

Preliminary Education Specialist Intern

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

To be considered for admittance to our Special Education Intern Program, applicants must submit official transcripts as proof of having completed a bachelor's degree from an accredited institution of higher education. The [Intern Credential Application](#) available on the [Intern Credential Requirements](#) webpage notes on page two the requirement of a Bachelor's Degree.

- 2. Demonstration of Subject Matter Competence.**

Each Education Specialist Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:

- a. Completion of a subject matter program approved by the Commission on the basis of standards of program quality and effectiveness. Reference: Education Code 44259 (b)(5)(A)(i).**
- b. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).**
- c. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44282, as verified by a Commission-approved program of professional preparation. Coursework completed at a community or junior college that is regionally accredited by an accrediting agency listed in subparagraph (A) of paragraph (1) of subdivision (g) of Section 44203 or by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges may count for purposes of this clause. Reference: Education Code 44259 (b)(5)(A)(iii).**
- d. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with either a major in one of the subject areas in which the Commission credentials candidates or a liberal studies or other major that includes coursework in the content areas pursuant to subdivision (b) of Section 44282.**
- e. Demonstration that the candidate, through a combination of the methods described in 1, 2, or 3 above, has met or exceeded each of the domains of the subject matter requirements adopted by the Commission in the content area of the credential pursuant to Section 44265.**

To be considered for admittance to our Special Education Intern Program, applicants must have completed subject matter competency, as evidenced by passage of the appropriate CSET, subject matter waiver, or verification of SMC through the CSUB evaluation system as detailed on the [Subject Matter Competency](#) webpage. The [Intern Credential Application](#)

notes this requirement on page two and is verified on the Credential Analyst's [Intern Recommendation Form](#).

3. Pre-Service Requirement.

Each Education Specialist Intern program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:

- **foundational preparation in pedagogy including classroom management and planning,**
- **Reading/language arts,**
- **specialty specific pedagogy,**
- **human development, and**
- **teaching English Learners.**

To be considered for admittance to our Special Education Intern program, applicants must provide documentation of 120 clock hours of pre-service instruction. Coursework offered to fulfill this requirement includes: EDSP 4800: *Early Field Experiences in Diverse Classrooms* ([EDSP 4800 Syllabus](#)), EDSP 4270: *Establishing Foundations of Special Education* ([EDSP 4270 Syllabus](#)), and EDSP 4100: *Teaching Linguistically and Culturally Diverse Students in Special Education* ([EDSP 4100 Syllabus](#)).

The [Admissions Requirements](#) page from the Special Education Credential page in the CSUB Course Catalogue lists the courses in which candidates can complete hours for the preservice requirement. The hours of service for each course are required to pass the course. Thus, successful passage of the course confirms that the candidate has met the hour requirement.

Once the Credential Analyst receives the applicant's [Intern Credential Application](#), the Credential Analyst reviews the file to ensure pre-requisite courses are successfully completed along with other intern requirements. The analyst uses our internal student record management system (PeopleSoft) to confirm that all classes listed on the Preservice Intern Hours document have been successfully completed. Once eligibility requirements have been met and verified, the Credential Analyst issues an [Intern Eligibility Letter](#).

4. Professional Development Plan.

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation.

The plan shall include all of the following:

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

- e. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.**

MOUs are established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district ([Intern Professional Development Plan](#)). Evaluation and assessment of the performance of each certificated employee shall be made at least once each school year for probationary personnel. This evaluation is done by the hiring district.

In our Special Education intern program, the employing districts are not responsible for any courses.

Intern teachers teaching in kindergarten through sixth grade receive professional development opportunities that are embedded in their site-based and district-based instructional support. This support occurs throughout the year. The content is related to various cognitive learning modes and stages for children/child development, and also includes special education strategies for student learning. This site/district-based instruction is provided throughout the academic year and does cover the first semester of intern credentials issued in CSUB's fall semester and spring semester.

This professional development/instruction is facilitated by district-assigned, qualified site mentors, program specialists, academic coaches, department chairs, administrative leaders, and new teacher support program administrators, and during interns' regularly scheduled grade-level-specific and content-specific professional development meetings.

Instruction is provided in whole-group settings with reflection and individualized guidance to help the intern teacher apply the instruction to their specific classroom setting/students. This instructional support is documented specifically with the date, amount of time, type of support, and who provided the support in the intern teacher's Recipient Support Log in the Support Management System.

This instruction is also provided weekly by a qualified on-site mentor. Mentors provide support in a one-on-one format with intern teachers completing Individual Professional Development Plans that are documented by mentors. Mentors document their support in an SMS Mentor Log. The Mentor Support Log documents the date of support, type/content of support provided, amount of time, and CSTPs related to the support/instruction that was provided by the mentor for the intern teacher.

We do not offer an intern bilingual authorization; however, all interns must successfully complete the prerequisite course EDSP 4100: *Teaching Linguistically and Culturally Diverse Students* ([EDSP 4100 Syllabus](#)) prior to program admission and the application for an intern credential.

5. Supervision of Interns.

- a. In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- b. University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

All interns must document support hours according to the table below:

	Intern and Mentor/Support Provider Combined Per Semester	University Per Semester	Intern and Mentor/Support Provider Combined Per Year	University Per Year	Total Hours Required Per Year
General Support and Supervision	60	12	120	24	144
EL Specific Support and Supervision – If Required	15	7.5	30	15	45
Total Support and Supervision	75	19.5	150	39	189

The Intern Hours of Support section of [Intern Application](#) outlines the Intern Hours of Support and Supervision.

Interns are provided with support and supervision every semester that they are enrolled in the Intern Program and are teaching under an Intern Credential. Interns enroll in intern-specific courses (see EDSP 5870, 5880, and 5890 in the [CSUB Course Catalog](#)) each semester, and they receive a range of support and supervision in a variety of areas including the following: fundamental organization, constructing IEPs, classroom management, instructional skills, lesson/unit planning, working with paraprofessionals, teaching culturally diverse learners, and professional development.

The intern memorandum of understanding details the ways in which the participating districts supervise and support the student interns ([Blank Intern MOU](#)).

The CSUB credential programs do not reduce an intern's salary, and the university pays the university supervisor to provide support and supervision in the field.

6. Assignment and Authorization.

To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454.

The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

The intern is required to perform all faculty duties assigned, including those preparatory to the beginning of school, to the same degree as a fully certified teacher in the same school. The MOU states that, "The purpose of the Intern Program is to place Interns in full-time teaching jobs with SD (School District) while Interns take courses offered by University for the California Preliminary Credential (see [Blank Intern MOU](#)).

Interns must meet the ethical, legal, and other professional standards expected of a credentialed teacher. Interns must be enrolled in a plan of study aligned with their intern teaching assignment: either [mild/moderate support needs](#) or [extensive support needs](#)

7. Participating Districts.

Participating districts are public school districts or county offices of education.

Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.

CSUB teacher preparation programs stay in close contact with on-campus and school district partners through regular meetings of the Provost office's Teacher Education Advisory Committee (TEAC). In addition, program faculty and staff participate in many community-based committees and partnerships as seen in the [Participation in the Public School System Survey](#), scroll to the bottom to find the Special Education section.

The blank Memorandum of Understanding and a full list of partner districts by program is linked below.

- [Blank Intern MOU](#)
- [Student Teaching MOU List Includes Education Specialist, Multiple and Single Subjects](#)
- [Intern MOU List Includes Education Specialist, Multiple and Single Subjects](#)

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

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

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

Not applicable to the CSUB SPED Intern programs.

9. Length of Validity of the Intern Certificate.

Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities.

Reference: Education Code Section 44325 (b).

University Intern credentials are valid for a period of two years. An intern credential may be extended due to extenuating circumstances and is determined on a case-by-case basis, upon program faculty review and recommendation to the department chair who sends approval to the credential analyst for completion.

Intern Credentials are valid for two years as stated at the bottom of the Intern Requirements on [Intern Credentials Webpage](#).

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

Internships are provided to candidates employed in participating districts when a certificated educator cannot be provided.

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

The internship program is provided to participating school districts who have demonstrated the need to fill a position when a fully certificated educator is not available due to a geographic and/or subject area shortage.

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

CSUB does not offer a Bilingual Authorization concurrent with the Intern Program.