussion of acculturation stressors and coping pertinent to bilingual children inclusive of recent immigrants. The course emphasizes the role of the candidate as mediator between two languages and cultures, with the goal of effectively addressing the individual situation of the student.

**3.4** *How does the program provide guidance for philosophical, theoretical, and research bases for bilingual education, including the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education)?*

In [EDUC X310](#) (Bilingual Education & Bilingualism), candidates engage in a critical review of empirical studies regarding program models of bilingual education. Course content considers the importance of bilingual programs that incorporate language, culture, and academics in two languages to attain academic proficiencies in two languages. The work is premised on recent work showing the value of immersion on EL aptitude/fluency in urban American districts (Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017).

**3.5** *What components of the program prepare candidates to develop and apply knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) and roles of code switching, language mixing and interlanguage in the development of bilingualism*

*and biliteracy?*

In [EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World), students are expected to read class content in English and then write about the information in Spanish. Oral presentations and lesson plans similarly emphasize translation as part of metacognitive process. Code switching is framed in terms of gendered, metalinguistic processes. Candidates are invited to engage with Spanish media (i.e., news, music, arts, film, literature), making inferences pertinent to personal experience and professional development.

**3.6** *What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy?*

[EDUC X401](#) (Learning and Cognition) introduces candidates to the cognitive science of distributed learning, premised upon language. Candidates read the work of Hutchins, Deacon, and Pearce, understanding language in terms of iconic, indexical, and symbolic representation in cognition. This work is covaried with developmental considerations for preoperational, concrete operational, and formal childhood experience. Candidates are exposed to the notion that language is public, shaped by user-communities and capable of exerting downward causative influence on individual users. [EDUC X310](#) (Bilingual Education & Bilingualism) develops this discussion in terms of coding and decoding in bilingual literacy. The course reviews similarities and differences between first language acquisition and second language acquisition. Candidates are trained to apply knowledge of research on cognitive implications of bilingualism and biliteracy in instructional practice. Candidates will be equipped to face new and different linguistic and cultural scenarios.

**3.7** *How does the program develop each candidates' understanding of the transferability of language and literacy skills and the acquisition of content and context knowledge between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language?*

All UC Merced Teacher Preparation Program courses reinforce the importance of transfer between reading/writing/speaking skills in primary and target (secondary) languages. [EDUC X310](#) (Bilingual Education & Bilingualism) expands this understanding, helping candidates focus on transfer-relevant differences in syntax, semantics, and morphology. Candidates learn strategies on how to connect first language content knowledge to second language content information. Cognates in math and science are encouraged, as are Latin roots. Candidates will discover they might not have re-teach

content knowledge but instead use first language content knowledge to access the second. The course uses culturally meaningful and effective scenarios to facilitate the transfer of content within a cultural frame, simultaneously enriching the acquisition of context. Primary and target languages cooperate in this experience.

**3.8** *How does the program incorporate opportunities for candidates to apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writings skills in the primary and target language?*

In [EDUC X310](#) (Bilingual Education & Bilingualism), candidates will consider true and false cognates pertinent to the Common Core standards. Translation exercises focus on phonological differences between English and Spanish. As an illustration, candidates will consider the phonology of Spanish ñ. Candidates will practice analyzing, comparing, and contrasting lexical features of Spanish and English, giving special attention to instructional practices which clarify lexical distinctions for EL learners. Candidates will be involved in dictation work. The course uses pertinent grammatical exercises in the target language, including real life scenarios which are relevant to the instructional context and require recognition of cultural markers.

**3.9** *How does the program prepare candidates to enhance school-home partnerships, and assist in identifying and using community resources? (i.e., candidates support families to contribute their knowledge to culturally inclusive institutions and participate in school forums and organizations)*

The UC Merced Bilingual Authorization Program frames child development ecosystemically, placing emphasizing collaboration with parents, guardians, and families. Families are understood as cultural and linguistic repositories of ethno-religious traditions, practices, and values. Funds of knowledge embedded in family contexts are enormously useful to bilingual and bicultural education, subsequently emphasized for teacher candidates.

[EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) reviews the importance of family education partnerships, considering a range of possibilities for welcoming parents into the bilingual educational process. Culturally responsive instruction depends on direct engagement with families and community. The latter are framed as developmental assets capable of scaffolding bilingual learning and transfer. Candidates will reflect on the influence of Catholicism and indigenous religions in the family systems of selected contexts in the Spanish fluent world. The course considers regional medical care, along with culturally embedded understanding of illness, death,

and family in the Spanish fluent world.

**3.10** *How does the program prepare candidates for effective, two-way communication with families through the appropriate medium (e.g. parent conferences, phone, home visits, written communication, e-mail, and videos in the primary language) on matters of students success, the family's educational goals, guidance, notification of rights, placement and program options; understanding student achievement and assessment results; parent roles in supporting student achievement; school and district policies and parent opportunities to influence school policy?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World), candidates are primed for communicative strategies with families. These exchanges are designed to accommodate emotional experience, planning, appropriate expression of opinions, expectations for respectful dialogue, and sensitivity to immigration status. Candidates will learn strategies to communicate with families in order to empower bilingual and bicultural children. Leveraging their experience spent abroad, instructors will coach candidates on factors in establishing positive relationships with parents, inclusive of parent conferences, phone calls, and home visits. Candidates learn about how to effectively communicate with parents by establishing a parent plan.

**3.11** *How does the program promote the candidates' understanding of cultural influences on learning and teaching in bilingual program settings and the understanding of the effects of intercultural communication on school/community climate, student motivation, participation and achievement?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) are exposed to advanced issues in culturally responsive instruction, emphasizing the centrality of cultural influences on the child's capacity to concurrently master dual languages. Culturally responsive instruction prioritizes and celebrates identity narratives, including these in classroom instruction to promote peer-peer learning, collaboration, and inclusion. Using a developmental ecosystemic perspective, language is understood as the primary medium for reinforcement of culture. Reinforcement of learning goals are therefore framed in terms of culturally relevant symbols and experiences.

#### **Standard 4: Bilingual Methodology**

**4.1** *How does the program design and develop the candidates' understanding of the applications, benefits and limitations of different bilingual program models?*

The UC Merced Bilingual Authorization Program (Spanish) progressively emphasizes application, benefits, and limitations of various bilingual program models. [EDUC X311](#)

(Diverse Students; Inclusive Instruction) and [EDUC X310](#) (Bilingual Education & Bilingualism) review outcomes and student achievement relative to sheltered immersion, ELD, SDAIE, transitional bilingual, maintenance bilingual, heritage immersion, and dual language immersion approaches. The program aims to prepare bilingual candidates with a comprehensive understanding of the legal, theoretical, scientific, and legislative dimensions of bilingual education in school.

**4.2** *How does the program provide candidates the understanding of ways in which variations in students' primary languages (e. g, dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) emphasize ways in which variations in primary languages (e. g, dialectal and/or tonal differences and use of vernacular forms) can be leveraged to facilitate the development of social and academic language. Regional variances in Spanish are considered a variety of countries (i.e., Mexico) and between continents (i.e., Equatorial Ghana, Spain, Argentina). Personal language instruction of the candidate and bilingual instructional models are presented from a Spanish perspective. These issues empower candidates to self-identify dialectal and vernacular issues in the classroom environment, making instructional adjustments bridging academic and standards-based concerns. Content transfer, linguistically speaking, depends on variance and compatibility between Spanish linguistic variations in addition to broad translational issues (i.e., Spanish-English).

**4.3** *How does the program ensure that candidates apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers) and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) review language structure, syntax, and function for the purpose of exceptional language and literacy instruction with TK-12 learners. Both courses emphasize Spanish morphology and grammar. Emphasis is placed on academic writing such as comparison/contrast, exposition, and argumentation. To achieve at this level, candidates must demonstrate solid bilingual vocabularies, particularly salient to everyday experience. Candidates are compelled to analyze and contrast unique lexical features of Spanish and English, often the source of grammatical confusion and incoherence.

**4.4** *How does the program ensure that candidates demonstrate knowledge of literary analysis in appropriate genres and forms, and their significance for planning, organization, and delivery including strategies to provide differentiated instruction in*

*primary and target language instruction based on student proficiency levels?*

The UC Merced Bilingual Authorization Program (Spanish) emphasizes culturally responsive instruction in all courses. A major tenet of this approach is emphasis on student stories, including those which are personal and/or culturally significant. While candidates necessarily teach children age-appropriate language and literature, the student-focused aspect of culturally responsive instruction means that literary content is incorporated into cross-cutting discussion of Common Core standards. Fables or parables may become useful as a literary genre applicable to ecological succession/speciation, climate change, and algebraic functions. Candidates will be required to use language situationally to address varied content standards, creatively modifying instruction on the basis of literary genre. Age-appropriate literary analysis and instruction will cover a variety of works, including prose and poetry. Model lessons will be developed using ELD and SDAIE principles. Candidates will be trained in the selection and pedagogical use of folklore, traditional short stories, and poetic pieces. Candidate capacity and facility with bilingual methodology will foster rugged connections between cultural content and literary analysis.

**4.5** *How does the program ensure that candidates demonstrate understanding of the roles, purposes and uses of standardized and non-standardized primary and target language assessments in bilingual education settings in order to interpret the results to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings?*

In [EDUC X310](#) (Bilingual Education & Bilingualism) candidates are introduced to developmentally appropriate, standardized language proficiency assessments for primary and target languages. Four proficiency benchmarks (i.e., listening, speaking, reading, writing) are emphasized. Candidates are provided with assessment preparation in anticipation of limited district resources and/or expertise associated with student evaluation. Following culturally responsive theory, critique is given to Western origins of standardized student assessments, evaluating potential stereotype threat and mismatch. Unit tests, ongoing assessments, checklists, and other assessment tools in the Spanish textbooks are also discussed. Special needs are considered in terms of dyslexia and linguistic follow-on implications for children on the autism spectrum.

**4.6** *How does the program ensure that candidates demonstrate the ability to evaluate and incorporate technology to develop students' literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development?*

The UC Merced Bilingual Authorization Program (Spanish) prioritizes digital literacy in all courses, introducing candidates to technologies supportive of English language learning and instruction. Courses are managed through Canvas and Google Suite for Education.

Google Docs are used extensively for collaboration and assignment revision. Assignments are submitted electronically and leverage visual art, video clips, spell check, fair use artifacts, and clear communication to help candidates make content maximally accessible to English language learners.

**4.7** *How does the program ensure that candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) require candidates to develop lesson plans aligned with grade-level expectations and standards. Candidates use these exercises to identify age-appropriate zones of proximal development for bilingual competency. Candidates are introduced to ELD standards and relevant content standards, including Common Core, which must be considered on the basis of primary and second language accessibility. The content standards are incorporated into SDAIE lesson plans configured for specific grades. SDAIE lesson plans may be drafted in English, aiming for improved proficiency with Spanish primary students, or lesson plans may be drafted in Spanish, aiming for improved proficiency with English primary students.

**4.8** *How does the program ensure that candidates demonstrate understanding of the interrelatedness of language and literacy development in order to plan, select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) emphasize strategies to improve candidate fluency in Spanish while modeling these strategies for candidate use in classrooms with EL learners. Group assignments provide candidates opportunities to apply these strategies with peers. Strategies include preview-review, flash cards, inter-linear dictionaries, and narrative. Candidates will consider activation of prior student knowledge while assessing student proficiency. This information will directly inform the manner by which learning objectives are scaffolded in model lesson plans.

**4.9** *How does the program ensure that candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence,*

*making hypotheses) in oral and written forms of the primary and target language?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) use regular oral and written reflections to help candidates expand analytic facility in two languages. This knowledge will become available for transfer through instruction, particularly as it is linked to content-specific functions associated with the reflections. The goal is to promote incremental, metacognitive reflection in both languages for candidates enrolled in the UC Merced Bilingual Authorization Program (Spanish). Instructor feedback is a key component in this approach toward bilingual education.

**4.10** *How does the program ensure that candidates demonstrate understanding of ways in which students' life experiences (immigrant or refugee experience, prior educational experiences, oral tradition), language development, and language variations can be used to foster content learning in the primary and target languages?*

Culturally responsive instruction begins with the life narratives and contexts of all classroom learners. This approach is emphasized throughout the UC Merced Bilingual Authorization (Spanish). By necessity, life narratives and contexts are framed by local language, variations and developmental considerations. Candidates learn to transfer this aspect of culturally responsive instruction to children and youth in their classrooms.

**4.11** *How does the program ensure that candidates demonstrate the ability to select, develop, and/or adapt, administer and interpret a variety of content assessments in order to plan, organize and differentiate instruction in bilingual settings?*

As part of their program, candidates will regularly observe ELD and SLD lessons, using this experience to inform the development of their own lessons. University mentors and supervisors are directly involved in this process, helping candidates relate language proficiency to state exams and content area units pertinent to bilingual classrooms.

**4.12** *How does the program ensure that candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction?*

In [EDUC X310](#) (Bilingual Education & Bilingualism) candidates personally reflect (oral and written) on experiences relevant to the bilingual classroom and cultural responsiveness. These reflections may include content on family, challenges with English, learning Spanish, slang, cultural activities, food, and academic concepts related to math, science, art, literature and history. Candidates will practice transference of concepts between languages, skill development in primary language, parent collaboration, and development of culturally responsive instructional materials.

**4.13** *How does the program promote the candidates' understanding of central concepts*

*of intercultural communication including patterns of nonverbal communication, oral and written discourse and origins of dialectical and/or tonal variations and their influence on standard academic language development?*

The UC Merced Bilingual Authorization Program (Spanish) emphasizes culturally responsive instruction (Ladson & Billings, 1994) as a core philosophical and pedagogical commitment. This commitment is embedded in all courses and curriculum. Culturally responsive instruction emphasizes intercultural communication, inclusive of nonverbal communication, oral and written discourse, and roots of dialectical and tonal variations. Culturally responsive instruction is considered best research practice in diverse classroom settings, particularly those incorporating content on academic language development and second language development.

**4.14** *How does the program ensure that candidates demonstrate the ability to review and evaluate materials, to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups?*

In [EDUC X310](#) (Bilingual Education & Bilingualism) candidates consider Spanish literature for children and adolescents. Candidates are encouraged to select works which emphasize accurate depiction of students from within the relevant context. Concurrently, candidates are made aware of terms and cultural practices which may cause offense, or misunderstanding. Language is framed in terms of communities of use, recognizing its powerful ability to promote equality/justice, or conversely, hate. Bilingual individuals have a special responsibility to promote literacies of equality and justice.

**4.15** *How does the program ensure that candidates demonstrate the ability to develop, adapt, evaluate, and/or align primary and target language materials, content standards and curriculum frameworks?*

[EDUC X310](#) (Bilingual Education & Bilingualism) and [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) require candidates to instruct according to childrens' developmental capacity. Lesson planning with embedded standards and assessments are required in order to qualify for the UC Merced Bilingual Authorization in Spanish. Lesson planning requires candidates to identify content standards in association with relevant language development opportunities. Candidates are made aware of how these instructional principles are broadly applicable to all second language learners, regardless of whether they are learning a Romance language, Urdu, or Cantonese.

**4.16** *How does the program ensure that candidates demonstrate the ability to evaluate and select state-adopted and state-approved textbooks, and supplementary materials in primary and target language for bilingual education settings based on a variety of*

*criteria including appropriateness for instructional purpose, alignment with curriculum, student and community needs and level of academic language?*

UC Merced Bilingual Authorization Program (Spanish) candidates are introduced to publishers and web-based resources aimed at bilingual education. Candidates critically evaluate these resources based on pedagogical principles outlined in culturally responsive instruction.

## **Standard 5: Culture of Emphasis**

*5.1 How does the program curriculum develop the candidates' knowledge and understanding of significant geographic, demographic, sociocultural, and economic factors of the country/countries of origin and the effect these factors have on language, cultural and social variations within the culture of emphasis in California and the US?*

The UC Merced Bilingual Authorization Program (Spanish) emphasizes the importance of geographic, demographic, sociocultural and economic factors in the Latinx world through a semester-long course ([EDUC X430](#): Sociocultural Overview of the Spanish Fluent World). Each aspect is evaluated and framed in terms of language, cultural variation, and emphasis in California and the US. Attention is given to temporal immigration and migration patterns among Spanish fluent populations in California, including refugees from Central America. This discussion includes the intertwined cultural, linguistic, and economic dimensions involving Mexican-American immigrants and agriculture in California.

*5.2 How does the program's curriculum account for the candidates' understanding of historical and contemporary immigration/migration and settlement/resettlement patterns among the culture of emphasis in the country/countries of origin and the United States, including the influence of economic globalization patterns?*

[EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) provides candidates with an overview of migratory patterns relevant to the experiences of English language learners in the United States and California.

*5.3 How does the program's curriculum provide candidates with knowledge of the major historical eras, movements, and developments of the country/countries of origin and help the candidates to analyze and understand the influences of those historical events on the culture of emphasis in California and the US?*

[EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) reviews salient historical eras, movements, and developments of the Spanish fluent world, helping candidates to better contextualize second language development based on historically-informed narratives. As an example, the course considers the Mexican revolution and shift to democracy as a culturally significant era with lasting cultural and linguistic

resonance.

**5.4** *How does the program help candidates to recognize the primary social and political structures within the country/countries of origin, and demonstrate understanding of the beliefs, values, and contributions of various groups, including indigenous populations, to the culture of emphasis in California and the US?*

[EDUC X311](#) (Diverse Students; Inclusive Instruction) provides candidates with a foundational understanding of indigeneity as this relates to inclusion in cultures of emphasis. [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) expands this discussion and develops it more specifically to include beliefs, values, and contributions of various groups which are relevant to the Spanish fluent world. As an example, attention is given to Creole experience and influence in places like the Dominican Republic, and indigenous peoples of Mexico and Central America. Indigeneity is framed in terms of linguistic differences and congruence with relevant *lingua franca*, such as Spanish.

**5.5** *How does the program prepare candidates regarding the effects of historical and social factors (e.g., economic, political, religious, class structure) of the country/countries of origin and help the candidates to analyze and understand the influences of these factors on the culture of emphasis in California and the US?*

[EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) reviews historical and social factors with primary-level importance for EL children in California and the US. “Primary-level” in this instance refers to the highest importance. A detailed consideration of all historical and social factors emergent across Spanish fluent nations would require 4-5 semester courses. Because of time limitations, instructors will prioritize and emphasize based on relevance to EL learner background from larger groups and populations. Candidates will be encouraged to contextualize historical and social factors based on the needs of EL learners in their classrooms, which may vary considerably.

**5.6** *How does the program prepare candidates to understand that the roles and status of an individual (i.e., economic, gender, racial, ethnic, social class, age, education level) influence inter-and intracultural relationships and how those factors affect the process of acculturation in California and the US?*

[EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) delves into acculturation, acculturation stressors, and coping. Candidates will understand how immigration/migration/resettlement are implicated within successively larger ecosystems of influence, including sensitivity to age, gender, economic status, race, ethnicity, class, and education.

**5.7** *How does the program prepare candidates to demonstrate understanding of the*

*educational system in the country/countries of origin and how they are able to analyze ways in which these systems and structures have influenced their involvement in schools of the United States?*

Culturally responsive instruction begins with the child's culture, language, and identity narrative. In [EDUC X430](#) (Sociocultural Overview of the Spanish Fluent World) candidates learn to, as part of their cultural responsiveness to students, acquire knowledge of the educational system affiliated with the child's country of origin. Candidates are coached to use this knowledge to better serve student expectations and motivations for learning, particularly with regard to bilingual fluency.

### **Standard 6: Assessment of Candidate Language Competence**

The UC Merced Bilingual Authorization Program in Spanish requires passage of the CSET LOTE Spanish Subtest III (Test Code 147). This examination assesses candidate language competence. The examination is a prerequisite to Bilingual Authorization (BLA) courses ([EDUC X310](#) and [X430](#)). That is, candidates must pass the CSET LOTE Spanish prior to enrolling in BLA courses. The BLA program verifies language competence via successful passage of the exam at two points, including (a) the point of enrollment to BLA courses, and (b) program conclusion with credential recommendation.

### **Bilingual Authorization: Addendum Precondition Narratives**

[1A\)](#) In July 2015, UC Merced received accreditation from WASC Senior College and University Commission (WSCUC). In July 2016 UCM EXT was established.

[1B\)](#) The UCM EXT Student Handbook describes circumstances under which a student might be dropped from the program. The UCM EXT Teach-Out Plan describes the support sequence for enrolled candidates with remaining program requirements. An integral piece will be to present completion options through established Teach-Out partnerships.

[2A\)](#) UC Merced will be granted authority as the approved program sponsor, while UC Merced Extension (UCM EXT) will have responsibility for running the educator preparation programs. Charles Nies, Vice Chancellor of Student Affairs will provide ongoing oversight of the proposed UCM EXT Preliminary Credential Program.

The Director of Education Programs will coordinate the UCM EXT Preliminary Credential Program. All academic courses, certificates, and programs are first reviewed and by the Director of Education Programs and Dean of Extension, then submitted to the Curriculum Advisory Board for review and approval. Final approval is then granted by the UC Merced Academic Senate, who also grants final approval for new programs (e.g., UCM EXT's Preliminary Credential Program).

The Curriculum Advisory Board (CAB) is comprised of faculty from each of the three UC Merced Schools: Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, the Director of CalTeach, an Educational Services Specialist from the Merced County Office of Education, and the UCM EXT Director of Education Programs. The CAB reviews all academic courses, and how the courses combine into the Bilingual Authorization program. Courses and programs are then submitted to UC Merced Academic Senate for final approval.

The Director of Education Programs has 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 in this document as cooperating teachers), school site administration and fieldwork supervisors to support the student teaching experience. The Director of Education Programs is advised on course scope and sequence for the Preliminary Credential Program by a Committee of Practitioners called the Bilingual Authorization Advisory Board (e.g., individuals who hold credentials in the areas pertinent to the Preliminary Credential Program). The Director of Education Programs reports to the Dean of University Extension and the Preliminary Credential Program is sponsored by the Vice Chancellor of Student Affairs, to whom the Dean of Extension reports.

When the Preliminary Credential Program is approved, and grows sufficiently, a separate Director of Educator Preparation will be hired and report to the Director of Education Programs.

**2B) Lines of Authority:** The UC Merced Chancellor has ultimate authority and responsibility for UCM EXT, an academic unit of the University of California, Merced. The Dean of UCM EXT, Jill Orcutt, reports to Charles Nies, the Vice Chancellor of Student Affairs (VCSA) for UC Merced, who reports directly to Dorothy Leland, the Chancellor of the University of California, Merced. The Program Analyst for UCM EXT, Janelle Barnes, will be the CTC authorized designee responsible for all UCM EXT credential recommendations and will serve the UCM EXT Preliminary Credential Program and all future approved programs. She will be the designated Credential Analyst. As the program grows, UCM EXT will hire administrative support.

For educator preparation programs, only the Credential Analyst or other institutional authorized designees employed by the UCM EXT will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of UCM EXT. UCM EXT assures that the individuals identified above will be fully responsible for all UCM EXT credential recommendations. These individuals will attend the annual CCAC conference and participate in all Commission trainings and technical assistance webinars related to the recommendation process.

UCM EXT, as academic unit of the University of California, Merced (UC Merced), has the following licensing and accreditation designations:

- UCM is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501.

UCM EXT makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention and graduation of students, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner. The UC Merced [nondiscrimination](#) statement can be found on the website and reads as follows:

The University of California, in accordance with applicable federal and state laws and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities. Inquiries regarding the University's student related nondiscrimination policies may be directed to Student Conduct staff in the Office of Student Life.

The UC Merced [Equal Employment Opportunity and Affirmative Action](#) statement can be found on the website and reads as follows:

UC Merced is committed to Equal Employment Opportunity and Affirmative Action and compliance with all laws and regulations pertaining to both.

Our policy is to provide employment, training, compensation and other conditions or opportunities associated with employment without regard to race, color, religion, marital status, national origin, citizenship, ancestry, sex, sexual orientation, gender identity, medical condition (cancer-related or genetic characteristics), pregnancy, age (over 40), genetic information (including family medical history), disability status, veteran status or any other basis protected by law.

UC Merced hires, assigns work, promotes, compensates and retains employees only on the basis of their qualifications, performance, and our business needs.

**4A)** The UCM EXT Preliminary Credential Program, under the oversight of the Vice Chancellor of Student Affairs, fully assures that the institution will comply with all preconditions (general and program specific) and applicable standards that meet the Standards for Educator Preparation and Standards for Educator Competence adopted by the Commission. UCM EXT agrees to fully participate in all aspects of the Commission's accreditation system and submit all necessary reports and data during the seven-year cycle. UCM EXT and its affiliate partner schools, will cooperate in an evaluation of the program by an external team or a monitoring of the program by Commission staff periodically across the seven-year cycle beginning from the initial enrollment of candidates in the program.

**4B.)** UCM EXT agrees to fully participate in all aspects of the Commission's accreditation system and adhere to submission timelines of reports and data during the seven-year cycle. The Teach-Out Plan for the UCM EXT Preliminary Credential Program describes the sequence of support for enrolled candidates with remaining program requirements. An integral piece will

be to present completion options through established Teach-Out partnerships. UCM EXT has identified the University of California, Riverside as a potential teach-out partner. Initial conversations have been productive, resulting in the development of a Sample Letter of Agreement.

[6\)](#) The Program Director, Lynn Reimer, serves as the main contact responsible for all CTC requests for reporting. The Program Director is supported by the following: (a) UCM EXT Credential Analyst, Janelle Barnes; (b) UCM EXT Student Services Coordinator, Veronica Kemp; (c) UCM EXT Registration Services Manager, Helen-Hays Thomas; the Curriculum Advisory Board; and a committee of education practitioners. These individuals will generate and respond to all requests from the Commission for data including, but not limited to: (a) program enrollments, (b) program completers, (c) examination results, (d) state and federal reporting within the time limits specified, (e) candidate competence, (f) organizational effectiveness data, and (g) other data as indicated by the Commission.

[7\)](#) UCM EXT is wholly committed to supporting educator preparation programs known for clinical and instructional excellence. The UCM EXT practitioner and instructional team approached the design and development of the UCM EXT Educator Preparation Program as a collaborative exercise. The UCM EXT mission, vision, program and course learning outcomes, fieldwork, content, and instructional format reflect input from a purpose-recruited Curriculum Advisory Board, the practitioner/instructional team, and UC Merced Academic Senate.

[8a\)](#) UCM EXT has a documented [Student Grievance Policy](#) for all students taking courses and a specific process for candidates and applicants of the proposed Bilingual Authorization program.

[8b\)](#) During the enrollment process, candidates will be apprised of all policies within the [Student Resources and Policies Handbook\\*](#) and must sign and return the UCM EXT [Enrollment Agreement](#). Within the Enrollment Agreement, candidates will initial that they have been apprised of terms, agreements and policies, including the UCM EXT Grievance Policy. The signed Enrollment Agreement will be collected and filed in their student record prior to the start of the program.



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EXTENSION

**Faculty and Staff Handbook**

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## CHAPTER 1: GENERAL INFORMATION

### Section 1: How to Use This Guide

As a UC Merced Extension instructor, you'll find information and resources on academic policies and procedures related to your teaching assignment. Please refer to the [Table of Contents](#) to find specific topics. For help with issues not addressed in this handbook, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

### Section 2: About UC Merced Extension

UC Merced Extension, is the continuing education department of the University of California, Merced. Education is the first academic discipline being developed in University Extension. We are creating face-to-face and blended courses for pre-service and in-service teachers. We are collaborating with P-12 educators and UC Merced faculty to engage the Central Valley community in scholarship and creativity while fostering a culture of inquiry and discovery learning. The UC Merced campus is known for faculty who are at the forefront of academic research, and Extension instructors are leading practitioners in their respective disciplines.

### Section 3: Mission and Vision

#### Mission

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

#### Vision

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive Bilingual Authorization given to student empowerment. The UCM EXT 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, UCM EXT:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

## CHAPTER 2: EMPLOYMENT

### Section 1: Terms of Employment

An Extension instructor applicant only becomes an Extension instructor for a given course in a given term when he or she completes the following three processes:

1. An employment or independent contractor packet is submitted to instructor payroll (required once);
2. Formal academic approval for every course an instructor teaches by the UC Merced Extension Dean. For University-level credit courses numbered X and XM 1–499, additional academic approval may be required by the UC Merced academic department or an equivalent advisory board, and possibly UC Merced’s Undergraduate or Graduate Council.
3. A signed [Instructor Contract](#) for every course section an instructor teaches must be submitted prior to each term he or she teaches.

The process of course and instructor selection, academic approval, scheduling and hiring can take up to four months.

#### A. New Course Proposals

Extension looks for new course concepts that would appeal to our student base. As our planning, approving and budgeting cycles may take several months to bring a new course to fruition, we encourage you and other applicants to [develop and submit course proposals](#) early to the academic programming unit. You can initiate conversations with departments first to determine how your course idea may fit that department’s teaching needs.

#### B. Formal Academic Approval to Teach a New Course

- a. The academic department is required to attain formal academic approval for every new credit course you teach at UC Merced Extension. You may be required to submit an updated Instructor CV/Resume and/or Biography Form when proposing a new course through the [online system](#), which includes updated references to facilitate the academic approval process for teaching a new credit or noncredit course (forms older than three years are not accepted).
- b. Formal academic approval can take several months, depending upon the type of course. A course syllabus is required for all new courses and for courses taught by a new instructor. Once academically approved to teach a given course, re-approval is not required unless the department has requested a one-time teaching exception and wishes to resubmit an academic approval request based upon further evaluation of your teaching credentials. For term deadlines, contact

your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)). The instructor agreement (below) is contingent upon the University's formal academic approval of the course and instructor.

#### C. Your Instructor Contract Agreement

- a. Once you and the Program Director agree upon the terms of compensation and employment and the academic approval process is underway, you will be required to complete a hiring packet (required once). Once the hiring packet is completed, you will receive an [Instructor Contract](#) Agreement from your Program Coordinator.
- b. Instructor appointments are by agreement for the length of each course section that you teach. Each term that you teach a course section for Extension, you will receive an instructor agreement that must be signed and returned within 15 business days. The University makes no commitment to hire an instructor until it has sent and received a signed instructor agreement for the term.
- c. In addition to being a legal contract between you and UC Merced Extension, the [Instructor Contract](#) Agreement contains all of the course information, including schedule, location, instructor applicant's name and address, payment information and special course requirements. You should review the information for accuracy and notify your Program Coordinator if something is incorrect (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- d. Please note that UC Merced Extension does not sponsor work visas for instructor positions and all applicants must be able to prove eligibility to work in the United States at time of hire.

#### D. Getting Paid

- a. For fixed-date course sections with fixed beginning and end dates, you are paid once at the end of the course section upon submission of final grades. For continuous-enrollment course sections, you are paid monthly; a report is run at the end of the month that calculates the number of final student grades that you submitted in that course during that month. Payroll staff then schedules a payment for that amount.
- b. For graded or CEU course sections, payment is usually received within 30 days of the submission of the grades or CEUs. For courses without these requirements, payment is usually received within 15 days of the end date of the course section, depending upon payroll deadlines.

- c. If you have questions regarding your terms of employment, compensation or payment, contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

#### E. By Agreement Employee Instructors

- a. Instructor compensation is processed by Extension's Financial Services Department and instructor payments are issued by the University of California, Merced Payroll Office on the Merced campus. If you are employed in another UC Merced campus department or at another UC campus or facility, you must inform the Extension Financial Services Department. If you are employed by more than one UC Merced campus department, then the campus department that represents the greatest percentage of your work time will be your "home department." If you work for more than one UC campus, at the Office of the President or at another non-Merced UC facility, your "home department" will be the unit that employed you first and all of your pay will continue to come through that unit.
- b. All employee instructors paid through the UC Merced systems must select direct deposit. Please see your Employment Packet Pay Options for more information.
- c. The following deductions will be made from your paycheck:
  - i. Federal and state income taxes—You can manage your allowances and withholdings through At Your Service, see Section 10: At Your Service.
  - ii. Medicare (1.45%)
  - iii. Defined Contribution Plan (DCP) – Safe Harbor (7.5%)—This is deducted in lieu of Social Security. For additional information on this plan, please see Section 2.D: Participation in the University's Defined Contribution Plan (DCP) -- "Safe Harbor".
  - iv. You are also eligible to participate in the University's Tax-Deferred 403(b) Plan. For additional information on this plan, please see 2.E. Eligibility for Participation in the University's Tax-Deferred 403(b) Plan.
- d. You will receive a W-2 form at the end of the calendar year which can be downloaded electronically through [At Your Service](#), a University of California website that provides access for employee instructors to view/print their earning statements and W-2 forms and adjust W-4 tax allowances and withholdings. It also provides employee instructors with access to other applicable benefit-related information.

#### F. Independent Contract Instructors

- a. Only about 5% of Extension instructors meet all 20 IRS classification factors to be classified as independent contractors. Independent contractors must provide a certificate of insurance for commercial-level general liability coverage with a minimum coverage limit of \$300,000. Independent contractor instructors also have more limited benefits and privileges.
- b. If you are an independent contractor, you must submit invoices on business letterhead to your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) for each graded or completed course section. If you teach a fixed-date course, you should indicate a flat fee for services provided. If you teach a continuous-enrollment course, Instructor Payroll will send you an email listing the course and section #, the names of the students graded during the prior month, and the amount to be reflected on your invoice. Please include the following on your invoice:
  - i. The course information shown on the instructor agreement, including course title, dates, course section number;
  - ii. Payee instructions (individual or company);
  - iii. Tax ID number; and
  - iv. Mailing address.
- c. Please issue separate invoices for instructional fees and pre-approved expense reimbursements. Attach relevant original receipts to the reimbursement invoices and describe the expenses to be reimbursed.
- d. Independent contractor payments are processed by Extension's Financial Services Department and issued by the UC Merced Disbursements Office. You can opt to have a check mailed or complete an Electronic Funds Transfer (EFT) Authorization form (PDF). Independent contractors will receive a paper check unless they sign up for electronic funds transfer.
- e. Independent contractors receive IRS Form 1099 at the end of the calendar year.

#### G. Cancellation/Discontinuance

- a. UC Merced Extension is a self-supporting institution. Extension sometimes finds it necessary to cancel in advance, discontinue, reschedule or combine courses and change instructors. Due to budgetary constraints, Extension requires each course or special program offered to have a minimum number of paid enrollments.
- b. Program Coordinators will contact you if advance enrollment indicates that there may not be a sufficient number of students. A Program Coordinator may visit the first class to check attendance. If enrollment is insufficient to continue the

course, students will be given the option of requesting a full refund or transferring to another course.

- c. Should the course be cancelled, your instructor agreement also is cancelled, including rights to compensation. All events and preparation leading up to the teaching assignment are assumed as pre-course responsibilities of the instructor, without remuneration (exceptions include online curriculum developers who are specifically hired to develop online content).

#### H. Emergency Makeup Meetings and Substitute Instructors

- a. The instructor agreement is between the instructor and the University, and instructors may not substitute another instructor to meet any portion of their teaching commitment to the University.
- b. Extension has procedures if you are ill or experience an emergency and need to miss, reschedule or cancel a class meeting. In these circumstances, notify your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) immediately. If it is after normal administrative business hours for a class that takes place the same evening, contact the appropriate Extension center directly and, if possible, leave a message for your Program Coordinator. Extension will notify students of the class meeting cancellation. View the [Emergency Telephone Numbers for Instructors](#) (PDF).
- c. The missed class time must be made up. Do not directly reschedule the makeup meeting with the students. The Program Coordinator must approve all arrangements for a makeup meeting or will arrange for an emergency substitute instructor. This is to ensure that any emergency arrangements for the class will fulfill the academic and instructional hour requirements for the course.
- d. Do not make independent arrangements for a substitute instructor or a guest speaker. Substitute instructors must also be formally academically approved and officially hired by UC Merced Extension. You are required to maintain a presence in the classroom with all guest speakers. If a substitute instructor is required for a substantial period of time, your compensation will be adjusted to cover the cost of the substitute. Extension does not provide sick-leave benefits.

## Section 2: Instructor Access, Privileges and Benefits

### A. System Access

- a. All instructors (employee and independent contractors) are eligible to receive and required to obtain and maintain a UC Merced email account and to use the

Online Learning Management platform as well (Canvas Learning Management System) for all academic credit courses.

B. CatCard

- a. Employee instructors are also eligible to receive a CatCard, which provides proof of official campus affiliation.
- b. To receive your CatCard, you must first verify that you have been entered into the payroll system and know your employee ID number, provide a government-issued photo identification (e.g., driver's license, passport, etc.). Please visit the website for more information (<http://catcard.ucmerced.edu>).

C. UC Merced Library Privileges

- a. Employee instructors are able to remotely access UC Merced-only article databases and electronic journals through the UC Merced Library website: <http://library.ucmerced.edu>.
- b. Employee instructors are only eligible for library privileges for the duration of their academic appointment; their library accounts are automatically created approximately one week within the start date of their appointment and expire approximately one week after their appointment ends. Independent Contractors are not eligible for library privileges.

D. Participation in the University's Defined Contribution Plan (DCP) -- "Safe Harbor"

- a. As a condition of employment, Extension's employee instructors are required to participate in the University of California retirement coverage, established under Section 401(a) of the Internal Revenue Code.
- b. The Defined Contribution Plan (DCP) provides supplemental retirement benefits based on the monthly contributions plus any earnings. This plan is in lieu of Social Security. Seven and a half percent is deducted from instructor compensation before income taxes are calculated, reducing instructor taxable income.
- c. Exceptions to this policy apply to those hired before October 19, 1992, who have had no breaks in employment and who have not been rehired. Once there is a break in service, instructors will automatically participate and be coded into the DCP.
- d. It is suggested that employee instructors carefully read the information on the website: <http://hr.ucmerced.edu/benefits/retirement-benefits>.

- e. For an explanation of “Safe Harbor,” please see:  
<http://hr.ucmerced.edu/benefits/retirement-benefits/safe-harbor>.

E. Workers’ Compensation Insurance for Employee Instructors

- a. If you are a by-agreement employee instructor, while you are in the classroom, you are covered by the University’s Worker’s Compensation Insurance Plan.
- b. It is suggested that employee instructors carefully read the information on the website: <http://risk.ucmerced.edu/report-claim/workers-compensation>.
- c. If you are injured while working for Extension, you must report the incident immediately here: <http://risk.ucmerced.edu/report-claim/report-incident>.

For Course Information, please refer to Chapter 3.

For Student Information, please refer to Chapter 4.

For Facilities and IT Information, please refer to Chapter 5.

### Section 3: Instructor Conduct

A. Family Educational Rights and Privacy Act of 1974 (FERPA)

- a. The federal Family Educational Rights and Privacy Act of 1974 (FERPA) governs the disclosure and confidentiality of student information. Student information is considered confidential and should not be released to third parties without the student’s express written consent. UC Merced Extension has designated student names; terms of attendance; and major fields of study, including any earned certificates or other program completion awards as public information under the policy; however, students are able to opt out of releasing this information. Please refer all third-party inquiries to [extension@ucmerced.edu](mailto:extension@ucmerced.edu).
- b. Confidential student information that is protected under FERPA includes class scheduling information and grades. A student’s grade is not to be released without the student’s written permission. Do not communicate information about grades in a manner that would expose confidential student information to a third party, such as publicly posting grades using Social Security or student identification numbers or through email.
- c. You have a Legitimate Educational Interest (LEI) in accessing confidential student information for the express purpose of fulfilling your instructional responsibilities. Outside of those instructional responsibilities, you must not re-

purpose, re-use or have continued access to confidential student information for any other purpose.

- d. Please refer to the website for additional information:  
<http://registrar.ucmerced.edu/policies/ferpa>.
- e. For educator preparation programs, only the Credential Analyst or other institutional authorized designees employed by the UCM EXT will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of UCM EXT.

## B. Ethical Values and Standards of Ethical Conduct

- a. The University's [Statement of Ethical Values and Standards of Ethical Conduct](#) commits everyone in the UC community to the highest ethical standards in furthering the University's mission of teaching, research and public service. It identifies the University's core ethical values as integrity, excellence, accountability and respect. These Standards of Ethical Conduct apply to all members of the University community, including UC Merced Extension instructors.
- b. In summary, UC Merced Extension expects you to be committed to the following ethical values:
  - 1. Fair dealing
  - 2. Individual responsibility and accountability
  - 3. Respect for others
  - 4. Compliance with applicable laws and regulations
  - 5. Compliance with applicable University policies, procedures and other forms of guidance
  - 6. Prevention and avoidance of any conflicts of interest
  - 7. Record confidentiality, privacy and access
  - 8. Appropriate use of University resources
  - 9. Reporting of ethical violations including protection from retaliation
- c. Instructors are expected to conduct themselves in a professional manner and to not exploit the vulnerability of the instructor/student relationship. Failure to comply with Extension's instructor conduct policies could result in termination.
- d. Extension programs and classes should not—through their content, mode of presentation or promotion— make promises, either explicit or implicit, of financial or business success, job placement, or physical or emotional cure.

## C. Nondiscrimination

You must adhere to the [University's policies on Nondiscrimination](#) and the [University's policies on the American With Disabilities Act \(ADA\) of 1990](#).

#### D. Sexual Harassment

You must adhere to the [University's policies on sexual harassment and violence](#). See further information on the policy and available [confidential and non-confidential resources](#).

#### E. Substance Abuse in the Workplace

Pursuant to the requirements of the Drug-Free Schools and Communities Act of 1989, the University strives to maintain campus communities and work sites free from the illegal use, possession or distribution of alcohol or of controlled substances, as defined in schedules I through V of the Controlled Substances Act, 21 United States Code 812, and by Regulation 21, Code of Federal regulations 1308.

Employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities or student life. Employees in violation of this policy, including student employees, may be subject to corrective action, up to and including dismissal. The University recognizes dependency on alcohol and other drugs as a treatable condition. You are encouraged to seek assistance.

#### F. Nonsmoking Policy

You must adhere to the [University's Nonsmoking policy](#).

#### G. Copyright Restrictions

UC Merced Extension must comply with federal law and University policy regarding copyright. Should you knowingly use copyrighted materials without appropriate authorization, you can be held liable.

Materials provided by UC Merced Extension (e.g., workshop curriculum) is owned by UC Merced Extension and is not to be used beyond the intended purpose. Please review [Copyright Restrictions and Procedures for Other Course Materials](#).

#### H. New Instructor Orientation

- a. Each new employee instructor will be provided an introduction to Extension, which includes an overview of the information found within this handbook. Professional development is provided based on the program in which the employee instructor is hired (e.g., Bilingual Authorization).

- b. If you wish to prepare for a specific Extension teaching assignment, you may request to audit courses that are within your own discipline. However, you cannot enroll, submit coursework, or receive credit or a grade for the course on your transcript. Make arrangements to audit courses with your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- c. For additional policies (e.g., student attendance and participation) are found in other sections within the handbook.

## CHAPTER 3: COURSE-RELATED INFORMATION

### Section 1: Preparing for a New Course

#### A. Term Teaching Assignments

An Extension instructor applicant only becomes an Extension instructor for a given course in a given term when he or she completes the following three processes:

1. An employment or independent contractor packet is submitted to instructor payroll (required once).
2. Formal academic approval for every course an instructor teaches by the UC Merced Extension Dean. For University-level academic credit courses numbered X, XM and XM 1–499, additional academic approval is required.
3. A signed [Instructor Contract](#) for every course section an instructor teaches must be submitted prior to each term he or she teaches.

The process of course and instructor selection, academic approval, scheduling and hiring can take up to four months. Please refer to Chapter 2 for employment information.

#### B. Course Budget Allocations & Processing Expense Reimbursements

- a. Extension Program Directors determine the course budget well in advance of the term. Items include instructor compensation, classroom technology or lab equipment, payment of guest speakers and copying of materials. You should specify needs in the course planning stages, at least four months before the beginning of the course. The earlier you discuss these interests with your Program Director, the better the chance that they will be considered in the budgeting and planning process. For instance, if you require special facility needs, such as a computer classroom or software for students, you should inform your Program Director during the planning process.
- b. If the course budget includes approval for items that you would pay for out of pocket (e.g., photocopying), then submit original vendor receipts to your

Program Coordinator for reimbursement. If you no longer have an original receipt, then submit a cancelled check, bank statement or credit card statement to document the out-of-pocket expense. Extension cannot reimburse you for materials prepared on personal equipment in your home or private business. Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) for further information.

### C. Course Prerequisites and Requirements

Sometimes a student may be enrolled in a class but lacks the necessary background or skills to keep up with the curriculum. For some courses, well-defined prerequisites can minimize the problem. You should discuss them thoroughly with your Program Director when planning a course so that course prerequisites can be arranged to be clearly advertised on the Extension website and in the print catalog.

### D. Preparing Your Course Syllabus

Due to strict [transfer](#) and [refund](#) policies you should be very clear at the first course meeting about your expectations. You should hand out and discuss the syllabus, including grading and evaluation criteria, and answer students' questions about their qualifications and requirements for them to be successful in your course. The syllabus should show a clear relationship between the course's learning objectives, instructional methods and evaluation standards. In accordance with University of California regulations, your grading and evaluation criteria must be communicated in writing to the class at the start of the course. The course goals, as written in the course syllabus, serve as the standard and basis for evaluating and comparing student performance and student achievement. Download the [UCM EXT Syllabus Template \(Word\)](#).

- a. The following sections need to be included on your course syllabus that you submitted in the [online system](#).

- I. Course Background Information
- II. Course Description
- III. Course Goals and Outcomes
- IV. Course Format (Modality) and Procedures
- V. Course Requirements
- VI. Course Grading Procedures
- VII. Academic Integrity Statement
- VIII. Accommodations for Students with Disabilities
- IX. Tentative Weekly Schedule
- X. Required Text(s)
- XI. Recommended Text(s) and Resources

## XII. References E. Promoting the Course

### E. Promoting the Course

- a. UC Merced Extension's Communication and Marketing Services Department maintains the Extension website and produces all promotional materials for courses, including brochures, flyers, print and radio advertising, news releases and the term's catalog.
- b. The department is responsible for making sure all promotional material is consistent with [Extension and UC Merced policies and standards](#). Do not initiate any publicity or promotional materials to promote your course(s) without first consulting your Program Director. We ask this as you may be able to help identify useful mailing lists, recommend media to broadcast announcements, or distribute course and enrollment information.
- c. You are encouraged to become familiar with the professional certificates and specialized programs of study linked to your course. This also provides an opportunity to promote your class to prospective students. If you are interested in ways to promote your course, speak with your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

## Section 2: Course-Related Materials and Resources

### A. Affordability and Accessibility

UC Merced Extension encourages instructors to help Extension reduce the high cost of course materials and ensure those materials are accessible by our students.

- a. **Affordability:** The Higher Education Opportunity Act (HEOA) has provisions to reduce costs to students while supporting instructors' ability to select high-quality course materials. HEOA requires that cost information be made available to students before they enroll in a course. This includes textbooks, readers, photocopied materials, software access or licenses, lab kits, etc.  
**Deadline is three months prior to the first day of the course**
- b. **Accessibility:** In addition, each instructor has the responsibility to identify instructional materials for his or her courses far enough in advance of the course to accommodate students with disabilities. Timely submission of textbook adoptions enables the University to meet its legal requirement to provide students with disabilities an equal educational opportunity to learn course subject matter, to participate actively in classroom discussions, and to meet assignment deadlines.  
**Deadline is 30 days prior to the first day of the course**

## B. Tips for Reducing Costs and Increasing Accessibility:

- a. Use common textbooks, where possible, for related courses or keep the same text for two or more years.
- b. Whenever possible, you should determine if your course reader materials are freely available online. If the materials are available online, compile a list of URLs that can easily be distributed to your students.
- c. Use electronic and open content solutions available to students at very low or no cost
- d. Meet textbook/reader adoption and accessibility deadlines to allow timely course material availability, low-cost course material options and timely conversion of materials for students with print disabilities.

## C. Textbooks

- a. For course materials that are not freely available online or require additional copyright clearance, you can determine whether a textbook will serve your needs and then process a textbook adoption through your Program Coordinator. Email textbook information to your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](mailto:extension.ucmerced.edu)) according to the deadlines above. Please include the following information in your email:
  - Complete title of the textbook(s)
  - Author's name
  - ISBN number
  - Publisher
  - Edition number
  - Publication year
- b. This information will be published on the public website under the course section information for students to see purchasing details once the term opens for enrollment. To request desk copies of texts, let your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](mailto:extension.ucmerced.edu)) know no later than three months in advance of the semester.
- c. Some textbook publishers offer access to online learning tools (e.g., McGraw Hill's Connect). Access to these tools is typically bundled into the purchase of a new textbook. However, students who opt to purchase a used textbook would need to purchase the access to these online tools separately. If you require the use of a publisher's online learning tools as a mandatory course requirement, please work with your Program Coordinator to make sure that

use of this tool is listed on our website to ensure compliance with HEOA and help students make more informed choices when purchasing their course materials for the term.

#### D. Copyright Restrictions and Procedures for Other Course Materials

- a. UC Merced Extension must comply with federal law and University policy regarding copyright. Should you knowingly use copyrighted materials without appropriate authorization, you can be held liable.
- b. Effective compliance with UC copyright policy will require some preplanning of the course materials. All materials under copyright that are brought into class must have permission for instructional presentation. Materials in question include, but are not limited to, all printed materials, films, videos and DVDs.
- c. Find more information on [UC copyright policies](#).

#### E. Photocopying

- a. Requests for photocopying of unrestricted, permissible and “fair use” course materials may be processed through your Program Coordinator with at least three weeks’ notice. You can email the materials to your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- b. You may also duplicate fair-use course materials on your own at a convenient copy center and submit original vendor receipts at the end of the course for reimbursement to your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)). Extension cannot reimburse you for materials prepared on personal equipment in your home or private business.
- c. Please consult your Program Coordinator on the allotted duplication budget for your section. Copying facilities at center and classroom locations are extremely limited and should be used only for exceptional circumstances.
- d. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and like consumable material. Copying should not substitute for the purchase of books, anthologies, publishers’ reprints or periodicals.
- d. If the cost of the photocopying should be passed onto the student, please refer to the section on Course Readers below.

## F. Course Readers

- a. If you wish to include a course reader, first check with your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- b. All of UC Merced's course readers are printed through Cognella. If you are planning on using selections from books, journals, articles, etc., the following information is required: author, title, publication date, page numbers, and ISBN if applicable. If you already have a copy of the PDF, that is extremely helpful. This information is submitted to the Textbook Manager for the UC Merced Campus Store. They submit the information to Cognella, who then provides a quote for the complete reader. Availability and cost depends on the rights as issued by the owner of the book, journal, or article you would like duplicated. Please allow two months before the start of the class to process a course reader, such that there is sufficient time for copyright clearance and processing of the readers.

## G. Software

- a. The "fair use" provision of the Copyright Act of 1976 does not apply to copying or reproducing software. Software may only be copied or reproduced for classroom use when a site license has been obtained from the software producer. Notify your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) regarding any software needs for your course so that Extension can legally obtain a site license.
- b. If you require access to software or online learning tools that are bundled as part of a textbook purchase, they need to be listed as required course materials on the website.

## H. Electronic Documents

- a. In general, electronic documents (e.g., for an online database, bulletin board or newsletter) receive the same protection that written materials receive.

## I. Audio/Visual Materials

- a. Any audio/visual (A/V) materials shown in class must be legally obtained. To verify copyright for A/V materials, provide your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) with a list of the A/V materials for the course.

- b. You will also need to inform your Program Coordinator whether you plan to provide the A/V materials or whether you need your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) to order them.
- c. You are required to adhere to copyright laws in the acquisition and dissemination of A/V materials in your classroom. This is especially important when Extension has hearing-impaired students, as we may need to obtain captions for the A/V materials.

#### J. Off-Air Recording

- a. If you wish to use videotaped excerpts of off-air broadcasts for use in the classroom, you must adhere to these [guidelines](#).

#### K. Recording in the Classroom

- a. Please check with your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) before recording in the classroom or during an activity associated with the course.
- b. You may need the following form: [Classroom Audio/Video Recording Agreement for Student and Instructor](#) (PDF) to complete with the student making the request to record the lecture.

#### L. Guest Speakers

- a. Guest speakers for class appearances and presentations may be arranged with the advance approval of the Program Director. Contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) and include the name and the email address for the guest speaker, the dates and times you wish to invite them to speak, and the topic on which he or she will be speaking. The Program Coordinator will follow up directly with the guest speaker, who will need to sign a [waiver of liability](#).
- b. Guest speakers may not be used as substitute teachers. You are required to maintain a presence in the classroom with guest speakers and during all dates and times covered within your instructor agreement.

#### M. Visitors

- a. Auditing is not permitted in UC Merced Extension courses.
- b. Unless otherwise stated in the program, course or section description, visitors may attend the first scheduled class of a course that has six or more classroom

meetings without charge when space or enrollment limitations permit. Students must, however, formally enroll in the course and pay all fees before the second classroom meeting.

- c. In courses with five or fewer classroom meetings, visitors are not permitted, and students must formally enroll in the course and pay all fees prior to the course start date.
- d. Extension cannot guarantee retention of an educational record, grades or transcripts for students who do not enroll and pay in a timely manner.
- e. Students must pay to enroll and attend all noncredit courses. In addition, students who wish to attend a credit course but do not wish to take a course for a Credit Letter Grade (CLG) need to pay to enroll and choose either the Pass/No-pass (P/NP) option or the Not-for-Credit (NC) option at the time of enrollment. For additional information on grading options, please see the following section.

#### N. Course Assistants, Course Facilitators and Graders

- a. For certain courses (large online or classroom courses or hands-on technical labs), course assistants or facilitators and graders may be requested in advance.
- b. It is your responsibility to work with your Program Director on setting these terms in the budget planning stages, as well as finding a qualified, available person (often a former qualified student).

### Section 3: Grading Policies

Grading criteria and grading options for each course depend on what type of course is offered. UC Merced Extension offers many types of academic and professional credit and noncredit courses. Please refer to the numbering system below when you propose a course.

#### A. Credit Courses

- a. If a course is offered for credit, the title of each credit course is followed by the UC Merced academic department abbreviation in which the credit is granted and the course number. Credit is in semester units. For courses carrying academic or professional-level credit, the University's standard formula for one unit of credit is 15 hours of instructional time, plus two hours of study time for each hour of instruction. Thus, a one-unit course is 15 hours of instruction and 30 hours of study outside of class for a total of 45 hours of course effort. Some courses, such as studios or labs, require more instructional time and less study time.

- b. Credit course numbers include a letter prefix and sometimes a letter suffix: for example, Analytic Geometry and Calculus MATH XMW101A. The course-number prefix X indicates a credit course that originates at UC Merced Extension. The course-number prefixes XM indicates an Extension credit course that is equivalent to the campus course with the same content, title, number and credit value offered to UC Merced students. Credit courses are numbered X1-499 and XM1-499. See the full list below for descriptions.
- c. All university-level academic credit courses numbered X1-299 and XM1–299 and the Extension instructors who teach them are reviewed and approved by the appropriate academic department on the UC Merced campus and by the Division Council (DivCo). The UC Merced Division Council (DivCo) delegates authority to the Dean of UC Merced Extension to approve professional, post-baccalaureate credit courses that are numbered X300–499. This academic supervision by University faculty is assurance of excellence in course content and quality of instruction.

#### B. Non-credit Courses

- a. Noncredit courses can be offered for noncredit letter grade (NLG) or noncredit pass/not pass (P/NP); however, the majority UC Merced Extension’s noncredit courses are offered for continuing education units (CEUs), a nationally recognized means of recording noncredit study.
- b. Many employers and re-licensure agencies accept these units as evidence of your serious commitment to career advancement and the maintenance of professional competence. The letters CEU and a number identify a noncredit course in which you can earn continuing education units.

an evaluation of student knowledge or completed work are the primary criteria for the satisfactory completion of a course offered for CEU.

- c. One CEU is awarded for 10 instructional hours.
- d. Student attendance and an evaluation of student knowledge or completed work are the primary criteria for the satisfactory completion of a course offered for CEU.
- e. UC Merced Extension does not award both a noncredit grade and CEUs for the same course.
- f. CEU courses are numbered X800-899.

- g. Final approval for all noncredit courses resides in Extension’s Dean’s Office as delegated by the UC Merced Academic Senate.

C. UC Merced Transcript Structure:

Numbers	Credit	Type of Credit	Brief Description
1-199	yes	Academic	Undergraduate level Academic
200-299	yes	Academic	Graduate level Academic
300-399	yes	Academic	Bilingual Authorization Programs Only
400-499	yes	Academic	Professional Education Academic
500-599	yes	Academic	Graduate Level Academic may be degree
600-699	yes	Academic	Graduate Level Academic but non-degree
700-799	no	Non-credit	Personal Enrichment, non-credit
800-899	yes	CEU	Professional Development CEU only
900-999	no	Non-credit	Non-degree, letter grade or pass/not pass
1000-1099	yes	CEU	Non-degree CEU only

- D. For a full description and classification of courses, please see [Classification of Courses](#)

E. Grade Chart and Grade Descriptions

Grade your students using the following chart. Although UC Merced Extension does not calculate or record an official grade point average (GPA) on student transcripts, GPAs can be unofficially calculated on the basis of grades and number of units per below.

Grade	Grade Points Per Unit	Suggested Range	Description
A+	4.0	94%–100%	Excellent: The grade of “A+”, when awarded at your discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A.
A	4.0	94%–100%	
A-	3.7	90%–93%	
B+	3.3	86%–89%	Good
B	3.0	83%–85%	
B-	2.7	80%–82%	
C+	2.3	76%–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
C	2.0	73%–75%	
C-	1.7	70%–72%	
D+	1.3	66%–69%	Barely passed
D	1.0	63%–65%	
D-	0.7	60%–62%	
F	0.0	< 60%	Failed
P			Passed at a minimum level of C-minus or 70%
NP			Not Passed—anything below a C-minus or below 70%
S			Satisfactory or passed at a minimum level of B-minus or 80% (only an option for graduate-level courses e.g., X200–299).
U			Unsatisfactory—anything below a B-minus or below 80% (only an option for graduate-division university courses, e.g., X200–299).
I			Work of passing quality but incomplete due to circumstances beyond the student’s control. Strict criteria apply; see <a href="#">Section 6: Petition for Incomplete (I)</a> . Work should be completed within 90 days of the course end date. If student does not complete the work as agreed, instructors may opt to submit a final failing grade. If left unresolved, the grade Incomplete (I) in any course becomes part of the student’s permanent academic record.
NC			Not for Credit: Assigned to students whose attendance is satisfactory but who choose not to fulfill credit requirements.
W			Withdrawal: Withdrawal from a course without academic penalty. Issued based on a student-initiated withdrawal.
CEU			Assigning CEU indicates that the student has attended all of the instructional hours and has participated in the course as outlined in the course syllabus.

F. Petition to Withdraw (W)

- a. Students can request to withdraw from a course without academic penalty after the drop deadline has passed. Unlike a “drop,” a withdrawal is notated on a

student's transcript with a grade of "W."

- b. Please review the UC Merced online policy regarding an [Add/Drop/Withdraw](#).
- c. Please speak with your Program Director if you have further questions.

#### G. Petition for Incomplete (I)

- a. Students must meet strict criteria before qualifying to receive an incomplete grade.
- b. Please review the UC Merced online policy regarding an [Incomplete grade](#).
- c. Incomplete grades are contingent upon your approval, and you are under no obligation to grant them. If any student requests an Incomplete, please refer the student to the [Assigning an Incomplete](#) online page. The student must download the form, complete it, and submit it to you.
- d. Please speak with your Program Director if you have further questions.

#### H. Submitting Final Grades

- a. Final grades are submitted in Canvas, the Learning Management System for the courses. If you need assistance, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

#### I. Retaining Student Records

- a. You should record and date everything that will count toward determining your students' final grades, including attendance and retain it for at least 13 months.
- b. Proper grading documentation makes it possible for students to change their grading option for example, from Pass/No Pass to Letter Grade, at different points in the term.
- c. Be prepared to explain how you calculated a grade.
- d. As stipulated by the UC Merced Academic Senate, it is your responsibility to retain your students' final examinations or copies of them for a period of 13 months after the dates of such examinations.
- e. It is also your responsibility to provide a student access to his or her final examination, either by providing the student with a copy of the final examination or by making arrangements for the student to review it under suitable

supervision. If the student is unable to review the final examination under suitable supervision, then a copy of it shall be provided to him or her.

- f. Student work is FERPA-protected: A student should only see his or her own exam; exams should not be placed in a pile for students to peruse. Final examinations and any other retained student work should be returned to the students, shredded or destroyed after 13 months, unless there is an agreement with the student to extend an incomplete grade and the information is needed to calculate a final grade.
- g. As a best practice, Extension strongly recommends that you also keep copies of final papers, final projects, the Grade/CEU records, the syllabus, recorded student grades, and grading criteria for 13 months as you may be required to show how you calculated a grade if a question arises.

#### Section 4: Enrollment and Attendance

##### A. Verification of Enrollment

- a. For each course section you teach, Extension sets up a class list in Canvas. From there, you can view and print the class list.
- b. As auditing is not allowed in UC Merced Extension courses, all students present in your course should be enrolled. It is very important to verify that the students attending your course are also listed on your official class list.
- c. Have students sign in and compare sign-in sheets with your official class list to verify that each student is enrolled in the course. Please do this each time the class meets.
- d. Please encourage any student not on your list to enroll through the online registration system.
- e. If you have any questions, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

##### B. Attendance and Participation Policy

- a. It is up to you to specify your attendance and participation policy in the syllabus and to explain it on the first day of class.
- b. If a student misses class for any reason, the burden is on the student to make up the work and decide whether he or she can continue in the course.

- c. For students who feel that they can make up the work, you should provide any materials that were provided in class (handouts, slides, notes, etc.) and remind the students of the assignments that are due. It is not your responsibility to make up the instructional time with the student.
- d. If you have any questions, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

#### C. Absences Due to Illness

- a. Instructors are asked to refrain from general requirements for written excuses from medical personnel for absence due to illness. Many healthy people experience a mild-to-moderate illness and recover without the need to seek medical attention.
- b. The UC Merced Academic Senate occasionally issues guidance concerning missed classes and exams due to illnesses such as influenza advising that students not attend class if they have a fever.
- c. Should a student experience repeated absences due to illness, Extension advises instructors to use flexibility and good judgment in determining whether to excuse missed work, extend deadlines, or substitute an alternative assignment.
- f. Instructors may also refer students to the UC Merced online policy regarding an [Add/Drop/Withdraw](#) and the UC Merced policy regarding an [Incomplete grade](#).
- g. If you have any questions, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

#### D. Accommodation for Pregnancy and Parenting

- a. In compliance with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the official policy of the University of California, Merced to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate.
- b. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities.

- c. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of conflicts. If a mutually satisfactory arrangement cannot be achieved, the student [Appeals and Grievance Policy](#) may apply. This can be found in the Student Resources and Policies Handbook.
  - d. Students also have the option of filing a Title IX complaint. For more information about accommodations for student who are pregnant or parenting, please contact the Office of Campus Climate and Compliance's Department of Discrimination and Sexual Violence Prevention (<http://dsvp.ucmerced.edu/report>).
  - e. If you have any questions, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- E. Alternative Test or Examination Schedule to Accommodate Religious Creed
- a. In compliance with California Education Code, Section 92640(a), it is the official policy of the University of California, Merced to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided.
  - b. To accommodate a student's religious creed, refer students who wish to request to schedule tests or examinations at alternative times directly to your Program Coordinator. Your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) can help coordinate the exam schedule with you and the student.
  - c. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of conflicts. If a mutually satisfactory arrangement cannot be achieved, the student [Appeals and Grievance Policy](#) may apply. This can be found in the Student Resources and Policies Handbook.
  - d. Students also have the option of filing a Title IX complaint. For more information about accommodations for student who are pregnant or parenting, please contact the Office of Campus Climate and Compliance's Department of Discrimination and Sexual Violence Prevention (<http://dsvp.ucmerced.edu/report>).
  - e. If you have any questions, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

## Section 5: Course Evaluations

### A. Informal Evaluations

- a. Extension strongly recommends some form of student learning evaluation early in the course to identify any need for early intervention and to evaluate students' progress toward learning objectives.
- b. Your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) will provide you with a suggested format and can assist you in tailoring it to your specific course.
- c. Extension encourages you to conduct informal evaluations throughout the course.

### B. Mid-Semester Evaluations

- a. Many departments also request mid-semester evaluations for first-time Extension instructors using a paper form process. If you are requested by a department to administer a mid-semester evaluation, set aside 10 to 15 minutes during the first half of the meeting so that all students can complete the evaluation.
- b. Please appoint a student to administer the evaluations and give the evaluation instructions to him or her. You and any teaching assistants must leave the room during the time students are filling out the forms. You must not handle, read or otherwise review the contents of completed forms. The appointed student will collect all completed forms, seal them in the postage-paid envelope and mail the evaluations or drop them off at the Center Registration Desk.
- c. Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) for more information.

### C. End of Course Evaluations

- a. It is UC Merced Extension policy that all courses and instructors be evaluated as part of an overall campus mandate to assess and improve the quality of teaching.
- b. UC Merced Extension uses an online course evaluation system that standardizes and manages the entire process.
- c. The online course evaluations system allows for the automation and simplification of end of course evaluations for instructors and allows students to

access their class survey at their convenience in order to produce more thorough reviews free of in-class time constraints.

- d. The online course evaluations system will manage the entire process:
  - i. When a course is 85% complete, the system will open a survey, notify the instructor(s) and email invitations to enrolled students. For one-day workshops, the survey will open at the end of the class session.
  - ii. Instructors will be emailed a link to general statistics and response rates of active surveys. (Student names will not be included.)
  - iii. Surveys will remain open for 10 days, and students who have not completed the survey will receive reminders on the 2nd and 6th days.
  - iv. Ten days after the course ends, a report summarizing the responses will be emailed to the department. The same report will be emailed to instructors after final grades are submitted.
  - v. When you are notified by email that the course survey is open, we encourage you to remind students to complete the evaluations and to educate students on the value of their input. Encouraging student participation is one of the best methods to increase your evaluation response rates.
  - vi. Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) for more information.

## CHAPTER 4: STUDENT INFORMATION

### Section 1: Adult Learners

Students are often motivated to enroll in UC Merced Extension classes for two primary reasons: professional development and personal enrichment. In an increasingly competitive continuing education marketplace, our students go out of their way to attend UC Merced Extension courses. Many of our students have committed themselves to studying a particular subject in depth and have registered for one of our professional certificates or specialized programs. Upon completion, these programs provide evidence that our students have mastered a set of specific professional skills. Some courses may also be used as credit toward degrees at other institutions based on their requirements.

What does this tell us about the type of students likely to be enrolled in classes? Many hold undergraduate degrees and some hold master's and doctoral degrees.

Six characteristics of adult learners that describe what will best help them to learn include:

1. Adult students are mature people and prefer to be treated as such.
  - a. They learn best in a democratic, participatory and collaborative environment.
  - b. They need to be actively involved in determining how and what they will learn, and they need active rather than passive learning experiences.
  - c. They are self-reliant learners and prefer to work at their own pace.
2. Adult students have needs that are concrete and immediate.
  - a. They tend to be impatient with long discourses on theory, but prefer to see theory applied to practical problems. This doesn't mean they are not interested in theory, but they also must see the practical application of the theory.
  - b. They are task- or problem-centered rather than subject-centered.
  - c. Their learning is not complete until it is expressed in appropriate action.
3. Adult students are more impatient in the pursuit of learning objectives.
  - a. They are less tolerant of "busy work" that does not have immediate and direct application to their objectives or needs.
4. Adult students have useful past experience.
  - a. They are more realistic and have insights into what is likely to work and what is not.
  - b. They are more readily able to relate new facts to past experiences.
5. Adult students enjoy having their talents and information incorporated into a teaching situation.
  - a. They bring their own experiences and knowledge into the classroom, which they like to use as a resource for learning.
  - b. Give them practical learning activities to build on their prior skills and knowledge.
6. Adult students are sometimes fatigued when they attend classes.
  - a. They appreciate any teaching devices that add interest and a sense of liveliness, such as a variety of methods, audio/visual aids, change of pace and sense of humor.

Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) if you would like more information.

## **Section 2: Communicating with Students**

- A. To reach students while keeping their contact information secure and confidential, it is recommended that you communicate with your students via UC Merced or Canvas email accounts.

- a. If you use your UC Merced email, you should list the individual email addresses in the blind copy field so that the addresses are not accessible to others.
- b. Only send emails to the student email under which they registered and is listed on your class roster.
- c. Not all Extension students will have a UC Merced email; however, the email with which they registered is considered official (and legal) communication.
- d. If teaching an academic course, you can securely and confidentially communicate with students using the Coursemail feature in Canvas.

#### B. Students and Group Projects

- a. For group project work, it is best practice for students to exchange their contact information with others students directly.
- b. Canvas will also allow you to set up online discussions for your students that are secure.

#### C. Staying in Contact with Students after Your Course Section Ends

- a. Under FERPA, it is not recommended to initiate contact with students unless it is for a Legitimate Educational Interest, and then it is recommended you use your UC Merced email.
- b. At the conclusion of the course, you may offer students your personal contact information so that students can voluntarily choose to make or maintain contact with you after the course has concluded; however, do not solicit or demand student contact information for this purpose.
- c. Staying in touch after the section ends for other non-academic purposes needs to be voluntary for the student. If you use LinkedIn for professional networking purposes, you can inform students that you are available on LinkedIn, but it is not recommended for instructors to initiate the “link.”
- d. For more information regarding FERPA, please see <http://registrar.ucmerced.edu/policies/ferpa>.

Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) for more information.

### Section 3: Students with Disabilities

The federal [Americans With Disabilities Act \(ADA\) of 1990, as amended](#) and other federal and state laws, as well as the [University of California Guidelines Applying to Nondiscrimination on the Basis of Disability](#) require that persons with disabilities have equal opportunity to enjoy campus programs, activities, and benefits.

Extension requires you to review the [Faculty Resources](#) page on the UC Merced Disability Services website for all information regarding students with disabilities.

Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) for more information and/or assistance in accommodating your students.

#### **Section 4: Academic Integrity and Academic Misconduct**

At UC Merced, the [Office of Student Conduct](#) (OSC) oversees the student disciplinary system for reports of suspected student misconduct, both academic (e.g., cheating, plagiarism and unauthorized collaboration) and nonacademic (e.g., computer misuse, alcohol and other residence hall violations, theft, and conduct that threatens health and safety).

If you suspect student misconduct, either academic or nonacademic please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) and review the policies and procedures on the OSC website (<http://studentconduct.ucmerced.edu>).

If you have concerns about student behavior and/or classroom management, please contact Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)).

Extension recommends visiting the OSC website together in class to facilitate a conversation about academic integrity. It contains helpful resources for both students and instructors.

Finally, create an inclusive classroom. From the first day of class, set guidelines for discussion to ensure that everyone feels welcome expressing his or her ideas in class. Some instructors find it helpful to have a brain-storming session with students on the first day of class and to come to a group agreement about ground rules for respectful class interactions.

Know your own biases and hot-button issues, which can help you prepare for difficult moments.

Extension recommends you visit the [Center for Engaged Teaching and Learning](#) website for instructional resources, including ideas for creating an inclusive classroom.

### **CHAPTER 5: FACILITIES AND INFORMATION TECHNOLOGY (IT)**

#### **Section 1: Extension Locations, Schedules, and Classroom Etiquette**

Information about parking, public transportation, building entry, classroom access, emergencies, on-site staff hours and other site-specific matters can be found on the UC Merced [Facilities Management](#) website. Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) if you can't find the information you need. Whenever possible, public transit is recommended.

#### A. Locations/Centers

- a. Extension offers classes at the UC Merced Downtown Campus Center, UC Merced Fresno Center, and the UC Merced Modesto Venture Lab, Merced County Office of Education, and school districts in addition to the UC Merced Campus.
- b. Every effort is made to schedule classes in the most appropriate instructional facility and classroom for the course.
- c. Please be sure to notify your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) if you have specific instructional needs (e.g., computer lab, i ng studio, breakout rooms) so that these may be taken into consideration when scheduling your course.
- d. Support Staff are available to assist by answering questions related to: course information; opening rooms; distributing course packets; providing account codes and training for photocopiers; and providing way-finding and reception services.
- e. They are sometimes available for light photo-copy jobs.
- f. UC Merced Extension provides hotel space where courses are offered for instructors to do work in preparation for their courses and meet with students.
- g. Location, hotel spaces, and classrooms provide wireless internet.
- h. If you need other resources at a given site, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

#### B. Schedules

- a. Classroom schedules and locations are posted online.
- b. Changes to room assignments are reflected on the Extension website and posted on the classroom door.

- c. Every effort is made to notify instructors and students in advance via email, as well.
- d. Classrooms are unlocked 30 minutes prior to the scheduled start time and relocked 15 minutes after the scheduled end time.

### C. Classroom Etiquette

- a. Because Extension offers daytime, evening and weekend courses, classrooms are often scheduled for different courses throughout the day.
- b. In order to clean and reset classrooms, we ask that you vacate your assigned classrooms at the end of the scheduled meeting time and leave the room in the configuration in which you found it.
- c. If you require additional classroom time, contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) to discuss possible schedule modifications.
- d. Classrooms should always be left in good condition for subsequent use.
- e. Ask students to dispose of trash and make every effort to leave the rooms and their contents in order.
- f. Furniture that has been rearranged should be put back as found; any borrowed furniture should be returned to its original location.
- g. If you have a question or concern pertaining to your classroom, please go the Registration Desk and speak with the on-site representative who can assist you.
- h. Please do not relocate your class or make other changes to the classroom without first contacting the on-site representative.
- i. If you would like to request additional changes for the next class meeting, contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).

### D. Field Trips and Other Outside Activities

- a. If a class has activities that take place outside of the classroom, such as a field trip or site visit, you need to be specific in your syllabus about what it will involve. (Example: The field trip includes about two miles of walking in an hour's time. The walk includes some stairs and steep inclines and may cover wet or slippery surfaces.)

- b. Please note that it may be necessary to make special arrangements for a particular student, and in some cases, to design an alternative for the entire class.
- c. Each student must sign an [Elective/ Voluntary Activities Waiver](#) (PDF).
- d. You must inform your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) of any field trips or site visits that you are planning so that representatives can forward the waiver forms to class and facilitate the rescheduling of the classroom for other Extension events or classes, as needed.
- e. All signed student waivers must be submitted to your Program Coordinator for filing.

## Section 2: Classroom Technology

You will be provided with information on the standard classroom technology available for the classroom you are assigned. If you need additional support, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)).

You should discuss your general classroom technology needs with your Program Coordinator before your class is scheduled so that any special considerations for room scheduling or software acquisition can be taken into account.

All classroom spaces will be equipped with wireless internet and information on-site regarding passwords.

The on-site support staff are available if you require assistance with classroom technology.

UC Merced Extension can make arrangements for computer labs for instruction, as long as it has been arranged ahead of time with your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) and was submitted at part of the proposed course.

## Section 3: Safety

### A. Safe Learning Environment

- a. Extension strives to provide a safe learning environment. You can contribute to the safety of you and your students by doing the following:
  - i. Program these [Emergency and Non-Emergency Phone Numbers](#) into your cell phone for the location where you are teaching.

- ii. Review the Emergency Information and Procedures found in this [emergency.ucmerced.edu](http://emergency.ucmerced.edu).
- iii. Know where your Extension Centers emergency contact numbers are posted (on the wall in each classroom near the entrance for your convenience).
- iv. Familiarize yourself with the evacuation procedures that are posted on the wall in the classroom.

#### B. Immediate Concerns

- a. If it's an emergency, call 911.
- b. If necessary, but not an emergency, call the police (numbers are posted at each site).
- c. Should you find anything of concern that is not immediate, contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)).
- d. If it is after-hours and the Extension academic offices are closed, call the number associated with the facility or notify on-site personnel who can help if you have a last-minute concern involving your teaching.
- e. As the instructor, students will look to you to take the lead in an emergency.
- f. Introduce yourself to security and center staff and call upon them when needed.
- g. In the event of an earthquake, instruct students to duck and cover and evacuate when and if it is safe to do so.
- h. If you notice something unusual about a student, but you are unsure of what to do, please contact the Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) and Center Staff, if appropriate.

#### C. Student, Employee, and Volunteer Incident Form

- a. If anyone has an accident while onsite for an Extension class or while on a class field trip or site visit, have them complete the [Incident Form](#) (PDF).
- b. It is strongly recommended that you keep a blank form with you during the term and with you on any field trips and site visits.
- c. Please contact your Program Coordinator (contact info can be found here:

[extension.ucmerced.edu](http://extension.ucmerced.edu)) to relay an account of the event as soon as possible. He or she can follow up with the appropriate parties to make sure that a thorough report is submitted.

#### D. Personal Emergency

- a. If you are delayed or having a personal emergency situation and cannot make it to class, call to notify your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](http://extension.ucmerced.edu)) and the Center Staff as soon as possible and Extension will make arrangements to notify the students.
- b. Please do not ask a colleague to cover your class or substitute.
- c. Please refer to Chapter 2, Section 1, H. “Emergency Makeup Meetings and Substitute Instructors” above for further information.



University of California, Merced  
5200 N. Lake Road  
Merced, CA 95343

## Instructor Contract

### Instructor information

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Name:

Instructor Type: Employee

Instructor Number:

Telephone:

Campus Personnel Number:

### Course Information

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Division: Extension

Title: I

Course Section Number:

Schedule:

GL Account ID:

Discipline Code and X number:

Meeting Type:

Number of Meetings:



University of California, Merced  
5200 N. Lake Road  
Merced, CA 95343

Location:

**Compensation**

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Compensation for this contract will be based on: 25% of course tuition

Additional notes and Comments:

I accept this proposal. I understand that UCM Extension has the right to move the location of the course or to terminate this agreement at any time if: (a) enrollments in the course are insufficient; (b) required course administrative or pedagogical responsibilities with respect to this or any prior course have not been met; (c) UCM Extension and I fail to reach agreement on the resources to be made available for a course, including but not limited to room location, marketing, or program assistance; (d) teaching or other performance in a course is deemed unsatisfactory; or (e) I have violated the policies, procedures, or guidelines of the University or University Extension as set forth in the Instructor Guide and incorporated herein by reference. By my signature below, I warrant and represent that I have reviewed the Instructor Guide, that I fully understand its contents, and that I agree to be bound by same, including but not limited to the Instructor Code of Conduct, as contained in the Instructor Guide.

I understand that all agreements with UCM Extension are on a course-by-course basis, and that I have no guarantee, expressed or implied, of continued employment or involvement with University Extension in any capacity beyond the course, which is the subject of this agreement.

The Regents of the University of California own the course title, description, and syllabus, and I understand that UCM Extension may offer this course at any time in the future using any other instructor without my permission if using UCM Extension or University developed materials.

I understand that compensation under this agreement is contingent upon successful completion of the University hiring process, return of this signed agreement prior to the class or project start date, and the on-time submittal of any deliverables associated with this agreement, including student grants, if applicable.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_



UCMERCED  
UNIVERSITY OF CALIFORNIA  

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EXTENSION

**Student Resources and Policies Handbook**

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## **University of California, Merced Extension Mission and Vision Statements**

### **Mission**

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

### **Vision**

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive Bilingual Authorization given to student empowerment. The UCM EXT 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, UCM EXT:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

## [Academic Policy Information](#)

### Academic Calendar

The UCM Extension Academic Calendar can be found [here](#).

### Accreditation

The University of California, Merced, is accredited by the Western Association of Schools and Colleges (WASC). UC Merced Extension is accredited by WASC through the University.

### Course Numbers and Prefixes

#### Classification of Courses

The level of instruction for all University of California courses which award academic credit is designated by a course number which falls within series defined as follows:

- 1-99. Undergraduate/Lower Division courses which are open to freshmen and sophomores.
- 100-199. Undergraduate/Upper division courses ordinarily open only to students who have completed at least one lower division course in the given subject, or four semesters of college work. Independent study courses at the undergraduate level are numbered 199.
- 200-299. Graduate courses ordinarily open only to students who have completed at least 12 semester upper division units basic to the subject matter of the course.
- 300-399. Professional courses for teachers offered in Departments and Schools of Education, and specially designed for teachers or prospective teachers.
- 400-499. Professional courses in fields other than Education.
- Individual study or research graduate courses numbered 500-599 if they may be used to satisfy minimum higher degree requirements, which are otherwise numbered 600-699.

UC Merced Extension further classifies courses which do not result in the award of University level academic credit, as follows:

- 700-799. Experimental, public service, public policy forums, test preparation courses, and courses which showcase research or developments in the professions or local industry, which are non-credit bearing and in which student work is not evaluated.
- 800-899. Advanced professional seminars, courses, and short-courses, in which student work is evaluated, which may lead to the award of a letter grade, PASS/FAIL grade, or Continuing Education Unit (CEU) in lieu of academic credit.
- 900-999. Courses for which University credit are *not* awarded, but in which student work is evaluated

and grades are posted. College preparatory courses and English as a Second Language (ESL) courses are examples of the type to be classified in this series.

- 1000-1099. Professional or cultural enrichment seminars, courses and short-courses in which student work is not evaluated, but leads to the award of Continuing Education Unit (CEU) in lieu of academic credit.

UC Merced Extension typically presents courses in the undergraduate series numbered 1-199 (except independent studies), the 300 series, the 400 series, and the non-credit series ranging from 700-999.

In addition to the numbering schema, the University uses letter designations preceding the "course number" to indicate Extension's agency in offering the course, and to indicate the Senate division offering academic approval, as follows:

- An "X" prefixed to the course number indicates that the course bears University-level academic credit, *and* that the course is offered through Extension. When the "X" appears alone, the Extension course has no counterpart in the UC Merced curriculum, although the content meets the standards for the course series. (Courses numbered 700 and above offered through Extension are not prefixed with an "X" as they bear no credit.)
- The "X", modified with a senate-division designator such as "M", indicates that the course bears University-level academic credit, that it is offered through Extension, and that the course is by Senate regulation considered "equivalent" to a course offered in the regular curriculum of the Senate Division which approved the course. ("M" indicates Merced. "B" indicates Berkeley, "SB" indicates Santa Barbara, etc.)

### **FERPA – Confidentiality and Student Rights**

Pursuant to the Federal Family Education Rights and Privacy Act of 1974 and the University of California Policies Applying to the Disclosure of Information from Student Records, UC Merced Extension students have the right to:

1. The right to inspect and review their student records within 45 days of the date the Extension Office receives a written request for access. Students should submit their requests in writing to the Extension Office or appropriate campus official for the office having custody of the requested records. The request must identify the record(s) they wish to inspect and review. The campus official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official receiving the request, that official shall advise the student of the correct official and redirect the request.
2. The right to request the amendment of their student records if a student believes the records is inaccurate or misleading. Students should submit a written request to amend a record that they believe is inaccurate or misleading to the campus official responsible for the record, clearly identifying the portion of the record they want changed, and specifying why it is believed to be inaccurate or misleading. If Extension determines that the record should not be amended as requested by the student, Extension will notify the student of the decision and advise him/her of the right to a hearing

regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in their student records, except to the extent that law and policy authorize disclosure without consent.

One exception permitting disclosure without consent is disclosure to campus officials having a legitimate educational interest in the records. A campus official is any individual designated by the campus to perform an assigned function on behalf of the campus. Legitimate educational interest means a demonstrated need to know by officials who act in a student's educational interest. A campus official has a "legitimate educational interest" in a record if the official is performing a task

(1) specified in his or her job description;

(2) specifically related to the official's participation in the student's education;

(3) specifically related to the discipline of a student; or

(4) specifically related to providing a service or benefit associated with a student or student's family, such as health care, counseling, job placement or financial aid.

Another exception permitting disclosure without consent is Directory (or public) Information, defined as information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed, unless the student has notified the Extension Office that such information is to be treated as confidential with respect to him/herself.

UC Merced Extension has established these items as **Directory** (or public) Information: the student's name, address, phone number, email address, program of study, dates of attendance, earned certificates, enrollment status (Full-Time; Part-Time), photographs and program completion information. UC Merced Extension directory information is available upon request only and will not be posted online or by any other means.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UC Merced Extension to comply with the requirements of the Federal Educational Rights and Privacy Act, addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-4605.

### **How a Student Can Change Their Level of Privacy**

A student who wants to withhold all from the category of Directory (public) information must file a [nondisclosure form](#) in the Extension Office by the 10th day of instruction. If a student does not choose this option, this information may be released without student written authorization.

Students availing themselves of this right should understand what the consequences of such action might be. For example, if all information is designated nonpublic information the student's status as a student or any certificates earned cannot be verified for potential employers or for any inquires without

the student's written consent.

Questions: Questions about these rights should be referred to the Extension Office by emailing [extension@ucmerced.edu](mailto:extension@ucmerced.edu).

### **University of California Policy Related to the Disclosure of Information from Student Records**

The University of California policy related to student record information disclosure, please review [policy.ucop.edu/doc/2710533/PACAOS-130](http://policy.ucop.edu/doc/2710533/PACAOS-130)

### **Grades**

If you enroll for credit, you must meet the attendance, participation and course requirements set by the instructor. You can log in to your student portal to view your final grades and CEUs.

Until all outstanding balances to the university are paid in full, a hold may be placed on your student account that prevents you from viewing and printing your final course grades, CEUs and grade reports and from ordering an official transcript.

### **Grading Basis Options**

When you enroll in a credit course, you will receive a letter grade. In some courses, however you may opt to take the course for a passed/not passed grade (P/NP) or to take the course on a noncredit basis (NC) by submitting a Petition for Grade Option Change form. If you opt to change from a letter grade to a P/NP grade you must inform your instructor prior to your course end date and final exam or project due date. If you plan to apply that course toward a degree or professional certificate, you should first make sure that a P/NP grade is accepted. Please note that most institutions do not accept noncredit courses and noncredit grade options for transfer credit. We cannot change a P/NP grade or a NC grade option to a letter grade after recording it. If you are unable to complete your course, you can also submit a petition to withdraw without academic penalty prior to your course end date and final exam or project due date.

### **Grading System Grades**

Grades		Quality Points
A+	Excellent	4.0
A	Excellent	4.0
A-	Excellent	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7

C+	Fair	2.3
C	Fair	2.0
C-	Fair	1.7
D+	Barely passing	1.3
D	Barely Passing	1.0
D-	Barely passing	0.7
F	Not Passing	0.0
P	Passed (equivalent to a C- or higher)	
NP	Not passed (lower than a C-)	
U	Unsatisfactory	
I	Incomplete	
IP	In-Progress	
NR	No Report: when instructor fails to report a grade	

### Other Grade Letter Designations

NC	Not for credit - Signifies attendance but not completion of credit requirements
W	Withdraw without academic penalty
I	Incomplete, may be assigned by an instructor on an exceptional basis if the student's coursework has been passing quality but not finished during the term or enrollment period due to circumstance beyond the student's control.

Incomplete grades are contingent on instructor approval, and instructors are under no obligation to grant them. To complete the course and receive a final grade, you must complete the course requirements within three months of the course end date. If you do not complete the work as agreed, instructors may opt to submit a final failing grade for you. If left unresolved, the grade Incomplete (I) in any course becomes part of your permanent academic record.

An "I" grade designation is issued only if the instructor approves and all of the following criteria are met:

- You present extenuating circumstances to your instructor for not completing the course by the course end date

- You have successfully completed 75% of the assignments, assessments or projects at least three weeks prior to the course end date.
- You and the instructor have made a written agreement on the work required to complete the course and the due date by which you will submit the work to the instructor. The due date must be within three months of the course end date,
- You must sign and present the Petition for Incomplete Grade form to the instructor prior to the course end date. Online students should provide the completed petition form to instructors by scanning and emailing it as an attachment.
- For classroom and hybrid courses, instructor must note on the form the percentage of course work completed and graded and the cumulative grade the student has earned to date. For online courses, instructors must note on the form all of the modules that have been submitted, graded and entered into the LMS gradebook to date (e.g., Modules 1-8) and the remaining modules the student must complete (e.g., Modules 9-10).
- Once completed and signed by you and the instructor, the instructor should forward the original incomplete grade petition form to [extension@ucmerced.edu](mailto:extension@ucmerced.edu). You and the instructor should each retain a copy of the signed form.
- **Online Students Only:** Once enrollment expires or a grade I is recorded, you no longer have access to the online classroom or discussion forum. You must coordinate with your instructor to copy or print out any information from the online classroom or discussion forum that you need for reference as you continue and complete your coursework beyond your enrollment period.

### **Grade Point Averages**

UC Merced Extension does not calculate or record an official grade point average (GPA) on your transcript, GPAs can be unofficially calculated on the basis of grades and number of units. The University's scale of grade points is A=4.0, B=3.0, C=2.0, D=1, F=0. A plus (+) or minus (-) may also be recorded. Grades with a plus sign (such as B+) carry 0.3 points per unit; minus grades (such as A-) carry 0.3 points less. (An A+ counts as 4.0). Work is shown in semester units unless otherwise noted.

### **Final Grade Reviews and Appeals**

All student grades except "Incomplete" are final when submitted by the instructor to UC Merced Extension at the end of the course. An instructor may request a change of grade when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed or revised as a result of reevaluation of student work, student reexamination or the submission of additional student work after the end of the course.

UC Merced Extension considers grades to be a matter of academic judgment on the part of the instructor. You may only challenge your grade and request a final grade review in certain circumstances. Grounds for requesting a grade review at the end of the course include:

1. Application of nonacademic criteria –such as consideration of race, politics, religion or gender – not directly reflective of performance related to course requirements;
2. Sexual harassment; or,
3. Clerical or procedural error in the calculation of the student’s final grade.

Consult your instructor if you have a question about your final grade. If the matter is not resolved at the instructor level, write to your CE Director to request a final grade review within 30 days after your final grade is posted to your student record. Within your final grade review request, state which of the above three criteria comprise the grounds for the request, The CE Director conducts the grade review and informs you of his or her decision - including any remedies, if applicable – within 30 days of receiving the request for review.

If, and only if, the above procedures have failed to resolve the matter, you may appeal the CE Director’s decision by submitting a letter addressed to UC Merced Extension, ATTN: Extension Dean 5200 N Lake Road, Merced, CA 95343

This written request for appeal must be initiated within 30 days after receiving the decision from the CE Director. The dean’s designee reviews the request for appeal, conducts an investigation and makes a decision – including any remedies, if applicable – within 30 days of receiving the request for appeal. The dean’s designee makes the final decision for all unresolved grade appeals for all students enrolled in UC Merced courses and programs.

In extenuating circumstances, the above timelines may be extended.

### [Nondiscrimination](#)

**The University of California, in accordance with applicable federal and state laws and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities.**

Inquiries regarding the University’s student related nondiscrimination policies may be directed to Student Conduct staff in the Office of Student Life. Please also refer to the University of California [Policies Applying to Campus Activities, Organizations and Students](#) (PACAOS).

### **Sexual Harassment**

Sexual harassment of all persons who participate in University programs and activities is prohibited by law and by University regulation (Policy 380-12). Sexual harassment is unacceptable and will not be condoned on the UC Merced campus.

## Clery Act and Crime Statistics

“Safety Matters” is UC Merced’s annual security report. This publication offers information about our police department, campus crime statistics and a wealth of information about safety and security. It can be found at [police.ucmerced.edu](http://police.ucmerced.edu) or to learn more about UC Merced’s annual crime statistics at [ope.ed.gov/security/](http://ope.ed.gov/security/).

## Student Conduct

All members of the UC Merced Extension community are expected to act with honesty, integrity and respect for others.

UC Merced Extension, as a unit of the University of California, Merced, is a continuing education and professional community committed to maintaining an environment that encourages personal, professional and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it. This behavior includes abiding by the established rules of conduct intended to foster behaviors that are consistent with a civil and professional educational setting. Members of the UC Merced Extension community are expected to comply with all laws, University policies and campus regulations, conducting themselves in ways that support a professional and safe learning environment. In this context, instructors are guided by [University of California’s Faculty Code of Conduct](#) (PDF). Students are guided by the [UC Merced Code of Student Conduct](#) (PDF).

## Academic Honesty Policy

This [PDF](#) can also be found at the Office of Student Life, Student Conduct page.

## Smoke and Tobacco Free Campus

<http://smokefree.ucmerced.edu/>

## Enrollment Policy Information

### Enrollment Basics

Students enroll in UC Merced Extension courses through the [UC Merced Extension website](#). After clicking “Enroll” online the student will complete their profile and register for the course(s) through the Higher Reach Student Information System catalog.

### Payment Method

Payment is required at the time of registration. Registration for a course or program is not complete until payment is received. UC Merced Extension accepts credit/debit card payments using: Visa, MasterCard, and American Express.

In-person/third-party payments require special handling. Students/Participants should [contact UC](#)

[Merced Extension](#) before completing their registration online.

### **Drop/Refund Information**

UCM Extension must receive the course drop request online through the [course registration site](#) **within the approved drop period**. Once logged into the registration site, select **Academics > Current Sections > Request Drop** and follow the prompts to drop the course.

*Drop requests received after the deadline will be processed as a Withdrawal (see the Withdrawal policy for more information). If UCM Extension does not receive the drop request by the deadline, the student may request an incomplete (I) or withdraw (W) from the course if there is appropriate justification.*

If you are experiencing problems requesting a drop through your student portal/account, email [extension@ucmerced.edu](mailto:extension@ucmerced.edu) for assistance.

Unless specified otherwise in the program, course or section description, all drop requests are subject to a nonrefundable refund processing fee of \$25.00 per class and must be made within the drop/refund policy timelines as stated below.

If it is necessary for UC Merced Extension to cancel a course, your full course fee is refunded. We do not reimburse textbook fees, travel or accommodation costs, or any expense other than the full course fee in the event of course cancellation. If you have any questions regarding the drop/refund policy email: [extension@ucmerced.edu](mailto:extension@ucmerced.edu)

### **Drops/Refunds for Classroom and Hybrid Courses**

Unless otherwise specified in the program, course or section description, you may request a drop within the following time frame:

#### **- Courses meet for only one meeting:**

You must make your drop request no later than one day prior to the first course meeting date.

#### **- Courses with two or more meetings:**

You must make your request no later than one day prior to the second course meeting date. The timeline for the drop may vary from one to 14 days after the course start date depending upon the meeting pattern of the course.

### **Drops/Refunds for Online Courses**

For online courses, the refund deadline is 7 calendar days from and including the official course start date. For example, if the online course begins on Monday, the refund deadline for the course is the following Sunday. Failure to login or access your online course is not justification for seeking a refund. Some courses and programs may have special refund deadlines. These refund deadlines are listed in the

course description and in the enrollment confirmation email.

All refunds are subject to a \$25.00 non-refundable and non-transferable administrative fee per course except when a course is canceled or rescheduled by UC Merced Extension. In the event a course is canceled or rescheduled, a full refund of the course fee will be processed. UC Merced Extension refunds back to original payer and in the original form of payment. Please allow a minimum of 3-5 business days for processing.

### **Drop/Refund and Transfer Appeals**

The drop/refund and transfer deadlines and policies are strictly enforced. For continuous enrollment online courses, the maximum enrollment period as stated on the program, course or section description is strictly enforced and extensions to the course end date are not available. Please refer to information on withdrawing from your course without academic penalty.

For UCM EXT students enrolled in a course-by-course format, exceptions to the drop/refund and transfer policy will be considered only under the most unusual circumstances that can be supported with official documentation. Appeals must be submitted in writing with the subject header “Student Appeals” by email: [extension@ucmerced.edu](mailto:extension@ucmerced.edu), or by mail: [UC Merced Extension, ATTN: Student Appeals, 5200 N. Lake Dr. Merced, CA 95343](#). Appeals will be reviewed by the Director and Extension Dean, with the Dean making the final decision. For candidates of the Bilingual Authorization program, all appeals are linked directly to UC Merced’s policies on the university website: [Adding and Dropping Courses](#).

In your appeal include:

- Your name, your student ID, the name and section number of your course, your reason for requesting an appeal, your email address and your daytime phone number.
- Supporting documentation of the circumstances. Documentation must be written in English and on letterhead, confirming the reasons for the appeal, including specific dates and signed by the appropriate person in an official capacity. Medical documentation must be on the medical provider’s letterhead.

UC Merced Extension has the right to approve or deny any appeal. Approved drop/refund appeals are subject to standard service charges, and students may also be responsible for prorated course fees. The review process can take 3 - 4 weeks. Failure to include all necessary information may delay the review process.

### **Withdrawals**

You can submit a request to withdraw by logging in to the student portal; the withdraw request must be submitted prior to your course end date and final exam or project due date. If your request to withdraw is approved you will receive a W grade. It will appear on your official transcript. Withdrawing from a course is not the same as dropping or receiving a refund for a course; strict deadlines apply to course drops/refunds. See Drops/Refunds for more information.

## Course Transfers

You can request to change sections or to enroll in a different course by email to [extension@ucmerced.edu](mailto:extension@ucmerced.edu). Unless specified otherwise in the program, course descriptions, all transfer requests are subject to a nonrefundable transfer processing fee of \$25.00 per class and must be made within the transfer policy time lines stated below. Transfer requests that are a result of course cancellations are not subject to the transfer processing fee.

Approvals for transfer are based on course and space availability and the scheduled course start date. Any difference in course fees is assessed and due at the time of the transfer. Transfer request will not be approved and processed until all outstanding balances are paid in full to the University. If you have any questions regarding the transfer policy, please email [extension@ucmerced.edu](mailto:extension@ucmerced.edu).

**Note:** All transfer deadlines below apply to the class in which you are currently enrolled. You must meet all the course prerequisites if listed in the course description before the transfer is approved and processed.

### Transfers for Classroom and Hybrid Courses

Unless otherwise specified in the program, course or section description, you may request to transfer within the following time frame:

- **Between courses with fewer than five meetings:** Transfer requests must be made one business day before the course start date of both courses, provided the enrollment limit of the course you are transferring to has not been reached. You must meet all prerequisites if any are listed in the course description. If the courses meet on the weekend, the transfer deadline is the Friday immediately before the courses start.

- **Between courses with six or more meetings:** Transfer requests must be made one business day before the second course meeting of both courses, provided the enrollment limit of the course you are transferring to has not been reached. You must meet all prerequisites if any are listed in the course description. If the courses meet on the weekend, the transfer deadline is the Friday immediately before the second class-meeting of both courses. The timeline for transferring varies from one to 14 days after course start dates, depending on the course meeting pattern.

### Transfer for Online Courses

For fixed-date online courses, you can request transfers up to six days after the course start date. For continuous-enrollment online courses, you can request transfers up to six days after you enroll. If the sixth day falls on the weekend, the transfer deadline is the Friday immediately before the deadline. As an alternative, you can submit an online drop/refund request from your student portal and re-enroll in the desired section. Please carefully review the instructions and time lines for drops/refunds prior to submitting a drop/refund request.

## Appeals and Grievance Policy

### Appeals Process

UC Merced Extension has an appeal process in place to assist candidates and faculty to resolve academic issues. This process endeavors to protect both faculty and candidates by assuring a process that allows dialogue at each step. This process is linked directly to UC Merced's policies on the university website: [Petition of Academic Policy](#).

**Definition of a Grievable Action:** A grievable action is an action: (a) is in violation of written UCM EXT policies or procedures; or (b) constitutes arbitrary, capricious or unequal application of written UCM EXT policies or procedures.

**Initial and Informal Appeal:** The candidate who wishes to appeal must first discuss the problem with their instructor. The initial appeal may be informal by a conversation or meeting between the faculty member and the candidate. If the academic issue is not resolved, the formal appeals process is initiated. The candidate must initiate this process within 30 calendar days from the day the candidate knew, or reasonably should have known, about the action generating the complaint, excluding campus holidays, intersession periods, and summer session (e.g., within 30 days of an assignment being graded).

**Formal Appeal Initiation:** The formal appeal should be addressed in writing to the Bilingual Authorization Site Director and/or the Director of Education Programs. The appeal must include a written statement that lays out the grounds for the appeal, and any supporting documentation. The appeal must be initiated within 30 calendar days from the day the candidate knew or reasonably should have known about the action generating the complaint, excluding campus holidays, intersession periods, and summer session (e.g., within 30 days of an assignment being graded). The valid grounds on which a student may base an appeal are confined to three areas: (1) evidence of procedural error committed intentionally or inadvertently by the Program faculty or staff and/or (2) evidence of non-academic criteria being used to evaluate academic work, including personal bias and violations of the campus nondiscrimination policy and/or (3) special mitigating circumstances beyond the student's control (such as documented severe illness to self or immediate family, or death in the family) not properly taken into account in a decision affecting the student's academic progress. In order to seek relief under special mitigating circumstances, the candidate must have raised the issue with the program directors as soon as possible and no later than 10 calendar days after the mitigating circumstance began (e.g., if a documented medical condition impairs the candidate's ability to complete the coursework, the candidate would supply the program directors with a doctor's note no later than 10 calendar days after the medical condition began).

The Director of Education Programs shall determine the validity of an appeal with respect to whether it meets the criteria or whether additional material should be provided in order to make a determination. The candidate shall be notified as to the determination of the appeal's validity within 30 days of the submission of the appeal. Failure of the Director of Education Programs, or his/her designate, to identify to the candidate regarding the outcome as to the validity of the appeal within 30 days shall result in

referral of the appeal directly to the Extension Dean.

In cases where a resolution is not reached, the final level of appeal is the Extension Dean. The Extension Dean will review the written complaint, response from the individual(s) complained of, and submitted materials.

The Extension Dean's office will make a final decision and notify the candidate of the outcome within 60 days of the initiation of the formal complaint. If determination is not made within the 60-day timeframe, the appeal is deemed denied. A written summary of the appeal and the conclusions reached will be kept in the student's academic file. If the appeal is supported, the Director for Education programs will ensure that prompt corrective action is taken. The Dean will record the final determination with the Extension Registrar's Office.

Candidates and applicants of the Bilingual Authorization program access all appeals processes through the university website and abide by university procedures. The process for each campus school, including UCM EXT, allows a student to appeal to his/her Dean after exhausting all other pathways. The links in this document direct candidates, like all UC Merced students, to the university's policies and forms.

**Time frames:** All time frames are defined in terms of calendar days, excluding campus holidays, inter-session, and summer session, starting on the day the candidate either knew or reasonably should have known of the actions leading to the complaint.

### **Links and Resources**

The following links below outline the appeals process for all academic matters and other concerns:

Any appeal based on sex discrimination or sexual harassment must be referred directly to the [Office of Compliance office](#) for initial review. If the appeal remains active after the conclusion of the Title IX investigation then the appeal will be governed under the procedures described in the campus-wide Appeal Procedure.

- Grade disputes are appealed under the [Grade Appeals Policy](#).
- For academic integrity disputes involving candidates, see the [Administration of Student Conduct](#).
- For disputes regarding disability accommodations, inquire with the [DS Student Grievance Procedure](#).
- For disputes regarding whistleblower complaints, including complaints for retaliation, see the [University of California Whistleblower policy](#).

**Access to Academic Records and to Evaluation Review:** Pursuant to FERPA requirements, candidates are entitled to timely access to academic records stored in their academic file.

**Denial of Admission**

UC Merced Extension reserves the right to select its students and deny admission to the Bilingual Authorization Program, based on an applicant's suitability in meeting the admissions criteria, including but not limited to the Admission Interview, and the best interests of the Program.

**Appeal of Admission Decision**

An applicant has the right to appeal a denial of admission. If an applicant believes that the denial is based on error, prejudice, capriciousness, arbitrariness or is not within established admission criteria, the applicant may file an appeal and offer evidence to support the claim. Applicants who wish to appeal a denial of admission must do so within 15 business days of the date of the notification, submitting the completed [Request to Appeal](#) along with the notice of denial of admission to the Director of Education Programs.

**Transcripts**

Transcript request should be submitted via email to the UC Merced Extension office. All transcript requests will be processed within 1-3 business from request receipt.



**Enrollment Agreement**  
(Online Form)

**CANDIDATE INFORMATION**

**Name:**

**Home Address:**

**Phone:**

**Email:**

**Emergency Contact Information (Name and Phone):**

**Gender:**

**Birthdate:**

**Are you a U.S. Citizen? Yes or No**

**If no, please indicate your VISA Type:**

**PROGRAM REQUIREMENTS**

**Mission**

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive Bilingual Authorization given to student empowerment. The UCM EXT program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service.

The UCM EXT program mission and vision are aligned with adopted standards and frameworks

for TK-12 students in the State of California. The program prepares teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. UCM EXT coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the California Commission on Teacher Credentialing. UCM EXT teacher candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality Teaching Performance Assessments (TPAs).

For the full course of study, please refer to the UCM EXT Bilingual Authorization Program Guide.

I acknowledge that I have received the UCM EXT Student Resources and Policies Handbook and am responsible for all information contained within. \_\_\_\_\_ (Initial)

## **TUITION AND FEES**

### **Program Tuition and Fees**

The following information reflects Academic Year 2018-2019. Please note that fees are subject to change.

Certain campus-based fees are subject to Consumer Price Index (CPI) increases as well as increases related to projects and programs. For purposes of these fee tables, CPI increases have been estimated. As a result of gubernatorial, legislative, regental, and/or campus action, these fees may change without notice.

Candidates will pay tuition of \$450.00/unit, plus an additional 10% per course for student services fees and a one-time, non-refundable application fee of \$75. Most courses will be three units.

Please refer to the [UCM EXT Proposed Budget](#) for AY 2017-18 through 2022-23.

*\*Tuition fees are reviewed annually and candidates are apprised of any changes in advance of enrolling in programs.*

### **Additional Credential Fees**

Fees are established by the State of California for all credential candidates. Credential fees are subject to change and include:

Fingerprinting \$75

CBEST Exam \$50-100

CSET Exam \$200-400

RICA Exam \$300

CPR Training \$25

Activate Preliminary Credential (CTC application Fee) \$52

Certificate of Clearance (CTC application fee) \$50

### **Payment of Fees**

Course Registration fees at UCM EXT is a one-step process. You must pay your fees in full at the

time of registration unless otherwise noted. You will receive a Registration Confirmation Email and a Payment Receipt upon completion.

Candidates can pay for their course using MasterCard, American Express, Discover or Visa. Personal, travelers, business or E-checks are not accepted.

### **Deadlines and Penalty Fines**

If you ask to enroll in courses after the enrollment deadline, you may be assessed a late enrollment fee and possibly, a late payment fee.

### **Returned Check Policy**

UCM EXT does not accept personal checks as payment on candidate accounts.

### **Drops, Cancellation, Withdrawal, and Fee Refunds**

UCM Extension must receive the course drop request online through the [course registration site](#) within the approved drop period. Once logged into the registration site, select **Academics > Current Sections > Request Drop** and follow the prompts to drop the course.

*Drop requests received after the deadline will be processed as a Withdrawal (see the Withdrawal policy for more information). If UCM EXT does not receive the drop request by the deadline, the student may request an incomplete (I) or withdraw (W) from the course if there is appropriate justification.*

If you are experiencing problems requesting a drop through your student portal/account, email [extension@ucmerced.edu](mailto:extension@ucmerced.edu) for assistance.

Unless specified otherwise in the program, course or section description, all drop requests are subject to a nonrefundable refund processing fee of \$25.00 per class and must be made within the drop/refund policy timelines as stated below.

If it is necessary for UCM EXT to cancel a course, your full course fee is refunded. We do not reimburse textbook fees, travel or accommodation costs, or any expense other than the full course fee in the event of course cancellation. If you have any questions regarding the drop/refund policy email: [extension@ucmerced.edu](mailto:extension@ucmerced.edu).

You can submit a request to cancel/withdraw by logging in to the [Student Portal](#); the withdraw request must be submitted prior to your course end date and final exam or project due date. If your request to withdraw is approved you will receive a 'W' grade. It will appear on your official transcript.

The effective date for determining a refund is the date a completed Cancellation/Withdrawal form is received by UCM EXT. Upon submitting a Cancellation/Withdrawal form, a candidate enrolled in classes will be dropped from those classes. The percentage of fees that may be

refunded is determined by the number of calendar days (not school days) elapsed, beginning with the first day of instruction for the semester.

**Fee Refund Schedule**

CALENDAR DAYS ELAPSED	PERCENTAGE REFUNDED
0-1 days	100% less any applicable fees
2-11 days	90%
12-27 days	50%
28-53 days	25%
54 days or more	0%

**TRANSFER OF CREDIT**

Candidates may transfer up to 1/3 of their required courses if they complete those courses at UC Merced. Courses taken from other institutions will be considered on an individual basis, but will not exceed a maximum of two courses (or 6 semester units). There is no guarantee transfer credits will be accepted. The transferability of credits earned through UC Merced Extension is at the discretion of the institution to which the candidate may seek to transfer. \_\_\_\_\_ (Initial)

**CANDIDATE ACKNOWLEDGEMENTS**

I understand that UCM EXT does not guarantee job placement to graduates upon program completion or graduation. \_\_\_\_\_ (Initial)

I understand that UCM EXT may terminate my enrollment if I fail to comply with attendance, financial, academic, or professional requirements. I understand that I must maintain satisfactory academic progress and my financial obligation to UCM EXT must be paid in full before a teaching certificate may be awarded. \_\_\_\_\_ (Initial)

I acknowledge that this is a legally binding agreement when signed by the candidate and accepted by the institution. \_\_\_\_\_ (Initial)

I acknowledge that I have a right to request a copy of this agreement. \_\_\_\_\_ (Initial)

I acknowledge that I have been notified of the UCM EXT Grievance Policy and Process. \_\_\_\_\_ (Initial)

I have carefully read this Enrollment Agreement. \_\_\_\_\_ (Initial)

*My signature below certifies that I understand and agree to my rights, responsibilities, and compliance with UCM EXT policies.*

Candidate Name (Printed) \_\_\_\_\_ Date \_\_\_\_\_

**Candidate Signature** \_\_\_\_\_ Date \_\_\_\_\_

Director Name (Printed) \_\_\_\_\_ Date \_\_\_\_\_

**Director Signature** \_\_\_\_\_ Date \_\_\_\_\_

## Merced City School District Letter of Support

# **M**erced City School District



### **Personnel Services**

Douglas J. Collins, M.Ed., Associate Superintendent  
Regi Fournier, Administrative Secretary  
444 West 23<sup>rd</sup> Street  
209-385-6759  
209-385-6399 fax

August 4, 2017

To Commission on Teacher Credentialing:

On behalf of Superintendent RoseMary Parga Duran, I want to express our support of the University of California Merced Extension's application for Stage II: Initial Institutional Approval. Merced City School District has already begun to work collaboratively with the UC Merced Extension. We are a Preschool-8 school district with over five hundred certificated employees. Last year we had twenty-four retirees and expect a higher number in 2017-2018. We are working closely with all universities where we have influence to ensure we can fill our teaching positions during this statewide shortage.

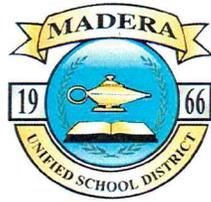
We are excited about the CalTeach program and the work the Extension is doing. We are highly focused in MCSD on science, technology, engineering, art, and math, or STEAM. We recently built a new district STEAM Center at one of our campuses as a learning center for all of our students. This will also help future teachers with specialties in these curricular areas to pursue this honorable profession. The partnership with UC Merced is a positive for Merced and the Central Valley of California.

If I can be of any help to the Extension and their efforts to receive continued CTC approvals please don't hesitate to contact me. Included with this letter is the agreement we currently have with CalTeach to show our collaborative effort to provide fieldwork placements for their students in our district.

Sincerely,

Douglas J. Collins  
Associate Superintendent

*To ensure that every student excels academically, builds character, and is a productive member of our community.*



January 16, 2019

To Commission on Teacher Credentialing:

I recently learned the UC Merced Teacher Preparation Program (TPP) is applying for a bilingual authorization in Spanish. This is a significant need for our district, located in the Central Valley of California. We have large numbers of English language learners who are Spanish primary. We anticipate hiring future teachers with a bilingual authorization in order to better serve our students. We are delighted to know UC Merced perceives the need and will take appropriate action.

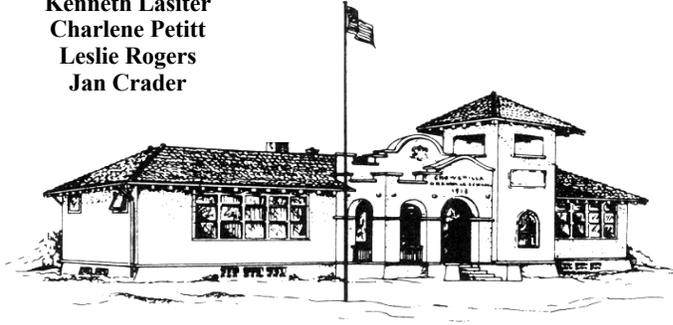
If I can be of help to the Commission or UC Merced in obtaining the necessary approvals, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Todd Lile", is written over the typed name and title.

Todd Lile  
Superintendent

Trustees  
Conrad Gaunt  
Kenneth Lasiter  
Charlene Pettitt  
Leslie Rogers  
Jan Crader



# CHOWCHILLA ELEMENTARY SCHOOL DISTRICT

Mailing Address for all Departments  
355 N. 5<sup>th</sup> St. / P.O. Box 910  
Chowchilla, CA 93610  
(559) 665-8000 / fax: (559) 665-3036

Dr. Charles Martin  
Superintendent

Linda Russell-Scheet  
Assistant Superintendent  
of Educational Services

C. Lynette Walker  
Assistant Superintendent  
of Administrative Services

January 16, 2019

To Commission on Teacher Credentialing:

I recently learned the UC Merced Teacher Preparation Program (TPP) is applying for a bilingual authorization in Spanish. This fulfills a significant need for our district, located in the Central Valley of California. We have large numbers of English language learners who have Spanish as their primary language. We anticipate hiring future teachers with a bilingual authorization in order to better serve our students. We are delighted to know UC Merced perceives the need and will take appropriate action.

If I can be of help to the Commission or UC Merced in obtaining the necessary approvals, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in blue ink that reads "Linda Russell-Scheet". The signature is enclosed in a thin black rectangular border.

Linda Russell-Scheet  
Assistant Superintendent of Educational Services  
559-665-8021

**UNIVERSITY OF CALIFORNIA, MERCED**  
**SYLLABUS TEMPLATE**

**I. Course Background Information:**

**Course Code:**

**Course Title:**

**Units:**

**Term:**

**Instructor(s) and Contact Information:**

**Office Hours:**

**Course Modality:**

**Course Location:**

**Course Date/Time(s):**

**II. Course Description:**

**III. Course Goals and Outcomes:**

a. ***Course Goals:***

b. ***Learning Outcomes:***

By successfully completing this course, course participants will be able to:

**IV. Format (Modality) and Procedures:**

**V. Course Requirements:**

c. *Class attendance and participation policy:*

d. *Course readings:*

e. *Course assignments and projects:*

**VI. Grading Procedures:**

Both letter grading and pass-fail options will be available. For grading on a pass-fail basis, 70% is considered a passing grade. The course grade will be calculated as follows:

Course Requirement	%
<b>Total</b>	<b>100%</b>

Letter grades will be assigned as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

**VII. Academic Integrity:**

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Students are encouraged to study together and to discuss information and concepts covered in the course with other students. Students can give "consulting" help to or receive "consulting" help from each other. However, this permissible cooperation should never involve one student taking credit for work done by someone else. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

**VIII. Accommodations for Students with Disabilities:**

The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

**IX. Tentative Weekly Schedule:**

**f. Sessions, Topics and Assignments**

<b>Date</b>	<b>Focus</b>	<b>Topics covered</b>	<b>Agenda, Readings and Assignments</b>
-------------	--------------	-----------------------	---

Note: Include here the key is acronyms or abbreviations are used in the table above.

**g. Description of Assignments:**

**h. Changes to syllabus and/or assignments may occur to accommodate the course participants and learning goals.**

**X. Required Texts:**

**XI. Recommended Texts and Resources:**

**XII. References**

## Teach-Out Plan for CTC Approved Educator Preparation Program(s)

### **Context:**

UCM EXT is seeking approval to offer an educator preparation program that meets all adopted CTC standards. Once a candidate is accepted and enrolled in UCM EXT, Extension will offer the approved program until the candidate: (a) completes the program; (b) withdraws from the program; (c) is dropped from the program; or (d) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

### **Purpose:**

To outline a specific plan and progression for candidates if UCM EXT is unable to continue providing the educator preparation program(s). Should UCM EXT initiate a plan to close its educator preparation program(s), the following progression of events support the transition of UCM EXT enrolled candidates to another CTC approved program.

### **Transition Meeting:**

The UCM EXT Dean, Program Director and assigned Field Supervisor will meet with each candidate individually to develop an Individual Transition Plan (ITP). The ITP will include:

- Options for completing his/her program of study through another CTC approved institution with a preexisting Teach-Out Agreement with UCM EXT;
- A program description and information about admissions, transfer policies and enrollment for the CTC approved program;
- Official UCM EXT transcripts;
- Letter of good standing (if appropriate);
- Summary of any remaining tuition obligations and/or financial aid repercussions; and
- Summary of completed student teaching hours and fieldwork observations.

### **Teach-Out Agreements:**

The UCM EXT will seek to establish Teach-Out Agreements with CTC approved institutions within Merced county. Agreements will ensure the equitable treatment of candidates with remaining coursework/fieldwork requirements upon program closure. Considerations for partnership include:

- Coursework equivalency;
- Sufficient enrollment capacity; and
- Willingness to partner with local public schools for student teaching placement.

Sample Letter of Agreement can be found in the Appendix.



UC Merced Extension

University of California, Merced  
5200 North Lake Road  
Merced, California 95343  
(209) 228-7867 Fax: (209) 228-4060

**Teach-Out Sample Letter of Agreement**

DATE

To Whom It May Concern:

This letter defines the scope of the Teach-Out Agreement between UCM EXT and \_\_\_\_\_ (an accredited partner institution). The purpose of this agreement is to ensure the equitable treatment of candidates and a reasonable opportunity for them to complete their program of study should the proposed UCM EXT Preliminary Teaching Program close.

**Agreement.**

Partner institution will allow candidates to apply to the equivalent program on a rolling basis immediately following the UCM EXT program closing. The partner institution will transfer x credits, per their transfer policy stated in the student handbook and/or catalogue.

**Academic Standing.**

Partner institution will only accept students in transfers who provide a letter of good standing from UCM EXT.

**Term of Obligation.**

Any UCM EXT student who fails to apply, be accepted, and matriculate within two years of the closing will be excluded from this Agreement. UCM EXT students who have graduated, failed to be continuously enrolled, withdrawn or dropped will be excluded from this agreement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

---

UC Merced Extension

University of California, Merced  
5200 North Lake Road  
Merced, California 95343  
(209) 228-7867 Fax: (209) 228-4060

## WASC Accreditation Letter



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES  
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

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Linda K. Johnsrud  
*University of Hawaii*

**VICE CHAIR**

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John Fitzpatrick  
*Schools Commission Representative*

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*Community and Junior Colleges  
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*California State University, Bakersfield*

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*Indiana University –  
Purdue University, Indianapolis*

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*University of San Francisco*

Sharon Salinger  
*University of California, Irvine*

Sheldon Schuster  
*Keck Graduate Institute*

Carmen Sigler  
*San Jose State University*

Ramon Torrecilha  
*Mills College*

Timothy White  
*University of California, Riverside*

Michael Whyte  
*Azusa Pacific University*

Paul Zingg  
*California State University, Chico*

**PRESIDENT**  
Ralph A. Wolff

July 5, 2011

Sung-Mo Steve Kang  
Chancellor  
University of California, Merced  
5200 North Lake Road  
Merced, CA 95344

Dear Chancellor Kang:

At its meeting June 22-24, 2011, the Commission considered the report of the Educational Effectiveness Review (EER) team that conducted a visit to the University of California, Merced (UCM) March 8-10, 2011. The Commission had access to the Educational Effectiveness Report prepared by the University prior to the visit and documents relating to the Capacity and Preparatory Review (CPR) visit conducted in fall 2009, including the Commission letter following the CPR visit. The Commission would like to thank you, Executive Vice Chancellor and Provost Keith Alley, and Assistant Vice Chancellor for Academic Affairs Nancy Tanaka for participating in the conversation with the Commission regarding the review. Your comments were most helpful.

The campus was granted candidacy in 2007 and applied for initial accreditation in 2008. Following a successful Capacity and Preparatory Review, this most recent review represents the University's final step toward initial accreditation. In addition to demonstrating the ways in which the University meets each Standard and Criterion for Review, the University's EER report highlighted three goals for its self-review: (1) developing a system of quality assurance that aligns curricular, co-curricular, and administrative units; (2) adding direct measures of educational outcomes to assessment processes; and (3) leveraging quality assurance tools to integrate curricular goals, assessment data, and budgeting. The EER team found the university's report comprehensive, candid, extensively documented, and full of interesting insights. In the words of the team, the report presented a picture of "remarkable progress."

The Commission's letter of March 2010 contained recommendations regarding assessment, program review, and student success, as well as financial, strategic, and academic planning. The team found "excellent progress" on the development and use of program learning outcomes and introduction of both direct and indirect assessment in student affairs as well as academic areas. Program review is "well underway," and the University has developed a suite of approaches to support the success of its diverse student body.

Most significantly, perhaps, the University has established a strong relationship with the University of California Office of the President (UCOP). A memorandum of understanding (MOU) has formalized the office's financial support for the campus over the next three years; in exchange, UC Merced will raise enrollment, improve retention, and in the short term shift the emphasis in academic program development from high-cost science and engineering programs to social sciences and humanities.

During its three days on campus, the team found much to commend. As in 2009, team members noted skillful leadership and appreciated the strong *esprit du corps* that extends

organizers and SACA should provide critical leadership in these efforts. (CFRs 1.2, 2.3, 2.4, 2.7, 2.10, 2.11, 4.6, 4.7)

**Student Success.** A majority of students at UCM are first-generation college-goers and individuals from comparatively low socio-economic background, with SAT scores that are the lowest among the UCs. While UCM lags behind other UCs in retention and graduation rates, the team found “demonstrable progress.” UCM students do succeed at levels beyond what the demographic data might predict. Clearly, the many strategies that have been introduced to support these students are working. As enrollment increases, however, the University will be challenged to maintain the same levels of mentoring, advising, personalized attention, and access to research opportunities that benefit current students. As the team report advises, “it is therefore important for UCM to achieve better alignment of retention strategies with resources” and to develop “predictive models to guide the admission process.” Student success studies should also include graduate students, who will be essential to the development of a strong research culture at UCM. For both graduate and undergraduate students, data should be disaggregated and benchmarked against the results of peer institutions. (CFRs 2.10, 2.11, 2.12, 2.13, 4.4, 4.6)

The Commission found that UC Merced had met the WASC's Core Commitments, Standards, and Criteria for Review. Thus the Commission acted to:

1. Receive the Educational Effectiveness Review report and grant initial accreditation to the University of California, Merced.
2. Schedule UC Merced’s next comprehensive review visit for spring 2018. As you know, the Commission is in the process of considering major revisions to the current three-stage institutional review process. It expects these revisions to be adopted by June 2012 and implemented during the following two years. Once the revised process is adopted, WASC staff will communicate with you and your ALO to explain the impact of any changes on your next comprehensive review and on the interactions you may have with WASC before that review.
3. Request an Interim Report to be due on March 1, 2014. This report should address (1) financial stability and sustainability, (2) further progress in institutionalizing and sustaining assessment of student learning and program review, and (3) updated data and information about retention and graduation and initiatives to promote student success.

In taking this action to grant initial accreditation, the Commission confirms that the University of California, Merced, has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the three-stage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the University is expected to continue its progress, particularly with respect to educational effectiveness and student learning.

UCM is approved to offer only the degrees noted on the attached list of approved degrees. Any additional degrees that UCM may wish to offer must be approved through the WASC Substantive Change process.

Initial accreditation is granted for a maximum of seven years. Accreditation status is not granted retroactively. Institutions granted the status of accreditation must use the following statement if they wish to describe the status publicly:

University of California Merced is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

The phrase "fully accredited" is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like "this program is accredited" or "this degree is accredited" are incorrect and misleading.

In accordance with Commission policy, copies of this letter will be sent to President Mark Yudof and the chair of the UC Board of Regents in one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the University to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

The Commission wishes to express its appreciation for the extensive work that UC Merced undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of our process. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Finally, I would like to congratulate you on a successful presidency and wish you the very best as you return to a faculty role in the School of Engineering at UC Santa Cruz.

Sincerely,



Ralph A. Wolff  
President

cc: Linda Johnsrud, Commission Chair  
Nancy Tanaka, ALO  
Russell Gould, Board of Regents Chair  
Mark Yudof, President, University of California  
Members of the EER team  
Barbara Wright

Attachment: List of approved degrees



**CHAIR**  
Linda K. Johnsrud  
*University of Hawaii*

**VICE CHAIR**  
Bernard Bowler  
*Public Member*

Anna DiStefano  
*Felding Graduate University*

James Donahue  
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Jackie Donath  
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Michael Jackson  
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Roberts Jones  
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Barbara Karlin  
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Margaret Kasimatis  
*Loyola Marymount University*

Julia Lopez  
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*Community and Junior Colleges Representative*

Horace Mitchell  
*California State University, Bakersfield*

Leroy Morishita  
*San Francisco State University*

William Plater  
*Indiana University –  
Purdue University, Indianapolis*

Stephen Privett, S.J.  
*University of San Francisco*

Sharon Salinger  
*University of California, Irvine*

Sheldon Schuster  
*Keck Graduate Institute*

Carmen Sigler  
*San Jose State University*

Ramon Torrecilha  
*Mills College*

Timothy White  
*University of California, Riverside*

Michael Whyte  
*Atenas Pacific University*

Paul Zingg  
*California State University, Chico*

**PRESIDENT**  
Ralph A. Wolff

Consolidated list of currently conferred degrees at University of California, Merced  
(June 2011, revised)

DEGREE	PROGRAM NAME
BA	Anthropology
BS	Applied Mathematical Sciences
BS	Bioengineering
BS	Biological Sciences
BS	Chemical Sciences
BS,BA	Cognitive Science
Ph.D.	Cognitive & Information Sciences
BS	Computer Science & Engineering
BS	Earth Systems Science
BA	Economics
BS	Environmental Engineering
MS,Ph.D	Environmental Systems
BA	History
MS, MA, Ph.D.	Individual Graduate Program with Emphases (see below for listing)
BA	Literature & Cultures
BS	Management
BS	Materials Science & Engineering
BS	Mechanical Engineering
BS	Physics
BA	Political Science
BA	Psychology
Ph.D.	Psychological Sciences
MS, Ph.D.	Quantitative & Systems Biology
BA	Sociology
BA	World Cultures & History

**Emphases within the (Interim) Individual Graduate Program (all offering Ph.D., MS or MA):**

- Applied Mathematics
- Biological Engineering & Small Scale Technologies
- Electrical Engineering & Computer Science
- Mechanical Engineering & Applied Mechanics
- Physics & Chemistry
- Social & Cognitive Sciences
- World Cultures

## Letter of Assurances

UCM EXT assures this letter will be provided before the December 7, 2017 Commission meeting.

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

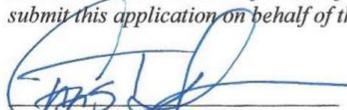


SANTA BARBARA • SANTA CRUZ

UC Merced Extension

University of California, Merced  
5200 North Lake Road  
Merced, California 95343  
(209) 228-7867 Fax: (209) 228-4060

**Assurances:** *I positively affirm the veracity of all statements and documentation submitted to the Commission on Teacher Credentialing and provided to prospective candidates and the public and understand that evidence of a lack of veracity is cause for denial of IIA. I am authorized to sign and submit this application on behalf of this submitting organization/IHE.*

  
\_\_\_\_\_  
Signature of Applicant

VICE CHANCELLOR  
\_\_\_\_\_  
Title

11/21/17  
\_\_\_\_\_  
Date

## University of California, Merced Extension

### Addendum to the Program-Specific Preconditions

#### **Preliminary Multiple and Single Subject (Bilingual Authorization Program)**

*I, the undersigned Vice Chancellor of University of California, Merced Extension (UC Merced Ext.), which sponsors the Teacher Preparation Program, 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 Bilingual Authorization Program in Spanish (hereafter, the UC Merced Bilingual Authorization Program or BLA) .*

- (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 Bilingual Authorization 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 introductory 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) Bilingual Authorization Requirements.** The UC Merced Bilingual Authorization (Spanish) credential is blended. BLA candidates are required to pass the CSET LOTE III (Spanish) as a language proficiency assessment. Candidates are required to take EDUC X310: Bilingual and Bicultural Teaching: Spanish. This 3-semester unit course provides an advanced overview of best instructional practices and techniques in assessing and teaching English learners who are Spanish primary. The course provides advanced instruction and practice in differentiated instruction for English learners through SDAIE strategies to address California English Language Development Standards. Candidates will implement comprehensive lessons covering reading, writing, academic language, and English language development (ELD) strategies. Candidates are required to take EDUC X430: Historical and Sociocultural Overview of the Spanish Fluent World. This 3-semester unit course provides an overview of the history, geography, and sociocultural contexts of the Spanish fluent world inclusive of the Americas, Caribbean, Asia, Africa, and Europe. Reference: [Education Code Section 44253.7 \(a-e\)](#).

**(5) 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 are allowed to enroll in the prerequisite early field experience course and the foundational courses. Undergraduate students are allowed to enroll in credential program coursework upon admission to the credential program.*

**(6) Program Admission.** The sponsor of a multiple or single subject preliminary Bilingual Authorization 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 Bilingual Authorization Program, and that if they do not provide evidence of subject matter competency, they will be denied and must reapply.*

**(7) Subject Matter Proficiency.** The approved preliminary Bilingual Authorization 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 Bilingual Authorization 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.*

**(8) 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 Bilingual Authorization 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)*
- *Passage of CSET LOTE III (Spanish)*

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Dr. Charles Nies, Vice-Chancellor

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Date

## Addendum to the Common Standards

*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 Bilingual Authorization Program in Spanish (hereafter, the UC Merced Bilingual Authorization Program).*

### **Standard 1: Institutional Infrastructure to Support Educator Preparation**

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

Culturally responsive instruction is a centerpiece for the proposed UC Merced Bilingual Authorization Program, offered through Extension, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program fully integrates content areas rather than teaching these in isolation (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Tomlinson & McTighe, 2006). Integrated content is designed to accommodate the California Common Core State Standards (CCSS) for Mathematics and English Language Arts and Literacy in History/Social Science, Science, and Technical Subjects and the Next Generation Science Standards (NGSS), to provide the Central Valley of California with well-prepared educators for bilingual education in grades TK-12. The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Saphier, Haley-Speca, & Gower, 2008). Candidates will learn to teach from school placements in this context which includes a significant number of English language learners. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse. 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, bilingual immersion, and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson, 2014).

#### Mission

The UC Merced Bilingual Authorization Program exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

#### Vision

The UC Merced Bilingual Authorization Program aspires to be a recognized model for culturally responsive preparation given to student empowerment (Gay, 2010). The proposed UC Merced Bilingual

Authorization 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 Bilingual Authorization Program:

- Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the UC Merced Bilingual Authorization Program courses and clinical placements.
- Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
- Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

#### Institutional Learning Outcomes

The UC Merced Bilingual Authorization Program mission and vision are embedded in Institutional Learning Outcomes (ILOs). Teacher candidates graduating from the UC Merced Bilingual Authorization Program will be able to:

- **Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.
- **Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.
- **Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.
- **Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

#### Program Goals

Candidates (students) who complete the Bilingual Authorization Program will be able to:

- Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
- Personalize instruction and develop co-teaching models.
- 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.
- Practice restorative justice and authentic care.
- Nurture and educate English language learners through an inclusive and positive class environment.
- Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
- Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

The UC Merced Bilingual Authorization Program mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The proposed program would prepare teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. The proposed UC Merced Bilingual Authorization Program coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the Commission. Teacher candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality California Teaching Performance Assessments (CalTPAs).

The UC Merced Bilingual Authorization Program commitment to scholarly research and best practices will be realized through three benchmarks:

1. **Theory and Practice.** UC Merced Bilingual Authorization Program action research will unify scholarship with phenomenological experience of education across diverse learning communities. The faculty and teacher candidates will regularly apply scholarly findings, theories, and literature to the practice of integrative learning capable of catalyzing student potential and empowerment. Scholarly findings will be regularly disseminated at academic and professional conferences.
2. **Equity and Access.** UC Merced Bilingual Authorization Program emphasis on scholarship and best practices will invariably support equitable learning for all TK-12 California students. These philosophical and theoretical commitments assume that every learner is capable of achievement, developing to her or his maximum potential as citizen and member of the workforce.
3. **Public Service.** As a subsidiary of the University of California, the UC Merced Bilingual Authorization Program implementation of scholarship and best practices is framed by service to the immediate community, region, and people of California.

The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.

The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.

UC Merced will be granted authority as the approved program sponsor, while UC Merced Extension will have responsibility for running all educator preparation programs. UC Merced has ultimate authority and responsibility for UC Merced Extension, an academic unit of the University of California, Merced. Faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination and decision-making of the proposed program, and ensures systematic collaboration to improve the proposed program. This includes, but is not limited to:

1. The **Curriculum Advisory Board (CAB)** is comprised of faculty from each of the three UC Merced Schools: Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, the Director of CalTeach, an Educational Services Specialist from the Merced County Office of Education, and the UCM EXT Director of

Education Programs. The CAB reviews all academic courses. Courses are then submitted to UC Merced Academic Senate for final approval. A memo affirming the CAB is attached and includes the CVs or resumes of each member.

2. **Practitioners and the broader educational community** are involved on a regular basis with the UC Merced Bilingual Authorization Program instructional personnel. A chart is attached that lists the practitioners and community members, their current positions within the P-12 education community, and their current credentials. A sub-group from this list serve as the Bilingual Authorization Advisory Board, which includes credentialed individuals with bilingual authorizations.

The Director of Education Programs has 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 in this document as cooperating teachers), school site administration and fieldwork supervisors to support the student teaching experience. The Director of Education Programs is advised on course scope and sequence for the Preliminary Credential Program by the groups mentioned above.

- The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.

UC Merced provides Extension with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field based supervision and clinical experiences. UC Merced Extension, an academic unit, falls under the leadership of the Vice-Chancellor of Student Affairs,

- The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.

The Vice-Chancellor of Student Affairs has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within UC Merced.

- Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.

UC Merced hires and retains faculty and instructional personnel who represent and support diversity and excellence. The Curriculum Advisory Board and the List of Practitioners and TPAB, some of whom will teach in the proposed program, represent and support diversity and excellence.

- The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not 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.

UC Merced employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not 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 education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The UC Merced Bilingual Authorization Program includes a Director, Program Manager and Credential Analyst that work together to ensure that candidates recommended for a credential have met all requirements including, but not limited to:

- 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 Bilingual Authorization 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)
- Successful completion of all coursework and fieldwork within the proposed program
- Passage of the CSET LOTE III (Spanish)

Each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA. All candidates receive regular advising from multiple sources, including, but not limited to:

- Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)
- University Mentors (e.g., observations, meetings, and evaluations)
- Cooperating Teachers (e.g., observations, meetings, and evaluations)

- Credential Analyst (e.g., progression through program and related requirements)
- TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by *appointment*)

## Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

- The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

The UC Merced Bilingual Authorization Program accepts applicants based on clear criteria that include multiple measures of candidate qualifications. The criteria listed below will be included in all recruitment materials, will be posted on the website, and will be articulated in advising appointments once the program has been approved.

- Statement of Purpose
- Please address the reasons behind your decision to become an educator and challenges you believe are important to the field of education (150 words).
- Refer to the list below of Professional Dispositions and select two or three dispositions that you possess; describe how these dispositions make you a strong candidate for the teaching profession (200 words).
  - Collaboration
  - Critical Thinking
  - Reflective Practitioner
  - Professional Ethics
  - Valuing Diversity
  - Life-long Learning
  - Social Justice and Equity

Baccalaureate Degree: Official transcripts from every post-secondary school attended.

Three letters of recommendation

- At least one letter must be from a previous college or university instructor. (If it has been more than five years since you completed your bachelor's degree, you may petition to use an employer reference in place of the instructor reference).
- The Credential Admissions Committee recommends that the letters speak to (a) your academic potential, (b) your ability to work with children or youth, and (c) your fitness for the professional environment of teaching.
- Certificate of Clearance issued by the CTC
- Negative TB test or chest x-ray.
- Basic Skills Test Requirement

You can complete one of the following options to complete the Basic Skills Test Requirement:

- Passage of CBEST. [http://www.ctcexams.nesinc.com/about\\_CBEST.asp](http://www.ctcexams.nesinc.com/about_CBEST.asp)
- Passage of basic skills examination from another state.

- Passage of CSET 142 (this option is for multiple subject candidates only).
- Passing scores set for SAT exam
  - 500 for English and 550 for Math
- Passing scores set for ACT exam
  - 22 for English and 23 for Math
- A 3 or above in an approved AP English and AP Math exam
  - English language and Composition OR English Literature and Composition
  - Calculus AB, Calculus BC, or Statistics

Parts of different options may not be combined to meet the Basic Skills Requirement. If you are completing CBEST through SAT, ACT, or AP, you must provide the official College Board score report to verify completion of the Basic Skills Requirement.

### Subject Matter Competency

You must verify subject matter competence in one of two ways:

- CSET passing score report in all required subtests for the credential type.  
[http://www.ctcexams.nesinc.com/about\\_CSET.asp](http://www.ctcexams.nesinc.com/about_CSET.asp)
- Official institutional verification of completed Subject Matter Preparation Program (SMPP). SMPP is completed at the undergraduate level at an approved institution.

Passage of all three CSET subtests is required for full admission to the program. If you have only passed one or two of the subtests, a provisional admission may be granted but you must then provide evidence of passing all subtests three weeks prior to the start of the term.

- Pre-program Field Experience (You must submit a completed verification packet.)
- Interview with the Program Director

The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. UC Merced Bilingual Authorization Program will purposefully recruit candidates from the San Joaquin Valley, a culturally, ethnically, and socioeconomically diverse part of California. Specifically, we propose this program to create a pathway for UC Merced students to pursue teaching. UC Merced reflects the diversity of the San Joaquin Valley. UC Merced undergraduates are diverse: 72% First-generation, 53% Hispanic, and 67% Pell grant eligible.

- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

UC Merced Bilingual Authorization Program information and personnel will be clearly identified and accessible to guide each candidate's attainment of program requirements. This will include, but is not limited to:

- Recruitment materials
- Website (including Student Resources and Policies Handbook)
- Clinical Practice Handbook
- Course syllabi and Instructors

- University Mentors
- Cooperating Teachers
- Credential Analyst
- TPP Director

Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.

Each term has selected Saturdays reserved for remediation for candidates in the areas of coursework, fieldwork, CalTPAs and the RICA. All candidates receive regular advising from multiple sources, including, but not limited to:

- Course Instructors (e.g., grades, portfolio, CalTPA and RICA preparation)
- University Mentors (e.g., observations, meetings, and evaluations)
- Cooperating Teachers (e.g., observations, meetings, and evaluations)
- Credential Analyst (e.g., progression through program and related requirements)
- TPP Director (e.g., Admissions Interview, Mid-program Interview, Exit Interview, and by appointment)

Candidates will maintain a portfolio, which will include evidence of all program requirements, as an additional method to monitor their progress and inform any advising the candidate receives. Additionally, the Credential Analyst will communicate with each candidate at the beginning of (and throughout) the program, such that the candidates have a defined person to contact with any questions.

### **Standard 3: Course of Study, Fieldwork and Clinical Practice**

The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

The UC Merced Bilingual Authorization Program has clinical practice integrated into all of its coursework, which is intentionally integrated (cross-curricular) to develop culturally responsive educators. 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 are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities (Mastropieri & Scruggs, 2018; Olson,

2014).

- Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

Culturally responsive instruction is a centerpiece for the proposed UC Merced Bilingual Authorization Program, which seeks to serve the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community (Gay, 2010). The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning (Bybee, et al., 2006; Kellman & Massey, 2013; Martinez, 2010; Saphier, Haley-Speca, & Gower, 2008; Tomlinson & McTighe, 2006). Candidates will learn to teach from school placements in this context which includes a significant number of English language learners.

- Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.
- The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.
- Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

The UC Merced Bilingual Authorization Program 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 (cooperating teachers) and program supervisors (university mentors) will receive a minimum of tens hours of professional development prior to assuming their roles. The criteria for selecting site-based supervisors include, but are not limited to:

- 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
- Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments
- Cooperating teachers are selected for 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.
- All programs effectively implement and evaluate fieldwork and clinical practice.

The UC Merced Bilingual Authorization Program ensures that all proposed programs will effectively

implement and evaluate fieldwork and clinical practice. Along with the candidate's education plan from initial advising, the candidate's portfolio serves 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.

For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.

The UC Merced Bilingual Authorization Program ensures that all proposed programs will have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's students and the opportunity to work with the range of students identified in the program standards. Candidates will be placed in public school districts, which are aligned with in the San Joaquin Valley, an ethnically and economically diverse context with a significant number of English language learners, and students with physical and learning disabilities.

#### **Standard 4 – Continuous Improvement**

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

- The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.
- Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

The continuous improvement process includes multiple sources of data 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.

The UC Merced Bilingual Authorization Program, an academic unit of UC Merced, is committed to ongoing assessment and evaluation at the student, faculty/staff, program, unit and institutional level. Please refer to the Assessment at UC Merced website. This website provides information on the university's Annual Academic Program Assessment and Academic Program Review (a seven-year assessment cycle). This allows us to identify program and unit effectiveness and implement appropriate modifications based on findings. As part of this commitment, the UC Merced Bilingual Authorization Program includes standard language on all syllabi (see Syllabi Common Language), including Course Student Learning Outcomes. We also work closely with the Graduate Assessment Coordinator within the Office of Periodic Review, Assessment and Accreditation Support as part of the Academic Senate Course Approval Process.

UC Merced Bilingual Authorization Program regularly assesses our effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for our candidates (see list below).

UC Merced Bilingual Authorization Program regularly and systematically collects, analyzes, and used candidate and program completer data as well as data reflecting the effectiveness of the unit operations to improve programs and their services (see list below). To ensure a continuous improvement process for the proposed Bilingual Authorization Program, we employ multiple quantitative and qualitative measures of student, faculty/staff, and program effectiveness 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 include, but are not limited to:

- Incoming demographic, employment and academic data of candidates and pool of applicants
- Candidate's course participation, assignments and assessments
- Candidate's Program Portfolio
- Candidate's CalTPA scores, RICA score (in multiple subject), and other state and national data the program is required to report (e.g., number of completers, average time to completion, and post-program employment)
- Evaluation by candidate's University Mentor, which includes observations and one-on-one meetings
- Evaluation by the candidate's Cooperating Teacher, which includes observations and one-on-one meetings
- Mid-program and exit interview with candidate
- Surveys of candidates, instructors, cooperating teachers, university mentors
- Candidate evaluation 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 review of support staff via Halogen (per university policy)
- Annual review of instructional personnel (see Evaluation of Faculty and Instructional Personnel)
- At least one meeting a year of the Curriculum Advisory Board and one meeting per term of the Bilingual Authorization Advisory Board.
- Ongoing collaboration with practitioners on courses, fieldwork, and program components

### **Standard 5 – Program Impact**

The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

The UC Merced Bilingual Authorization Program ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that

candidates meet the Commission adopted competency requirements as specified in the program standards. The UC Merced Bilingual Authorization Program evaluates and demonstrates that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

The Director of Extension, the Director of Education Programs and the Extension Program Manager work together to ensure that all annual and multi-year assessments and reviews are completed according to university policy and CTC requirements.



Digitally signed by Charles Nies

DN: cn=Charles Nies, o=University of  
California, Merced, ou,  
email=cnies@ucmerced.edu, c=US Date:  
2018.04.09 10:59:53 -07'00'

Dr. Charles Nies

# UNIVERSITY OF CALIFORNIA

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SANTA BARBARA • SANTA CRUZ

UC Merced Extension

University of California, Merced  
5200 North Lake Road  
Merced, California 95343  
(209) 228-7867 Fax: (209) 228-4060

## COURSE DEVELOPMENT/AUTHOR AGREEMENT

**Developer/Author:** Graciela Perez, Ph.D.

**Deliverables\*\* and Deadlines:** Developed courses (syllabus, lesson plans/outlines, list of all required textbook/supplemental readings) to be delivered to UC Merced Extension by Friday, February 8, 2019. Start date is 01/19/19.

**Product Title:** EDUC X310: Bilingual and Bicultural Teaching: Spanish; and  
EDUC X430: Sociocultural Overview of the Spanish Fluent World

### Description/Outline of Course to be developed:

The course should meet the California Commission on Teacher Credentialing Standards for CSET LOTE Subtest IV; Bilingual Education and Bilingualism: Intercultural Communication; Instruction, and Assessment and CSET LOTE Subtest V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts

**Compensation\*\*\*:** \$3,000 (1,500.00 per course) upon delivery and acceptance of each course.  
(60 working hours, \$50.00 per hour)

- \* All recordings can/must be scheduled and completed by this date
  - \*\* At least a detailed course syllabus, lesson plans and/or PowerPoint slides, readings, tests, assignments and templates, web addresses/links, and any other teaching materials not listed but used in the presentation of this course
  - \*\*\* Payments cannot be made until all associated deliverables are achieved
- Attached are the terms and conditions of this agreement. If you have any questions about this agreement please contact [Karen Bonilla](mailto:kbonilla@ucmerced.edu) at [kbonilla@ucmerced.edu](mailto:kbonilla@ucmerced.edu).

*Graciela S. Pérez*  
Agreed to by Graciela Perez

1/19/2019  
Date

DocuSigned by:  
*Ron Radney* for Jill Orcutt

1/18/2019

Jill Orcutt, Associate Vice Chancellor for Enrollment Management

Date

## TERMS and CONDITIONS

UC MERCED Extension develops, produces, and distributes "courses" (which may include multiple sets of courses comprising a full program, individual lectures without credit, or materials, tests or other tangible learning aids – see the description of the of the product being developed on page 1), which may contain technology-mediated components delivered via the Internet or other electronic means for the various audiences; and the "Course Developer/Author" (see the individual or organization referenced on page 1) is qualified by education, training, and/or experience to write curriculum and possibly develop media for a Course (see the title of the product being developed on page 1); and UC MERCED Extension desires to avail itself of the Course Developer/Author's skills for the development of the "Course".

UC MERCED Extension is committed to excellence in fulfilling its students' academic needs. Therefore UC MERCED Extension reserves the right to set curriculum direction and make course and instructor decisions. Agreement to develop the course referenced in this agreement does not imply an agreement to teach the course being developed, nor does anyone subsequent agreement to teach the course imply an agreement to continue to teach the course over time. UC MERCED Extension is self-supporting and all Extension course offerings are contingent on adequate paid enrollment, as well as other factors involving the availability of necessary supporting infrastructure and market response/evaluation; UC MERCED has the right to decide when a course will be offered, who will be invited to teach the course, and to cancel a course at any time.

### 1. Definitions.

1.1 "**Confidential Information**" means any information provided by UC MERCED Extension to the Course Developer/Author or prepared by the Course Developer/Author based upon review of such information provided by UC MERCED Extension, which has commercial value and is either (i) technical information, including patent, copyright, trade secret, and other proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, passwords, apparatus, equipment, algorithms, software programs, software source documents, or formulae related to the current, future and proposed products, classes and services of UC MERCED Extension, or (ii) non-technical information related to UC MERCED Extension's products, classes or services, including without limitation course curriculum, pricing, margins, merchandising plans and strategies, finances, financial and accounting data and information, suppliers, customers, customer lists, purchasing data, sales and marketing plans, future business plans and any other information which is proprietary and confidential to UC MERCED Extension. The term "Confidential Information" shall not include any information which: (i) is in the public domain at the time of disclosure or enters the public domain following disclosure through no fault of the Course Developer/Author; (ii) the Course Developer/Author can demonstrate as already in his/her/its possession prior to disclosure hereunder or is subsequently disclosed to the Course Developer/Author with no obligation of confidentiality by a third party having the right to disclose it; or (iii) is independently developed by the Course Developer/Author without reference to the disclosing party's Confidential Information.

1.2 "**Content**" means any text, graphics, photographs, audio or visual work, art work, animation files, data files, charts, graphs, and other material, including syllabi, handouts, reference lists, or other "work of authorship" (as that term is defined under the Copyright Act).

1.3 "**Course Developer/Author Content**" means any Content authored by the Course Developer/Author.

1.4 "**Extension Content**" means Content developed, created, produced or authored by UC MERCED Extension or any employee of, or contractor to the University of California, Merced.

1.5 "**Work Product**" means all Course Developer/Author Content in its entirety.

1.6 **"Intellectual Property Rights"** means any and all now known or hereafter known tangible and intangible (a) rights associated with works of authorship throughout the universe, including but not limited to copyrights, moral rights, and mask-works, (b) trademark and trade name rights and similar rights, (c) trade secret rights, (d) patents, designs, algorithms and other industrial property rights, (e) all other intellectual and industrial property rights, whether arising by operation of law, contract, license, or otherwise, and (f) all registrations, initial applications, renewals, extensions, continuations, divisions or reissues hereof or hereafter in force (including any rights in any of the foregoing).

1.7 **"Learning Tools"** means any libraries, methods, know-how, techniques, web-site templates, component parts, subroutines, of software or development tools, whether in object or source code form, which UC MERCED Extension has developed or has a right to use.

## 2. Course Developer/Author/Author Services.

The Course Developer/Author shall provide UC MERCED Extension with original Content, curriculum, and instructional materials, which can include but are not limited to any combination of text, audio and video files, animated presentations, interactive presentations, illustrations, and/or graphics that UC MERCED Extension deems necessary to create and subsequently offer/deliver the Course.

## 3. Ownership Rights and Interests.

3.1 Course Developer/Author Content. Subject to payment of amount due the Course Developer/Author pursuant to this Agreement, UC MERCED Extension and the Course Developer/Author expressly agree that UC MERCED Extension shall be granted an exclusive non-revocable world-wide license to utilize and distribute Course Developer/Author Content for the purposes of maintaining and distributing the Course. The editing, use, or modification of the Course Developer/Author Content shall be granted for promotion and teaching of the specific Course. The Course Developer/Author shall retain ownership of the Course Developer/Author Content and may utilize it independent of this agreement for purposes which do not compete directly in the marketplace with the Course.

3.2 Extension Content. UC MERCED Extension shall maintain all ownership rights in any and all Intellectual Property pertaining to Extension Content.

3.3 Learning Tools. UC MERCED Extension shall maintain all ownership rights in any and all Intellectual Property Rights pertaining to Learning Tools.

3.4 Permissions. If any Content incorporated by the Course Developer/Author into the Course is protected by existing copyright, the Course Developer/Author will clearly identify the copyrighted materials in the context of the Course and/or file copies of any permission(s) with UC MERCED Extension. UC MERCED Extension shall have the right to 1) obtain such permissions; or 2) design, revise, alter, or rewrite the course to avoid the use of the protected Content.

## 4. Delivery of the Work Product.

4.1 Satisfactory Delivery. The Course Developer/Author will deliver the Work Product to UC MERCED Extension in a mutually agreed format, in form and content satisfactory to UC MERCED Extension.

4.2 Failure to Deliver. If the Course Developer/Author fails to deliver satisfactory Work Product, UC MERCED Extension will have the right to terminate this Agreement.

## 5. Confidentiality.

During the course of performance of this Agreement, UC MERCED Extension may disclose to the Course Developer/Author certain Confidential Information. The Course Developer/Author shall hold the Confidential Information in confidence and shall use reasonable efforts to protect it. The Course

Developer/Author shall not disclose the Confidential Information to any third party. The Course Developer/Author shall use any Confidential Information for the sole purpose of performing under this Agreement. At the conclusion of this Agreement, the Course Developer/Author shall either return the other's Confidential Information in his/her/its possession (including all copies) or shall, at UC MERCED Extension's direction, destroy the Confidential Information (including all copies) and certify its destruction.

## 6. Compensation.

6.1. Course Developer/Author Compensation. As consideration for the Course Development, the Course Developer/Author shall be paid as identified on page 2 of this agreement.

6.2 Instructor Compensation. Notwithstanding the above, the Course Developer/Author may enter into a separate Instructor Compensation Agreement with the individual academic department offering the Course to instruct, facilitate, lecture in or otherwise assist in teaching the course when it is offered.

## 7. Course Developer/Author Warranties.

7.1 Sole Owner. The Course Developer/Author warrants that he/she/it is the sole owner of the rights granted to UC MERCED Extension; that he/she/it has not previously assigned, pledged, or otherwise encumbered the same; that he/she/it has the full power to enter into this Agreement; that, except for the Content owned by others and used in the Work Product by permissions the Work Product is entirely original.

7.2 Content Warranties. The Course Developer/Author warrants that any content delivered by the Course Developer/Author shall not: (a) infringe on the Intellectual Property Rights, publicity rights or privacy rights of any third-party; (b) violate any law, statute, ordinance or regulation (including without limitation the laws and regulations governing export control, unfair competition, antidiscrimination or false advertising); (c) be defamatory, trade libelous, unlawfully threatening or unlawfully harassing; (d) obscene, pornographic or indecent; (e) contain any viruses, trojan horses, worms, time bombs, cancelbots or other computer programming routines that are intended to damage, detrimentally interfere with, surreptitiously intercept or expropriate any system, data or personal information.

## 8. UC MERCED Extension Warranties.

Except where arising out of a breach of the duties, warranties and responsibilities of the Course Developer/Author described in this Agreement, UC MERCED Extension, its officers, employees and consultants shall indemnify the Course Developer/Author and any of its officers, employees or consultants against any claim, suit or proceeding against UC MERCED Extension as a result of this publication, printing or electronic distribution of the Work Product.

## EDUC X301: Foundations of Education (3 units)

Spring 2019

Class Location: Downtown Campus Center, Rooms 105 & 106

Class Meeting Times:

**Instructor:** Kevin S. Reimer, PhD

**Office Hours:** By appointment

**Contact:** [kreimer@ucmerced.edu](mailto:kreimer@ucmerced.edu) or 209-228-8639

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).*

### **Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

### **Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21<sup>st</sup> century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

### **Extension Education Programs Learning Outcomes (EPOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal

learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

### The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

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.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

<b>TPE 1:</b> Engaging and Supporting All Students in Learning	<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>TPE 5:</b> Assessing Student Learning	<b>TPE 6:</b> Developing as a Professional Educator

- I. **Course Description:** EDUC X301 considers the implications of historical and contemporary American social issues on child and adolescent learning. The course will emphasize K-12 education in diverse contexts, with a focus on poverty, stereotype threat, and immigration. Education policy will be critically evaluated

in terms of student retention and success. The course will require candidates to integrate content into a personal philosophy of education and teaching.

**II. Course Goal and Outcome**

- a. **Course Goal:** The primary course goal is to provide candidates with a suitable foundation (historical, sociological, economic) for a cogent, personal philosophy of K-12 education and teaching.
- b. **Learning Outcomes:** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
- c. **Literacy Definition and Course Component:** CLO 1, 2  
Digital literacy includes “the ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online, and the knowledge to appropriately vet and integrate those information sources. Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC)” (Greene, Seung, & Copeland, 2014, p. 55).
- d. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CLO 1, 3
- e. **Inclusive Instruction Course Component:** CLO 2, 3, 4
- f. **Technology Course Component:** CLO 4

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

CLOs & Assessments	Grading
<p><b>CLO 1:</b> Candidates will evaluate historical issues influencing child and adolescent learning in American K-12 education (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).</p> <p><b>Assessment:</b> MindTap, SIPs</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 2:</b> Candidates will consider the implications of poverty for equitable access to educational resources (TPE 1, 2, 4; PLOs 1, 4, 5, 6, 7).</p> <p><b>Assessment:</b> MindTap, SIPs, PET</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 3:</b> Candidates will critically identify implications of stereotype threat and contemporary immigration policy for student learning (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).</p> <p><b>Assessment:</b> MindTap, SIPs, PET</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 4:</b> Candidates will apply historical, sociological, and economic insights to educational policy as relevant to K-12 learning (TPE 1, 2, 4, 6; PLOs 1, 4, 5, 6, 7).</p> <p><b>Assessment:</b> MindTap, PET</p>	<p>Description, Points, Weight: see below</p>

Description of Assessments	Points	Weight	Due Date
<p><b>Class Participation</b> Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.  A grading rubric for this assignment will be distributed in class.</p>	5	5%	Weekly
<p><b>MindTap Activities</b> MindTap is an interactive learning toolkit designed for your textbook. Log-in information, a quick start guide, and introductory video are provided in Canvas. Assigned activities are detailed through a course link provided when you purchase access to Cengage Learning.</p>	30	30%	Weekly
<p><b>Social Issues Presentation (SIPs)</b> Several contemporary issues are particularly relevant to the retention and success of diverse K-12 learners. These issues are framed by the “secondary” course texts. In groups of 4 or fewer, select a topic/secondary text from the list. Consider this issue in detail. Trace the historical, sociological, and economic roots of the issue. Extend the discussion into the realm of federal and state education policy. What are we doing well? What needs to be remediated? Collaboratively plan and facilitate a 45-minute instructional encounter to suit. All group materials (i.e., lesson plan, power point slides, activities, audio-visual content) should be collectively managed and shared with the instructor using Google Classroom and Docs. Presentations lacking evidence of group interaction and full participation from each member will receive a lower grade.  A grading rubric for this assignment will be distributed in class.</p>	30	30%	TBD
<p><b>Philosophy of Education and Teaching (PET)</b> Write a 10-12-page philosophy of education and teaching. A central question should frame your document; namely, “how will I facilitate equitable and accessible student learning in a diverse region struggling with poverty?” Your philosophy of education and teaching should begin with a classroom “case study” or example from your current or anticipated teaching context. Use the case study to frame discussion of relevant social issues inclusive of (a) historical, (b) sociological, and (c) economic perspectives. The final section of your paper should address the issue and framing in terms of a selected approach to education and teaching. The PET should answer the implicit reader question, “how will this approach to education and teaching be transformative for children and adolescents living in settings with limited resources?”  A grading rubric for this assignment will be distributed in class.</p>	35	35%	Last day of class

III. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

IV. **Course Requirements**

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
  - 1. Absences may impact a candidate’s final grade.
  - 2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
  - 3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
- vi.

b. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. ***Time Expenditure***

EDUC X301 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Class Sessions	45 hours
Readings & MindTap	55 hours
SIPs	15 hours
PET	20 hours
<b>Total</b>	<b>135 hours</b>

- V. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Participation	5
Readings & MindTap	30
SIPs	30
PET	35
<b>Total</b>	<b>100%</b>

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- VI. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should

never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.

**VII. Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.

**VIII. Tentative Weekly Schedule**

EDUC X301 TENTATIVE SCHEDULE (subject to change)			
Week	Topic	Before Class	Due
1	<i>Welcome, introductions, and overview.</i>  <u>Topic:</u> Education and colonial America. <u>Topic:</u> Understanding social change (history, sociology, economics). <u>Topic:</u> Student teaching.	Canvas Module Week 1	Canvas Module Week 1
2	<i>Has American education changed society or vice versa?</i>  <u>Topic:</u> What is the Enlightenment? <u>Topic:</u> Social, cultural, and economic capital. <u>Topic:</u> What is skill in teaching? What is the connection between teacher beliefs and teacher behavior?	Canvas Module Week 2	Canvas Module Week 2
3	<i>American education in the Victorian Era.</i>  <u>Topic:</u> Emergence of modern schools. <u>Topic:</u> Urbanization and education. <u>Topic:</u> Introduction to inclusive teaching.	Canvas Module Week 3	Canvas Module Week 3
4	<i>Education after reconstruction.</i>  <u>Topic:</u> Ethnicity, gender, race. <u>Topic:</u> Industrialization and poverty. <u>Topic:</u> Collaboration: partnerships and procedures.	Canvas Module Week 4	Canvas Module Week 4

6	<p><i>A challenge to Enlightenment ideals.</i></p> <p><u>Topic:</u> The Great War and Holocaust.  <u>Topic:</u> Now what? Doubling down, post-modernity.  <u>Topic:</u> Teaching students with autism and lower-incidence disabilities.</p>	Canvas Module Week 6	Canvas Module Week 6
7	<p><i>Utility 2.0.</i></p> <p><u>Topic:</u> Education, vocation, and reform.  <u>Topic:</u> Banking.  <u>Topic:</u> Teaching students with other special learning needs.</p>	Canvas Module Week 7	Canvas Module Week 7
8	<p><i>Education as empowerment.</i></p> <p><u>Topic:</u> Power in the classroom.  <u>Topic:</u> The importance of dialogue.  <u>Topic:</u> Effective differentiated instruction for all students.</p>	Canvas Module Week 8	Canvas Module Week 8
9	<p><i>The dangers of relativism. Whose values? Which learning?</i></p> <p><u>Topic:</u> Tradition and poverty.  <u>Topic:</u> Tradition-sensitive instruction.  <u>Topic:</u> Response to intervention and multi-tiered systems of support.</p>	Canvas Module Week 9	Canvas Module Week 9
10	<p><i>Identity and learning.</i></p> <p><u>Topic:</u> Erikson, McAdams, reciprocity.  <u>Topic:</u> Identity and stereotypes.  <u>Topic:</u> Improving motivation and social behavior.</p>	Canvas Module Week 10  Steele, chapters 1-3	Canvas Module Week 10

11	<i>Identity interrupted—stereotype threat.</i> <u>Topic:</u> Cultural mismatch. <u>Topic:</u> Immigration policy. <u>Topic:</u> Promoting inclusion with classroom peers.	Canvas Module Week 11  Steele, Chapters 4-8	Canvas Module Week 11
12	<i>Identity plural.</i> <u>Topic:</u> Peer-peer learning, learning assistants. <u>Topic:</u> STAMINA. <u>Topic:</u> Improving attention and memory.	Canvas Module Week 12  Steele, Chapters 8-11	Canvas Module Week 12
13	<i>Finding Finland.</i> <u>Topic:</u> Are children served by models or an indigenous approach to learning?	Canvas Module Week 13	Canvas Module Week 13; SIP
14	Social Issues Presentations	Canvas Module Week 14	Canvas Module Week 14; SIP
15	Social Issues Presentations		SIP  <b>Philosophy of  Education and  Teaching Due</b>

**Required Texts**

Rury, J. (2016). *Education and Social Change (5<sup>th</sup> edition)*. New York: Routledge.

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: Norton.

**Secondary Texts** (optional purchase TBD after in-class discussion; see Description of Assessments)

Will be provided in class.

## EDUC X310 – Bilingual and Bicultural Teaching: Spanish (3 units)

Spring 2019

Class Location: Downtown Campus Center, Rooms 105 & 106

Class Meeting Times:

**Instructor:**

**Office Hours:** By appointment (Zoom)

**Contact:**

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

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- Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
- Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue,

and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

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.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

<b>TPE 1:</b> Engaging and Supporting All Students in Learning	<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>TPE 5:</b> Assessing Student Learning	<b>TPE 6:</b> Developing as a Professional Educator

**IX. Course Description:** EDUC X310 provides candidates the opportunity to synthesize the theoretical and practical learning in the Bilingual Teacher Authorization Program and work towards mastery of the Teaching Performance Expectations (TPEs). Mastery is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.

**X. Course Goal and Outcomes**

- A. **Course Goal:** The primary course goal is to provide candidates the opportunity to synthesize the theoretical and practical learning in the Bilingual Teacher Preparation Program and work towards mastery of the Teaching Performance Expectations (TPEs) as they complete their final student teaching.
- B. **Learning Outcomes:** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC, with Program Goals, and with Extension Education Programs Learning Outcomes (EPLOs).
- C. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CLOs 1, 2, 4, 5
- D. **Inclusive Instruction Course Component:** CLOs 1, 2, 3, 4, 5, 6
- E. **Technology Course Component:** CLOs 1, 2, 3, 4, 5

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

CLOs & Assessments	Grading
<p><b>CLO 1:</b> Candidates will critically evaluate instructional strategies and teaching skills to engage and support bilingual and bicultural students in learning (TPE 1; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below
<p><b>CLO 2:</b> Candidates will use instructional strategies and teaching skills practices to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below
<p><b>CLO 3:</b> Candidates will apply their understanding of instructional strategies, policies, and teaching skills to organize culturally and linguistically response pedagogy for student learning (TPE 3; PLOs 3, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below
<p><b>CLO 4:</b> Candidates will apply instructional strategies and teaching skills as they plan and design bilingual and bicultural learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below
<p><b>CLO 5:</b> Candidates will consider bilingual and bicultural instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below
<p><b>CLO 6:</b> Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Critical Reading Blogs (CRBs); Discussion Leader; Integrated 4-week Unit; Portfolio</p>	Description, Points, Weight: see below

- F. **Format and Procedures:** This online course meets for eight weeks. Assessments are submitted through the Canvas learning management system.
- G. **Textbook:** TPP courses are carefully designed to contain student costs. Textbooks purchased new typically cost \$150/course. Rather than burden candidates with these costs, several TPP courses require candidate to purchase electronic textbook access through a single vendor (Cengage Learning). For \$120, students have semester access (Cengage Unlimited) to all TPP courses using a Cengage textbook. Candidates may wish to make this a consideration in planning their academic program. Prices are subject to change.

You can purchase Cengage textbooks through Canvas. Once you are on the course home page, click on **Modules** in the left NavBar. Then, click on any assignment. You will automatically be taken to Cengage registration. Once you have selected Cengage Unlimited or the stand-alone Cengage textbook, you can begin assigned course readings and MindTap exercises.

Description of Assessments	Points	Weight	Due Date
<p><b>Class Participation</b> Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues. A grading rubric for this assignment will be distributed in class.</p>	15	15%	Weekly
<p><b>Critical Reading Blogs (CRBs)</b> This course includes weekly readings. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other colleagues per week. Your blog should consider the following: <i>What are the implications of the current readings for becoming a skillful bilingual teacher and establishing a culturally and linguistically responsive classroom?</i> <i>Apply the current readings to the classroom in which you completed your student teaching.</i> A grading rubric for this assignment will available in Canvas.</p>	15	15%	Weekly
<p><b>Discussion Leader</b> Candidates will be responsible for leading class discussions twice during the term related to the weekly readings, your colleagues' current teaching placements and the issues/comments by your colleagues in the CRBs. A grading rubric for this assignment will available in Canvas.</p>	10	10%	Signups week 1

Description of Assessments	Points	Weight	Due Date
<p><b>Integrated 4-week Unit</b> Candidates complete a minimum of 4 weeks of solo or co-teaching this term. This requires you to plan and teach the unit, including assessments, and to analyze and reflect on student learning, such that your unit includes culturally and linguistically responsive pedagogical activities.</p> <p>A grading rubric for this assignment will available in Canvas.</p>	40	40%	Weeks 2-7
<p><b>Portfolio</b> Candidates work on the portfolio throughout the semester. At the end of each chapter, in both of your textbooks, you will find a section called either <i>Invitation to Inquiry</i> or <i>Study Questions</i>. You should choose one topic per week and develop it in a writing reflection paper. This portfolio should include 6 reflection papers in total. The portfolio is graded as a final product.</p> <p>A grading rubric for this assignment will available in Canvas.</p>	20	20%	Week 8

#### H. Class Attendance and Participation

- a. *Attendance:* for all class sessions and student work groups is mandatory. A student is responsible for the content and experiences of missed class sessions. Missing more than one class session for any reason constitutes excessive absence which may be handled in the following way:
  - i. Absences may impact a student's final grade.
  - ii. The student may be granted an incomplete (in the case of illness or death in the family) and required to retake a portion of, or the entire course in the following term.
  - iii. The student may be required to re-enroll or retake the course.
  - iv. Students that do not demonstrate evidence of participation (physical and electronic attendance) within 48 hours of first meeting will be dropped.
- b. *Anticipated Absences:* The student is responsible for clearing anticipated absences with the instructor BEFORE committing to an event which conflicts with class. This assures that a student has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event. No more than two cleared absences are allowed for this eight-week course.
- c. *Late Work:* If work is late due to excused absence (an absence cleared in advance), work may be turned in up to one week late without penalty. All other late work is automatically reduced one letter grade and must be turned in within one week of due date. Work submitted more than one week past due will receive no credit.
- d. *Tardiness:* A student who is more than 20 minutes late to class is considered absent for that class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
- e. *Time Expenditure:* EDUCX 310 is 3-unit course requiring a total of 135 hours (including class time) over eight weeks. The following is an estimated breakdown of time students can expect to spend in completing this course:

Online Synchronous Class Sessions	16 hours
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Weekly Reading	40 hours
CRBs	15 hours
Discussion Leader	4 hours
Integrated 4-week Unit	25 hours
Portfolio	35 hours
<b>Total</b>	<b>135 hours</b>

i.

### Canvas Learning Management System

Canvas is the class website. All learning materials and links to websites can be found on Canvas. You will be able to access the following on Canvas:

- The course schedule and deadlines
- Course modules
- Listing of course readings
- Quizzes
- Assignment descriptions and instructions
- Links to other learning tools and sites, such as Cengage Mindtap and Questia Library

It is important that you regularly log onto Canvas. There is one general posting area at the top of the page, followed by posts for each week. The best practice is to check on Canvas at the beginning of the week and make note of what learning activities are expected and due.

Throughout the week, you'll want to check back in to make sure you are completing all activities, assignment, and assessments that are expected of you. This course uses an iteration of Canvas that has been developed by and supported by the University of California's Innovative Learning Technology Initiative. If you are having trouble accessing Canvas, please click [here](#).

### Online Behavior Expectations

#### *General Respect*

- Use language that is neutral or kind
- Use language you think others will understand and be able to interpret
- Be respectful of opinions - even those that are not popular
- Be respectful of differing levels of understanding
- Be respectful of other's skills, particularly differing levels of reading and writing
- Give your instructor your highest respect

#### *Writing*

- Read your peers' comments
- Avoid sarcasm - it is easy to misinterpret in writing
- ALL CAPITALS CAN BE INTERPRETED AS SHOUTING
- Emoticons should be kept to a minimum
- Read other's comments before you write
- If you agree with someone, mention what they said and cite them. Don't copy their post verbatim unless you put it in quotes and cite
- Read what you have written before sending/submitted
- Cite sources and paraphrase rather than copying. Important to note copyrighted content
- Create a subject line (particularly for emails) that makes it easy to identify what the writing is about

- Be concise
- Conferencing*

- Allow your peers some time to speak
- Listen to your peers' comments
- Ask for clarification when you do not understand what someone has said
- Repeat in your own words what someone else has said to show you understand their meaning

**Adapted from:**

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6\(1\).](#)

[The University of Memphis. Netiquette Guide for Online Courses.](#)

Prince George's Community College. [Online Classroom Etiquette](#) (Netiquette).

- I. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Participation	15
CRBs	15
Discussion Leader	10
Integrated 4-week Unit	40
Portfolio	20
<b>Total</b>	<b>100%</b>

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding

B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- J. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- K. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to
- L. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the [Disability Services Center](#) to verify their eligibility for appropriate accommodations.
- M. **Tentative Weekly Schedule**

EDUC X310 TENTATIVE SCHEDULE (subject to change)			
Week	Topic	Before Class	Due
1	<i>Emergent Bilinguals</i>  <i>Shifting Academic Mindset in the Learning Partnership</i>  <i>Restoring Students' Natural confidence as Learners</i>  <i>Current Research Based theories and SB 2042 and California Teachers of English Learners (CTEL) competencies</i>	Canvas Week 1  <i>Educating Emerging Bilinguals</i> Chapters 1 & 2  <i>Culturally Responsive Teaching and the Brain,</i> Chapter 7	
2	<i>Programs and policies for educating emergent bilinguals</i>	Canvas Week 2	CRB 1

	<p><i>Historical, theoretical and legal foundations for Bilingual education in the United States and in California</i></p> <p><i>Additive and deficit theories of bilingual education</i></p>	<p><i>Educating Emerging Bilinguals,</i> Chapter 3</p>	<p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part I</p>
3	<p><i>Bilingualism and achievement Theoretical Construct and empirical evidence</i></p> <p><i>Current Research and methodologies in bilingual education</i></p> <p><i>Different Bilingual Program Models</i></p>	<p>Canvas Week 3</p> <p><i>Educating Emerging Bilinguals</i> Chapter 4</p>	<p>CRB 2</p> <p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part II</p>
4	<p><i>Language and bilingualism practices</i></p> <p><i>Creating a Culturally Responsive Community for Learning</i></p> <p><i>Seeing the environment as the Second Teacher</i></p> <p><i>Interrelatedness among the four domains of language, (listening, speaking, reading and writing) and language forms and functions</i></p> <p><i>Ability to communicate in both languages through oral, non-verbal, written discourses in a variety of contexts.</i></p>	<p>Canvas Week 4</p> <p><i>Educating Emerging Bilinguals</i> Chapter 5</p> <p><i>Culturally Responsive Teaching and the Brain,</i> Chapter 9</p>	<p>CRB 3</p> <p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part III</p>
5	<p><i>Affordances of Technology</i></p> <p><i>Building the Foundation of Learning Partnerships</i></p> <p><i>Beginning with Meaningful Relationships</i></p>	<p>Canvas Week 5</p> <p><i>Educating Emerging Bilinguals</i> Chapter 6</p> <p><i>Culturally Responsive Teaching and the Brain,</i> Chapter 5</p>	<p>CRB 4</p> <p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part IV</p>
6	<p><i>Curriculum and other practices</i></p> <p><i>Establishing Alliance in the Learning Partnership</i></p> <p><i>Becoming an Ally to Help Build Students' Independence</i></p>	<p>Canvas Week 6</p> <p><i>Educating Emerging Bilinguals</i> Chapter 7</p> <p><i>Culturally Responsive Teaching and the Brain,</i> Chapter 6</p>	<p>CRB 5</p> <p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part V</p>

7	<p><i>Assessments</i></p> <p><i>Information Processing to Build Intellectual Capacity</i></p> <p><i>Criteria for selection, evaluation, use and adaptation of instructional materials</i></p> <p><i>Growing Brain Power Through Elaboration</i></p>	<p>Canvas Week 7</p> <p><i>Educating Emerging Bilinguals</i> Chapter 9</p> <p><i>Culturally Responsive Teaching and the Brain</i>, Chapter 8</p>	<p>CRB 6</p> <p>Discussion Leaders TBD</p> <p>Integrated 4-week Unit Part VI</p>
8	<p><i>Family and Community Engagement</i></p> <p><i>Signposts, Conclusions and Recommendations</i></p> <p><i>Bilingual teachers empowering American youth for a global society establishing cultural and linguistic bridge connecting the bilingual community to the larger society.</i></p> <p><i>Empowering students to be able to negotiate multiple languages and cultures</i></p>	<p>Canvas Week 8</p> <p><i>Educating Emerging Bilinguals</i> Chapters 8 and 10</p>	<p><b>Portfolio Due</b></p>

**XI. Required Texts**

García, Ofelia, and Jo A. Kleifgen. *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners*, New York, NY: Teachers College Press, 2018. Print.

Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, CA: Corwin, 2015.

## EDUC X311: Diverse Students – Inclusive Instruction (3 units)

Spring 2019

Class Location: Downtown Campus Center, Rooms 105 & 106

Class Meeting Times:

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).*

### **Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

### **Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21<sup>st</sup> century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

### **Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting

justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

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.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

<b>TPE 1:</b> Engaging and Supporting All Students in Learning	<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>TPE 5:</b> Assessing Student Learning	<b>TPE 6:</b> Developing as a Professional Educator

- N. **Course Description:** EDUC X311 introduces candidates to the philosophy and history of educating diverse student populations, best practice, and differentiated instruction for diverse learners in the general education classroom. Candidates will learn how to take advantage of and build upon the variety of cultural knowledge and resources they and their students bring to school.
- O. **Course Goal and Outcomes**
- E. **Course Goal:** The primary course goal is to provide candidates with a comprehensive understanding of diverse student populations, so that they are prepared to maximize the learning of all students. The course will facilitate opportunities for course participants to learn and practice a variety of instructional strategies to integrate into their lesson plans in order to increase the number of students that will successfully engage and learn from these lessons.
- F. **Learning Outcomes:** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
- G. **Literacy Definition and Course Component:** CLOs 1, 3, 4, 5, 6  
Cultural literacy is the concept that citizens in a democracy should possess a common knowledge

of the history, contributions, and perspectives of different cultural groups. This knowledge is necessary for understanding of reading and writing and will allow them to communicate effectively, govern themselves and share in their society's rewards (Hirsch, E. D., 1987).

H. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CLOs 1, 2, 4, 5

I. **Inclusive Instruction Course Component:** CLOs 1, 2, 3, 4, 5

J. **Technology Course Component:** CLOs 1, 2, 3, 4, 5

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

CLOs & Assessments	Grading
<p><b>CLO 1:</b> Candidates will observe, examine, and discuss strategies and teaching approaches to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 7).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 2:</b> Candidates will use practices that are respectful of culture, race, gender, class, ethnicity, and language to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Disability/Disorder Presentation; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 3:</b> Candidates will apply their understanding of diversity to organize subject matter for student learning, inclusive of culture, race, gender, class, ethnicity, and language needs (TPE 3; PLOs 2, 3, 5, 7).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 4:</b> Candidates will apply culturally/linguistically responsive practices as they plan and design learning experiences for all students (TPE 4; PLOs 1, 2, 3, 4, 5, 6, 7).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 5:</b> Candidates will consider culture, race, gender, class, ethnicity, and language needs as they assess student learning (TPE 5; PLOs 2, 3, 6).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Disability/Disorder Presentation; Observation of an ELL; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 6:</b> Candidates will consider whether/how culture, race, gender, class, ethnicity, and language intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 7).</p> <p><b>Assessment:</b> Class Participation; Weekly Blogs; Content to Practice; Final Portfolio</p>	<p>Description, Points, Weight: see below</p>

Description of Assessments	Points	Weight	Due Date
<p><b>Class Participation</b> Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.</p>	10	10%	Weekly
<p><b>Weekly Reflection (Weekly Assignment in Canvas)</b> Under each week you will find the agenda for the class session. You will be assessed on preparation for and attendance in class (10), engagement with your colleagues (10), and thoughtful reflection of the content (10) each week.</p> <p><b>Preparation: Video 3, 2, 1</b> (Bullet points - 100 words max) What are three ideas/concepts new to you? What are two things you wonder about? What is one strategy/idea that you will incorporate into your classroom? <i>Come prepared for a 10 minute discussion at the beginning of class.</i></p>	15	15%	Weekly
<p><b>TPE Discussion Blogs (Weekly Assignment in Canvas)</b> This course includes weekly online discussion. Critical engagement with readings, videos and course topics is required. This assignment consists of weekly blog entries on assigned readings, videos, and course topics. Your blog (minimum 250 words) should consider the following:</p> <p><i>Thoughtful synthesis and analysis of the content (10). Include any titles or authors as appropriate.</i></p> <p><i>Specific connection of the content to 3- 4 TPE subcomponents, such that you have interacted with all 45 by the end of the term (10). Please include/quote the TPE subcomponent text and number.</i></p> <p><i>Specific application of the content to science teaching and learning (10).</i></p> <p>In addition, you must respond to the entries of at least two other students per week. Please address the student to whom you are responding by first name.</p>	15	15%	Weekly

Description of Assessments	Points	Weight	Due Date
<p><b>Disability/Disorder Presentation</b>            You will work with a partner to create a short presentation on one of the 14 categories in IDEA for specific learning disabilities or disorders. At a minimum, your presentation must address the following:</p> <ul style="list-style-type: none"> <li>➤ Definition of the specific disability or disorder</li> <li>➤ Description of the common symptoms and characteristics of the disability or disorder</li> <li>➤ Overview of the educational implications/methods of supporting students with these special needs</li> </ul> <p>See rubric below.</p>	10	10%	Weeks 4 and 5
<p><b>Content to Practice: Lesson Planning, Design and Implementation</b>            Using the BSCS 5E Instructional Model, you will plan, design and implement lessons which are inclusive of diverse student needs, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies (specifically targeting TPE 1.4, 1.6 and 4.4). This assessment affords the candidate the opportunity to practice for CalTPA Instructional Cycle 1 or 2.</p> <p>Refer to the CalTPA Assessment Guide.</p> <p>We will use components of the CalTPA rubrics, which will be shared in class.</p>	2 x 15 = 30	30%	Weeks 6 and 10
<p><b>Lesson Reflection and Application: Annotated Video Recording of Lesson, Written Reflections and Video or Written Application</b></p> <p>You will annotate your video with titles and brief rationales for your teaching practices, based on the CalTPA that you are preparing for.</p> <p>Refer to the CalTPA Assessment Guide.</p> <p>We will use components of the CalTPA rubrics, which will be shared in class.</p>	30	30%	Week 15

**Suggested Rubric for Assignments**

	<b>A</b>	<b>B</b>	<b>C</b>
Ideas and Support	All parts of the assignment or	Most parts of the assignment and	Some parts of the assignment and

	presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.	presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.	presentation are complete and demonstrate evidence of thoughtful and well-supported ideas.
Use of Literature	All parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.	Most parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.	Some parts of the assignment or presentation demonstrate appropriate referencing and integrate pertinent literature.
Organization and Mechanics	All parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.	Most parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.	Some parts of the assignment or presentation demonstrate preparation, organization, and proper English language grammar and mechanics.

P. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

Q. **Course Requirements**

a. ***Class Attendance and Participation Policy***

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
  1. Absences may impact a candidate's final grade.
  2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
  3. The candidate may be asked to re-enroll or retake the course.
- ii. **Anticipated Absences:** The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
- iii. **Late Work:** In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
- iv. **Participation:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

b. **Technology Policy**

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. **Time Expenditure**

EDUC X311 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Class Sessions	45 hours
Weekly Readings and Videos	30 hours
Weekly Blogs	15 hours
Disability/Disorder Presentation	5 hours
Content to Practice (2 lessons)	25 hours
Lesson Reflection and Application	15 hours
<b>Total</b>	<b>135 hours</b>

*Note:* Hours spent in clinical practice (e.g., implementing a lesson) are part of your Teaching Practicum and are not considered part of your hours for this course.

- R. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Weekly Reflection and Video Preparation	15
Weekly Blogs	15
Disability/Disorder Presentation	10
Content to Practice (2 lessons)	30
Lesson Reflection and Application	30
<b>Total</b>	<b>100%</b>

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent

A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- S. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- T. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
- U. **Tentative Weekly Schedule**

Week	Topic	Due
1	<i>Why this class?</i> <i>Welcome, introductions, and overview</i>  Topic: Creating inclusive classrooms  Topic: Diversity self-assessment  Activity:	<b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i> , pp. 2-24  <b>Video for Week 1</b>
2	<i>Collaborations: Partnerships and Procedures</i>  Topic: Mock Individualized Education Plan (IEP)	<b>Reflection of Week 1</b>

	<p>Topic: Accommodations vs Modifications</p> <p>Activity</p>	<p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 25-52</p> <p><b>Video for Week 2</b></p>
3	<p><i>Teaching Students with Higher-Incidence Disabilities</i></p> <p>Topic: Individuals with Disabilities Education Act (IDEA)</p> <p>Activity:</p>	<p><b>Reflection of Week 2</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 54-78</p> <p><b>Video for Week 2</b></p>
4	<p><i>Teaching Students with Autism and Lower-Incidence Needs</i></p> <p><b>Disability/Disorder Presentations</b></p>	<p><b>Reflection of Week 3</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 79-104</p> <p><b>Video for Week 4</b></p>
5	<p><i>Teaching Students with Other Special Learning Needs</i></p> <p><b>Disability/Disorder Presentations</b></p>	<p><b>Reflection of Week 4</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 105-124</p> <p><b>Video for Week 5</b></p>
6	<p><i>Effective Differentiated Instruction for All Students</i></p> <p><b>Presentation of a lesson with support for students with special needs</b></p>	<p><b>Reflection of Week 5</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 125-152</p> <p><b>Video for Week 6</b></p>

<p>7</p>	<p><i>Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS)</i></p> <p>Topic: Profile of an ELL</p> <p>Topic: Language proficiency levels</p> <p>Topic: ELLs with special needs</p> <p>Activity:</p>	<p><b>Reflection of Week 6</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 153-174</p> <p><b>Video for Week 7</b></p>
<p>8</p>	<p><i>Improving Motivation and Social Behavior</i></p> <p>Topic: 5 stages of language acquisition</p> <p>Topic: Basic Interpersonal Communicative Skills (BICS)</p> <p>Topic: Cognitive Academic Language Proficiency (CALP)</p> <p>Activity:</p>	<p><b>Reflection of Week 7</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 175-206</p> <p><b>Video for Week 8</b></p>
<p>9</p>	<p><i>Promoting Inclusion with Classroom Peers</i></p> <p>Topic: English Language Development (ELD) Standards</p> <p>Topic: Specifically Designed Academic Instruction in English (SDAIE)</p> <p>Activity:</p>	<p><b>Reflection of Week 8</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 207-228</p> <p><b>Video for Week 9</b></p>
<p>10</p>	<p><i>Improving Attention and Memory</i></p> <p><b>Presentation of a lesson with support for ELLs</b></p>	<p><b>Reflection of Week 9</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 229-254</p> <p><b>Video for Week 10</b></p>
<p>11</p>	<p><i>Teaching Study Skills</i></p> <p>Topic: Social Class</p> <p>Topic: Cultural Mismatch</p> <p>Topic: Gender and Sexual Orientation</p> <p>Activity:</p>	<p><b>Reflection of Week 10</b></p> <p><b>TPE Discussion Blog</b> on: <i>The Inclusive Classroom</i>, pp. 255-278</p> <p><b>Video for Week 11</b></p>

12	<p><i>Assessment</i></p> <p>Topic: Tracking</p> <p>Topic: Technology as an assessment tool</p> <p>Activity:</p>	<p><b>Reflection of Week 11</b></p> <p><b>TPE Discussion Blog on: <i>The Inclusive Classroom</i>, pp. 279-306</b></p> <p><b>Video for Week 12</b></p>
13	<p><i>Literacy</i></p> <p>Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, ...)</p> <p>Activity:</p>	<p><b>Reflection of Week 12</b></p> <p><b>TPE Discussion Blog on: <i>The Inclusive Classroom</i>, pp. 307-342</b></p> <p><b>Video for Week 13</b></p>
14	<p><i>Mathematics</i></p> <p>Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, ...)</p> <p>Activity:</p>	<p><b>Reflection of Week 13</b></p> <p><b>TPE Discussion Blog on: <i>The Inclusive Classroom</i>, pp. 343-374</b></p> <p><b>Video for Week 14</b></p>
15	<p><i>Science, Social Studies, and Transitions</i></p> <p>Topic: Demographics of the Central Valley (Latinx, Hmong, Indian, African America, ...)</p> <p>Activity:</p>	<p><b>Reflection of Week 14</b></p> <p><b>TPE Discussion Blog on: <i>The Inclusive Classroom</i>, pp. 375-411</b></p> <p><b>Video for Week 15</b></p>

**Required Texts**

Mastropieri, M. A., & Scruggs, T. E. (2017). *The inclusive classroom: Strategies for effective differentiated instruction*. New York, NY: Pearson.\*

**Required Articles (provided in Canvas)**

**Required Resources (available online or in Canvas)**

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006).

*The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.\*

California Department of Education - Common Core State Standards (CCSS) and Resources\*

<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics\*

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects\* <https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

The Next Generation Science Standards (NGSS) – California\* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.

Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. ASCD.\*

\*This resource/text is used in multiple courses.

## EDUC X401: Learning, Cognition, and Instruction (3 units)

Spring 2019

Class Location: Downtown Campus Center, Rooms 105 & 106

Class Meeting Times:

**Instructor:** Kevin S. Reimer, PhD

**Office Hours:** By appointment

**Contact:** [kreimer@ucmerced.edu](mailto:kreimer@ucmerced.edu) or 209-228-8639

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).*

### **Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

### **Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21<sup>st</sup> century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

### **Extension Education Programs Learning Outcomes (EPLOs)**

The UCM EXT Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the UCM EXT Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

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.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

<b>TPE 1:</b> Engaging and Supporting All Students in Learning	<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>TPE 5:</b> Assessing Student Learning	<b>TPE 6:</b> Developing as a Professional Educator

V. **Course Description:** EDUC X401 considers child and adolescent learning in cognitive, developmental, linguistic, and socio-cultural relief. Readings, simulations, and activities explore the instructional utility of course content through developmental neuroscience, social neuroscience, and classic learning theories. Learning is framed as goal-oriented expertise capable of empowering diverse students and K-12 classroom communities.

W. **Course Goal and Outcomes**

- K. **Course Goal:** The primary course goal is to provide candidates with a comprehensive understanding of child and adolescent learning, cognition, and development promoting effective instruction across content disciplines and grades, benefitting culturally, ethnically, and linguistically diverse learners.
- L. **Learning Outcomes:** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
- M. **Literacy Definition and Course Component:** CLO 3  
 Digital literacy includes “the ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online, and the knowledge to appropriately vet and integrate those information sources. Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC)” (Greene, Seung, & Copeland, 2014, p. 55).
- N. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CLO 2
- O. **Inclusive Instruction Course Component:** CLO 2 and 4
- P. **Technology Course Component:** CLO 3

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

CLOs & Assessments	Grading
<p><b>CLO 1:</b> Candidates will critically evaluate scientific and philosophical learning principles to engage and support all students in learning (TPE 1; PLOs 1, 2, 3, 5, 6, 7).</p> <p><b>Assessment:</b> Critical Reading Blogs (CRBs); Content to Practice Presentations (CPP)</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 2:</b> Candidates will use scientific and philosophical learning principles to create and maintain effective environments for diverse students and classrooms (TPE 2, PLOs 1, 2, 3, 4, 5, 7).</p> <p><b>Assessment:</b> Midterm Examination; Content to Practice Presentations (CPP); Educational Narrative</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 3:</b> Candidates will apply scientific and philosophical learning principles for digital literacy instruction (TPE 3; PLOs 2, 3, 5, 6, 7).</p> <p><b>Assessment:</b> Content to Practice Presentations (CPP)</p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 4:</b> Candidates will consider whether/how scientific and philosophical learning principles intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 6, 7).</p> <p><b>Assessment:</b> Critical Reading Blogs (CRBs); Content to Practice Presentations (CPP); Educational Narrative</p>	<p>Description, Points, Weight: see below</p>

Description of Assessments	Points	Weight	Due Date
<p><b>Class Participation</b> Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.</p>	10	10%	Weekly
<p><b>Critical Reading Blogs (CRBs)</b> This course includes weekly readings on learning. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other students per week. Your blog should consider the following:  <i>What are the implications of the current reading for child and adolescent learning? Should this content inform my instructional practices? Why or why not?</i>  A grading rubric for this assignment will be distributed in class</p>	15	15%	Weekly
<p><b>Midterm Examination</b> This course covers the science and philosophy of learning. These epistemologies are presented sequentially. The midterm covers scientific (development, cognition, emotion, perception, neuroscience, expertise) content on child and adolescent learning. Material from readings, videos, activities, and lecture will be included. The midterm will require students to apply scientific content to instructional practices.</p>	25	25%	Week 8
<p><b>Content to Practice Presentations</b> 21<sup>st</sup> century education facilitates student learning for digital literacy and expertise. In groups of 2-3, select a learning theory from the Bates textbook. Consider this theory in terms of perceptual learning. Collaboratively plan and facilitate a 45-minute instructional encounter which applies your theory with an aspect of digital literacy selected by the group. All group materials (i.e., lesson plan, power point slides, activities, audio-visual content) should be collectively managed and shared with the instructor using Google Classroom and Docs. Presentations lacking evidence of group interaction and full participation from each member will receive a lower grade.  A grading rubric for this assignment will be distributed in class.</p>	25	25%	Weeks 13-15

Description of Assessments	Points	Weight	Due Date
<p><b>Educational Narrative</b> Write a 1-2 page personal narrative documenting a childhood moment, situation, or encounter that facilitated your learning and inspired you to become an educator. Write a 4-6 page response to your own narrative. What scientific learning principles were operative in your experience? What philosophical learning principles are visible through your experience? What values and beliefs about learning were cemented through your experience? How is your approach to learning and instruction different because of the experience?</p> <p>A grading rubric for this assignment will be distributed in class.</p>	25	25%	Week 14

X. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

Y. **Course Requirements**

a. **Class Attendance and Participation Policy**

- i. **Attendance:** Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
  1. Absences may impact a candidate's final grade.
  2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
  3. The candidate may be asked to re-enroll or retake the course.
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- v. **Tardiness:** A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

vi.

b. **Technology Policy**

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended

to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

c. **Time Expenditure**

EDUC X401 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

Class Sessions	45 hours
Weekly Reading	45 hours
CRBs	10 hours
Midterm Prep	5 hours
CPP	15 hours
Educational Narrative	15 hours
<b>Total</b>	<b>135 hours</b>

- Z. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Participation	10
CRBs	15
Midterm	25
CPP	25
Educational Narrative	25
<b>Total</b>	<b>100%</b>

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent
A-	90-92%	3.7	Outstanding

B+	87-89%	3.3	Above Average
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B-	80-82%	2.7	Satisfactory
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C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

**AA. Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.

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**CC. Tentative Weekly Schedule**

TENTATIVE SCHEDULE (subject to change)			
Week	Topic	Before Class	Due
1	<i>Why this class? Welcome, introductions, and overview.</i>  <u>Topic:</u> Learning as goal-oriented expertise. <u>Topic:</u> Learning in child & adolescent development. <u>Topic:</u> Piaget and Vygotsky	Canvas Week 1	
2	<i>Children are growing, teachers must adapt.</i>  <u>Topic:</u> Reciprocity and motivation to learn. <u>Topic:</u> Developmental systems. <u>Topic:</u> Infancy.	Canvas Week 2  Balswick et al., chapters 4-6	CRB 1

3	<p><i>Would someone please tell me why kids do that?</i></p> <p><u>Topic:</u> Childhood.  <u>Topic:</u> Adolescence.  <u>Topic:</u> All teachers are developmentalists.</p>	<p>Canvas Week 3</p> <p>Balswick et al., chapters 7-8</p>	CRB 2
4	<p><i>Cogitate on this: Perceptual learning is good science.</i></p> <p><u>Topic:</u> Unpacking perceptual learning and expertise.  <u>Topic:</u> The meaning of infant pacifiers: Symbolic representation and learning.  <u>Topic:</u> Why amodal perception matters.</p>	<p>Canvas Week 4</p> <p>Kellman &amp; Massey, 118-139</p>	CRB 3
5	<p><i>Perceptual learning and teaching.</i></p> <p><u>Topic:</u> PL and math learning.  <u>Topic:</u> Perceptual learning modules (PLMs).  <u>Topic:</u> PL and instruction.</p>	<p>Canvas Week 5</p> <p>Kellman &amp; Massey, 140-159</p>	CRB 4
6	<p><i>Values, beliefs, and reciprocity—expectancy value.</i></p> <p><u>Topic:</u> Motivated to learn, self-conscious emotions.  <u>Topic:</u> Motivated to learn, expectancy value.  <u>Topic:</u> Motivated to learn, STAMINA.</p>	<p>Canvas Week 6</p> <p>Wigfield &amp; Eccles</p>	CRB 5
7	<p><i>The Bellman equation made me do it.</i></p> <p><u>Topic:</u> Behaviorism.  <u>Topic:</u> Cognitivism.  <u>Topic:</u> Humanism.</p>	<p>Canvas Week 7</p> <p>Bates, sections 1.1-1.4</p>	CRB 6
8	<p>Midterm Exam</p> <p><i>Following the midterm, we transition from science of learning to philosophy of learning.</i></p> <p><u>Topic:</u> Good science comes from the lab, good philosophy comes from the classroom.  <u>Topic:</u> Science meets Socrates: Equitable critique.  <u>Topic:</u> Educational philosophies.</p>	<p>Midterm Prep</p> <p>Canvas Week 8</p>	Midterm Exam
9	<p><i>Modeling reciprocity, collaboration.</i></p> <p><u>Topic:</u> CPP overview, digital literacy medium, group selection.  <u>Topic:</u> Learning as respect, welcome, inclusion.  <u>Topic:</u> Teaching for pattern recognition.</p>	<p>Canvas Week 9</p> <p>Bates, 2,1; 2.4-2.6</p>	CRB 7
10	<p><i>Learning requires instructional planning.</i></p> <p><u>Topic:</u> Pattern recognition in curriculum.</p>	<p>Canvas Week 10</p> <p>Bates, 3.1-3.2</p>	CRB 8

	<p><u>Topic:</u> Pattern recognition in lesson design.  <u>Topic:</u> Goals, language, and narrative.</p>		
11	<p><i>Learning requires assessment.</i></p> <p><u>Topic:</u> Formative assessment for learning.  <u>Topic:</u> Summative assessment for learning.</p>	<p>Canvas Week 11  Bates, 3.3-3.5</p>	CRB 9
12	<p>Instructional simulation lab.</p> <p><i>What aspect of learning is proving most difficult to translate into instruction?</i></p> <p>Create a K-8 instructional session (content of your choosing) which incorporates the same perceptual learning and philosophical approach identified by your group for the CPP next week.</p>	Canvas Week 12	
13	Content to Practice Presentations	CPP Prep	CPP
14	Content to Practice Presentations	CPP Prep	<p>CPP</p> <p><b>Educational Narrative Due</b></p>
15	Content to Practice Presentations	CPP Prep	CPP

**Required Texts**

Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self* (2<sup>nd</sup> edition). Downer’s Grove, IL: InterVarsity.

**Nota bene.** For the sake of your finances, the instructor will provide selected readings for this textbook. You are not required to purchase for the course.

Bates, B. (2016). *Learning theories simplified: How to apply them to teaching*. London: Sage.

**Required Articles**

[Kellman, P., & Massey, C. \(2013\). Perceptual learning, cognition, and expertise. \*The Psychology of Learning and Motivation\*, First Edition, 117-165.](#)

[Wigfield, A., & Eccles, J. \(2000\). Expectancy-value theory of achievement motivation. \*Contemporary Educational Psychology\* 25, 68-81.](#)

## EDUC X430 Sociocultural Overview of the Spanish Fluent World (3 units)

Spring 2019

Class Location: Downtown Campus Center, Rooms 105 & 106

Class Meeting Times:

**Instructor:**

**Office Hours:** By appointment (Zoom)

**Contact:**

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP), developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21<sup>st</sup> century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal

learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

### The Teacher Preparation Program Learning Outcomes (PLOs)

Candidates (students) who complete the Teacher Preparation Program will be able to:

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.

Finally, the *Teacher Performance Expectations (TPEs)*, developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

<b>TPE 1:</b> Engaging and Supporting All Students in Learning	<b>TPE 2:</b> Creating and Maintaining Effective Environments for Student Learning	<b>TPE 3:</b> Understanding and Organizing Subject Matter for Student Learning
<b>TPE 4:</b> Planning Instruction and Designing Learning Experiences for All Students	<b>TPE 5:</b> Assessing Student Learning	<b>TPE 6:</b> Developing as a Professional Educator

DD. **Course Description:** EDUC X430 considers the implications of historical and contemporary bicultural and bilingual issues (Spanish) on child and adolescent learning. The course will emphasize K-12 education in bicultural and bilingual contexts, with a focus on sociocultural contexts for bilingual education and bilingualism (Spanish).

EE. **Course Goal and Outcomes**

- Q. **Course Goal:** The primary course goal is to provide candidates with a suitable foundation on historical and contemporary bicultural and bilingual issues (Spanish) on child and adolescent learning. The course will emphasize K-12 education in bicultural and bilingual contexts, with a focus on sociocultural contexts for bilingual education and bilingualism (Spanish).
- R. **Learning Outcomes:** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
- S. **Literacy Definition and Course Component:** CLO 1, 2  
 Digital literacy includes “the ability to effectively plan and monitor the efficacy of strategies used to search and manage the wealth of information available online, and the knowledge to appropriately vet and integrate those information sources. Therefore, digital literacy requires effective self-regulated learning (SRL) skills, and availing epistemic cognition (EC)” (Greene, Seung, & Copeland, 2014, p. 55)
- T. **English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:** CLO 1, 3
- U. **Inclusive Instruction Course Component:** CLO 2, 3, 4
- V. **Technology Course Component:** CLO 4

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

CLOs & Assessments	Grading
<p><b>CLO 1:</b> Candidates will evaluate historical, cultural, political, economic and religious issues influencing child and adolescent learning in American K-12 education that come from a Spanish cultural and linguistic background (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).</p> <p><b>Assessment: Portfolio, SCIPs, CRBS</b></p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 2:</b> Candidates will consider the implications of bilingualism and biculturalism for equitable access to educational resources (TPE 1, 2, 4; PLOs 1, 4, 5, 6, 7).</p> <p><b>Assessment: Portfolio, SCIPs, CRBS</b></p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 3:</b> Candidates will critically identify implications of stereotype threat and contemporary immigration policy for student learning (TPE 1, 2, 4; PLOs 1, 2, 4, 5, 6, 7).</p> <p><b>Assessment: Portfolio, SCIPs, CRBS</b></p>	<p>Description, Points, Weight: see below</p>
<p><b>CLO 4:</b> Candidates will apply historical, sociological, and economic insights to bilingual and bicultural educational policy as relevant to K-12 learning including (TPE 1, 2, 4, 6; PLOs 1, 4, 5, 6, 7).</p> <p><b>Assessment: Portfolio, SCIPs, CRBS</b></p>	<p>Description, Points, Weight: see below</p>

- FF. **Format and Procedures:** This online course meets for eight weeks. Assessments are submitted through the Canvas learning management system.

GG. **Textbook:** TPP courses are carefully designed to contain student costs. Textbooks purchased new typically cost \$150/course. Rather than burden candidates with these costs, several TPP courses require candidate to purchase electronic textbook access through a single vendor (Cengage Learning). For \$120, students have semester access (Cengage Unlimited) to all TPP courses using a Cengage textbook. Candidates may wish to make this a consideration in planning their academic program. Prices are subject to change.

You can purchase Cengage textbooks through Canvas. Once you are on the course home page, click on **Modules** in the left NavBar. Then, click on any assignment. You will automatically be taken to Cengage registration. Once you have selected Cengage Unlimited or the stand-alone Cengage textbook, you can begin assigned course readings and MindTap exercises.

Description of Assessments	Points	Weight	Due Date
<p><b>Class Participation</b> Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues.</p>	5	5%	Weekly
<p><b>Critical Reading Blogs (CRBs)</b> This course includes weekly readings. Critical engagement with the readings is required. The CRB assignment consists of weekly blog entries (minimum 250 words) on assigned reading. In addition, you must respond to CRB entries of at least two other colleagues per week. Your blog should consider the following: <i>What are the implications of the current readings for becoming a skillful bilingual teacher and establishing a culturally and linguistically responsive classroom?</i> <i>Apply the current readings to the classroom in which you completed your student teaching.</i> A grading rubric for this assignment will available in Canvas.</p>	30	30%	Weekly

Description of Assessments	Points	Weight	Due Date
<p><b>Socio-Cultural Issues Presentation (SCIPs)</b>            Several contemporary cultural issues are particularly relevant to the culturally and linguistically responsive pedagogy. In groups of 4 or fewer, select a sociocultural topic that could emerge in a classroom setting. Consider this issue in detail. Trace the historical, sociological, and economic roots of the issue. Extend the discussion into the realm of federal and state education policy. What are we doing well? What needs to be remediated? Collaboratively plan and facilitate a 45-minute instructional encounter to suit. All group materials (i.e., lesson plan, power point slides, activities, audio-visual content) should be collectively managed and shared with the instructor using Google Docs. Google Docs lacking evidence of group interaction and full participation from each member will receive a lower grade.</p> <p>A grading rubric for this assignment will available in Canvas.</p>	30	30%	TBD
<p><b>Portfolio</b>            Candidates work on the portfolio throughout the semester. At the end of each chapter, in both of your textbooks, you will find a section called either <i>Invitation to Inquiry</i> or <i>Reflection Guide</i>. You should choose one topic per week and develop it in a writing reflection paper. This portfolio should include 6 reflection papers in total. The portfolio is graded as a final product.</p> <p>A grading rubric for this assignment will available in Canvas.</p>	35	35%	Last day of class

**HH. Class Attendance and Participation**

- a. *Attendance:* for all class sessions and student work groups is mandatory. A student is responsible for the content and experiences of missed class sessions. Missing more than one class session for any reason constitutes excessive absence which may be handled in the following way:
  - i. Absences may impact a student’s final grade.
  - ii. The student may be granted an incomplete (in the case of illness or death in the family) and required to retake a portion of, or the entire course in the following term.
  - iii. The student may be required to re-enroll or retake the course.
  - iv. Students that do not demonstrate evidence of participation (physical and electronic attendance) within 48 hours of first meeting will be dropped.
- b. *Anticipated Absences:* The student is responsible for clearing anticipated absences with the instructor BEFORE committing to an event which conflicts with class. This assures that a student has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event. No more than two cleared absences are allowed for this eight-week course.
- c. *Late Work:* If work is late due to excused absence (an absence cleared in advance), work may be turned in up to one week late without penalty. All other late work is automatically reduced one letter grade and must be turned in within one week of due date. Work submitted more than one week past due will receive no credit.
- d. *Tardiness:* A student who is more than 20 minutes late to class is considered absent for that class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).

- e. *Time Expenditure:* EDUCX 430 is 3-unit course requiring a total of 135 hours (including class time) over eight weeks. The following is an estimated breakdown of time students can expect to spend in completing this course:

Online Synchronous Class Sessions	16 hours
Weekly Reading	25 hours
MindTap Activities	70 hours
SIP	14 hours
PET	10 hours
<b>Total</b>	<b>135 hours</b>

### Canvas Learning Management System

Canvas is the class website. All learning materials and links to websites can be found on Canvas. You will be able to access the following on Canvas:

- The course schedule and deadlines
- Course modules
- Listing of course readings
- Quizzes
- Assignment descriptions and instructions
- Links to other learning tools and sites, such as Cengage Mindtap and Questia Library

It is important that you regularly log onto Canvas. There is one general posting area at the top of the page, followed by posts for each week. The best practice is to check on Canvas at the beginning of the week and make note of what learning activities are expected and due.

Throughout the week, you'll want to check back in to make sure you are completing all activities, assignment, and assessments that are expected of you. This course uses an iteration of Canvas that has been developed by and supported by the University of California's Innovative Learning Technology Initiative. If you are having trouble accessing Canvas, please click [here](#).

### Online Behavior Expectations

#### *General Respect*

- Use language that is neutral or kind
- Use language you think others will understand and be able to interpret
- Be respectful of opinions - even those that are not popular
- Be respectful of differing levels of understanding
- Be respectful of other's skills, particularly differing levels of reading and writing
- Give your instructor your highest respect

#### *Writing*

- Read your peers' comments
- Avoid sarcasm - it is easy to misinterpret in writing
- ALL CAPITALS CAN BE INTERPRETED AS SHOUTING
- Emoticons should be kept to a minimum
- Read other's comments before you write

- If you agree with someone, mention what they said and cite them. Don't copy their post verbatim unless you put it in quotes and cite
- Read what you have written before sending/submitted
- Cite sources and paraphrase rather than copying. Important to note copyrighted content
- Create a subject line (particularly for emails) that makes it easy to identify what the writing is about
- Be concise

*Conferencing*

- Allow your peers some time to speak
- Listen to your peers' comments
- Ask for clarification when you do not understand what someone has said
- Repeat in your own words what someone else has said to show you understand their meaning

**Adapted from:**

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6\(1\).](#)

[The University of Memphis. Netiquette Guide for Online Courses.](#)

Prince George's Community College. [Online Classroom Etiquette](#) (Netiquette).

- II. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

	%
Participation	5
Readings & MindTap	30
SIP	30
PET	35
<b>Total</b>	<b>100%</b>

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

Letter Grade	Percentage	Grade Point Equivalent	Graduate Level Grades
A	93-100%	4.0	Excellent

A-	90-92%	3.7	Outstanding
B+	87-89%	3.3	Above Average
B	83-86%	3.0	Average
B-	80-82%	2.7	Satisfactory
C+	77-79%	2.3	Marginal, but <u>not acceptable</u> for credit in the Teacher Preparation Program
C	73-76%	2.0	
C-	70-72%	1.7	
D	60-69%		Not acceptable
F	0-59%		Not acceptable

- JJ. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic "F" for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
- KK. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the [Disability Services Center](#) to verify their eligibility for appropriate accommodations.
- LL. **Tentative Weekly Schedule**

EDUC X430 TENTATIVE SCHEDULE			
Week	Topic	Before Class	Due
1	<i>Understanding Mindset: The Journey to Responsiveness</i> <i>Rings of Culture</i> <i>Understanding the Deep Roots of Culture</i> <i>Major historical events, political, economic, religious, and educational factors that influence the socialization and</i>	Canvas Module Week 1  <i>Culturally and Linguistically Responsive Teaching and Learning,</i> Introduction and Chapter 1 Appendix C  <i>Culturally Responsive Teaching and the Brain,</i> Chapter 2	Canvas Week 1

	<i>acculturation experiences of the Spanish communities in California and in the United States.</i>		
2	<i>Understanding Mindset: The pedagogy of cultural and Linguistic Responsiveness</i>  <i>Culturally and Linguistically Responsive Strategies</i>  <i>This is Your Brain on Culture</i> <i>Understanding How Culture Programs the Brain</i>	Canvas Module Week 2  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 2</i> Appendix G and E  <i>Culturally Responsive Teaching and the Brain, Chapter 3</i>	Canvas Week 2
3	<i>Building Skillsets: Culturally Responsive Classroom Management</i>  <i>Situational Appropriateness Practice</i>  <i>Preparing to be a Culturally Responsive Practitioner</i>	Canvas Module Week 3  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 3</i> Appendix I and J  <i>Culturally Responsive Teaching and the Brain, Chapter 4</i>	Canvas Week 3
4	<i>Building Skillsets: Culturally Responsive Vocabulary Instruction</i>  <i>Assessing literature for CLR</i>  <i>Building Awareness and Knowledge: Supporting Dependent Learners to Become Independent Thinkers</i>	Canvas Module Week 4  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 4</i> Appendix D  <i>Culturally Responsive Teaching and the Brain, Chapter 1</i>	Canvas Week 4
5	<i>Building Skillsets: Culturally Responsive Academic Literacy Instruction</i>  <i>Culturally Authentic Texts</i>	Canvas Module Week 5  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 5</i> Appendix F	Canvas Week 5

6	<i>Building Skillsets: Culturally Responsive Academic Language Instruction</i>	Canvas Module Week 6  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 6</i>	Canvas Week 6
7	<i>Building Skillsets: Culturally Responsive Learning Environment</i>  <i>Learning Environment Survey</i>	Canvas Module Week 7  <i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 7</i> Appendix H	Canvas Week 7
8	<i>Cultural Traditions, Roles, Status and communication Patterns in the countries of origin and in the United States</i>	Canvas Module Week 8	Canvas Week 8

	<p><i>Crosscultural, intercultural and intracultural relationships, interactions and contributions of Spanish Fluent World cultures in California and the United States</i></p> <p><i>Countries of origin, geographic barriers, demographic and linguistic patterns and the ways in which these affect trends of migration, immigration and settlement in California and the United States</i></p>	<p><i>Culturally and Linguistically Responsive Teaching and Learning, Chapter 8</i></p> <p>A selection of authentic documents and articles pertaining to the topics selected. Available in Canvas.</p>	
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**XII. Required Texts**

Hollie, Sharroky, and Becky Allen. *Culturally and Linguistically Responsive Teaching and Learning: Responsive Teaching and Learning; Classroom Practices for Student Success*. Huntington Beach: Shell Education, 2018. Print.

Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, Thousand Oaks, CA: Corwin, 2015.