

Preconditions for Internship Programs

Preliminary Multiple and Single Subject 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 Multiple or Single Subject Intern program, candidates must submit official transcripts verifying a baccalaureate or higher degree from a regionally accredited institution. The [Intern Credential Application](#) which details this requirement on page 2, can be found on the [Intern Credential Requirements website](#).

- 2. Demonstration of Subject Matter Competence.**

Each Multiple Subject and Single Subject Intern must demonstrate subject matter competence prior to being recommended for the intern credential through one of the following methods:

1. 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).
2. Passage of a Commission-approved subject matter examination. Reference: Education Code 44259 (b)(5)(A)(ii).
3. 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), Title 5 Code of Regulations §80096.
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable.
 - a. For single subject credentials, a major in one of the subject areas in which the Commission credentials candidates as indicated in Education Code Sections 44259 (b)(5)(A)(iv) and 44282 (b), or indicated in Title 5 Code of Regulations §80096.
 - b. For multiple subject credentials, a liberal studies, liberal arts, or elementary education major or other degree that includes coursework in the content areas as indicated in Education Code 44259 (b)(5)(A)(iv) and 44282 (b), Title 5 Code of Regulations §80096.

5. A combination of the methods described in 1, 2, or 3 above that, together, demonstrate that the candidate has met or exceeded the domains of the subject matter requirements adopted by the Commission. Reference: Education Code 44259 (b)(5)(A)(v), and 44282 (b), Title 5 Code of Regulations §80096

To be considered for admittance to our Multiple or Single Subject Intern Program, Multiple and Single Subject candidates must provide evidence of having met subject matter competency by submitting passing scores on the California Subject Examination for Teachers (CSET) exam, obtained an undergraduate degree from a CTC-approved subject matter preparation program, or verification of subject matter competency through the [CSUB evaluation system](#) prior to being admitted to the Intern Credential program. This requirement can be found on page 2 of our [Intern Credential Application](#) notes this requirement on page 2 and is verified on the Credentials Analyst's [Intern Recommendation Form](#).

3. Pre-Service Requirement.

Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes:

- General pedagogy including classroom management and planning,
- Reading/language arts,
- Subject-specific pedagogy,
- Human development, and
- Specific content regarding the teaching of English Learners pursuant to California Code of Regulations §80033.

Prospective Intern candidates must provide documentation of 120 clock hours of pre-service prior to program admittance. To fulfill this requirement, Multiple and Single Subject intern candidates must have successfully completed coursework from a Commission-approved Credential program.

The [Application and Admission Guidelines](#) webpage details the following courses needed to fulfill this requirement and the number of hours expected in each course: EDTE 3000: Introduction to Education ([EDTE 3000 Syllabus](#)), EDTE 3308: Socio-Cultural Foundations of Education ([EDTE 3308 Syllabus](#)), EDTE 4100: Teaching English Language and Special Populations ([EDTE 4100 Syllabus](#)), and EDTE 4200: Technology for Educators ([EDTE 4200 Syllabus](#)). 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 hours requirement.

Once the applicant submits their [Intern Credential Application](#), it is reviewed by the Credential Analyst, Gillermina Martinez, using our internal student record management system (PeopleSoft) to confirm that all classes listed on the pre-service Intern Hours document have been successfully completed. Once all 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, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- c. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
- d. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

MOUs are established with employing districts that outline the specific details of the Intern requirements and the delineation of responsibilities between the university and the employing district. 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.

Article D. 14 of the [District Intern Program MOU](#), the district agrees to develop and implement the University provided [Intern Development Plan \(IPDP\)](#). Attached to each IPDP is the Intern's Program Plan ([Sample Program Plan](#)) indicating the courses to be completed by the intern. The IPDP is included as an assignment for both of our clinical practice Intern courses ([EDTE 5800 Syllabus](#), [EDTE 5810 Syllabus](#)).

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 are required to successfully complete the program prerequisite course EDTE 4100: Teaching Diverse Students in Inclusive Settings ([EDTE 4100 Syllabus](#)) prior to program admission and issuance of the 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

Interns receive ongoing support and supervision each semester they are enrolled in the Multiple or Single Subject Intern Program. Each semester, interns enroll in intern-specific coursework: EDTE 5800: Intern/Resident Teaching and EDTE 5810: Final Intern/Resident Teaching and may continue in EDTE 5820 for additional support beyond program completion, as outlined in the [CSUB Course Catalog](#). Through these courses, interns receive comprehensive supervision and support in key areas of practice, including instruction for English Learners, support for students with special needs, classroom management, lesson planning, and differentiated instruction.

The Intern Hours of Support section of the [Intern Application](#), p.10, outlines the Intern Hours of Support and Supervision.

To ensure that Interns are receiving the required 144 hours of annual support and supervision, with an additional 45 hours of targeted English Learner (EL) support, the program has adopted the use of Watermark, a web-based platform, to log and verify the requirement is met. Watermark user accounts are created for the Intern, Mentors, and University Supervisors.

[Interns are required to document a minimum of 94.5 hours of support per semester \(189 hours annually\) in Watermark.](#) Hours are logged weekly and include both general instructional support and English Learner (EL) specific support. Once a time log entry is submitted, Mentor Teachers verify and approve school-site based support, while University Supervisors verify and approve university provided support.

The [District Intern Program MOU](#) outlines, in items D.1–D.20 under School District Responsibilities, how participating districts mentor and support student interns, including the requirement that, in all internship programs, participating districts provide 144 hours of support and supervision annually, with 45 of those hours specific to teaching English learners.

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.](#)

According to our [District Intern Program MOU](#), "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." 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. Interns must meet the ethical, legal, and other professional standards expected of a credentialed teacher.

- 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 (EPP Community Involvement).

The blank Memorandum of Understanding and a full list of partnering districts in which our interns serve are listed below.

- [Blank District Intern Program MOU](#)
- [District Student Intern MOUs on Record](#)

- 8. Early Program Completion Option.** 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](#)).

The Multiple and Single Subject Intern program does not offer an early completion option.

- 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 as stated at the bottom of the Intern Requirements on the [Intern Credential](#) webpage. 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.

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

The University and its partnering school districts certify that interns do not displace certificated employees, as stated on page 9 of the [Intern Application](#) and on page 1, Article C of the [District Intern Program MOU](#).

- 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.

As per our Dean's Letter of Support for the [Multiple Subject](#) & [Single Subject](#) Intern Program, the signed [District Intern Program MOU](#) documents the partnering district(s)' confirmation that they do not have a sufficient number of qualified, certificated individuals holding the

appropriate credential available for the identified position and are therefore requesting to hire the candidate as an intern, thereby justifying the need to offer the intern program.

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.