



## **INTERN HANDBOOK**

**for the**

## **Department of Teacher Education**

**This and other Handbooks are available on the web at:**

<https://www.csustan.edu/teacher-education>

**A Program Fully Accredited by the  
California Commission on Teacher Credentialing (CCTC)**

**Turlock Campus  
California State University, Stanislaus  
Department of Teacher Education  
Demergasso-Bava Hall, Room 330  
One University Circle, Turlock, CA 93282  
209-667-3357**

**Stockton Campus  
California State University, Stanislaus  
612 E. Magnolia Street  
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**Intern Coordinator: Dr. Jon McFarland  
[jmcfarland1@csustan.edu](mailto:jmcfarland1@csustan.edu) / 209-667-3600**

**Credential Services: 209-667-3534  
[Credentials@csustan.edu](mailto:Credentials@csustan.edu)**

**University Extended and International Education (UEE): 209-667-3111  
<https://eie.csustan.edu/professional-development>**

### ***I have questions about being an intern. Who can I contact?***

- Email the Chair and Intern Coordinator of the Department of Teacher Education, Dr. Jon McFarland ([jmcfarland1@csustan.edu](mailto:jmcfarland1@csustan.edu)), for advising on the intern pathway.

### ***How can I become intern-eligible?***

- All requirements should be met and submitted as soon as possible (before the start of the semester of internship) to be an intern for the chosen semester. The Intern Coordinator will consult with Credential Services and the Program Coordinator to check if you have met all intern-eligible requirements, consider your status in program and ability to handle the responsibilities of being an intern. You should receive an answer from the Intern Coordinator soon thereafter.

## **Overview of Teaching Internship Program**

Beginning in the 1996-97 school year, Stanislaus State offered an option of a teaching internship. This allows students in a credential program to work and be paid as teachers while taking the courses needed to complete their credential or completing exams such as the Teaching Performance Assessments (TPA) and RICA. Over 60 districts in the University service area hire interns.

Interns are required to meet all credential program requirements, but have these major differences: 1. Before the internship, minimum requirements are 120 clock hours of Post Baccalaureate teacher preparation instruction. (See table on p. 10 of this handbook for specific program requirements.)

2. All Interns enroll in either an Intern Teaching Seminar or other perspective courses designed to support our Interns through University Extended Education (UEE) each semester while under an Intern Credential. 3. Interns can utilize their paid teaching assignment as their clinical practice placement provided the paid assignment meets the university credential program clinical practice criteria as described below.

(The school site must be an accredited school, partnered with the University by a standing agreement, and use state-approved curriculum and current content standards; MSCP/ESCP candidates who teach more than one subject- must include both math and ELA- to the same group of students. Clinical sites (schools) must demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.)

### **What is the Intern Credential?**

The California Commission on Teacher Credentialing (CCTC) issues the Intern Credential after receiving verification by the University that the applicant has met all Intern credential requirements. The credential is valid for two years and is valid as long as the applicant remains employed in the same school district, remains enrolled in the University Credential Program, and takes at least one program course or intern seminar each semester. The Intern Credential may be transferred to another school district and/or university. For a school district transfer you must contact Credentials Services to initiate this procedure. For a university transfer, you must contact the credential program at that university for their procedure.

#### **How to Obtain an Intern Credential:**

Step 1: Read Intern Handbook. Pay close attention to all requirements listed in the Handbook, specifically (p.10).

Step 2: Contact the Intern Coordinator, Dr. Jon McFarland ([jmcfarland1@csustan.edu](mailto:jmcfarland1@csustan.edu)) for advising if you are interested in the intern option.

Step 3: The Intern Coordinator will set up a time to discuss the intern pathway with the candidate and provide qualified candidates a letter of intern eligibility.

Step 4: Students who receive a letter of intern eligibility must follow Credential Services' direction and send a

copy of District Job Offer Letter including following details: (a) assigned school site, (b) grade level, and (c) start date.

Step 5: The University will make a recommendation to the CCTC for the Intern Credential once all requirements are met and grades have been posted. The application process may take at least two weeks to complete.

### **Advantages and Disadvantages of the Internship:**

The advantages of the internship are:

1. Ability to earn an income while completing the credential program
2. Having a paid assignment can be utilized as clinical practice placement.

The disadvantages are:

1. Initial teaching assignments are difficult and require long days (as many as 12-hour workdays, commitment, and preparation).
2. Interns must undertake the same responsibilities as veteran teachers, often with little guidance on how to complete the specific tasks, which may create a 'sink or swim' experience that can cause high levels of stress.
3. In the traditional program, student teaching affords an opportunity to learn real-life skills of how to be a teacher under the guidance of an experienced mentor teacher. As an intern teacher, students may be adversely affected as you learn how to become a teacher through trial and error.
4. Intern teachers tend to have a higher rate of failing the state-mandated RICA and TPAs. The Intern Credential is only valid for two years, and if these requirements are not met by that timeframe, you may lose your employment.
5. Intern teachers have a lower retention rate and tend to leave the profession during the first five years more frequently than traditionally prepared candidates.
6. Intern teachers tend to be placed with the students who have the most learning needs, often with very little support.
7. Intern teachers are held to the same clinical practice requirements as traditional teacher candidates.

### **Who Makes a Good Intern Candidate?**

Some CSU Stanislaus students have been very successful as interns, and some have failed as well. Those who have done well share some common characteristics:

1. They are very hard-working and highly organized.
2. They have had experience working in classrooms as instructional aides, Mini-corps students, or as substitute teachers.
3. They are mature and goal oriented.
4. They have initiative, learn quickly when in new settings, and know when to seek assistance.
5. They get along well with people and communicate effectively with parents, students, and staff.
6. They can handle high levels of stress and effectively multi-task.
7. Despite the demands of internship, they are able to effectively and successfully juggle school coursework and their teaching position.

### **Requirements for the Internship:**

In order to apply for the CCTC-University Recommended Internship Credential, applicants must meet the following requirements:

- Apply and be admitted to the university Graduate School and post-baccalaureate programs.
- Apply and be admitted to a Credential Program (MSCP, SSCP, ESCP)
- Have fully completed Subject Matter Competency (SMC)
- Have fully completed Basic Skills Requirement (BSR)
- Have passed college coursework or exam on U.S. Constitution

- Be hired by a school district that partners with the Stanislaus State Intern program
- Have valid Tuberculosis (TB) clearance that extends throughout entire program period.
- Have valid Certificate of Clearance or current emergency permit throughout entire program period.
- Meet all intern eligibility requirements and complete specific program courses (see Intern Eligibility Requirement in the Intern Handbook).
- Be approved for internship by the Intern Coordinator and Credential Services.

### **How to Obtain a Letter of Intern Eligibility (Completed by Teacher Candidates):**

Step 1: Read the Intern Handbook.

Step 2: Email Intern Coordinator, Dr. Jon McFarland ([jmcfarland1@csustan.edu](mailto:jmcfarland1@csustan.edu)) to seek advisement on the intern pathway.

- The Intern Coordinator will set up a time to discuss the intern process and provide qualified students a Letter of Intern Eligibility.

Step 3: Find a position as an intern in a school district that partners with the Stan State Intern Program.

### **Grade Point Average (GPA) Required:**

Interns must have a GPA of 3.0 and no grade lower than a "C" during each semester (if still completing courses) in order to be an intern and to continue as an intern.

### **Finding a Position as an Intern:**

The University does not find intern positions for students. When a student is admitted to the credential program and meets all the intern eligibility requirements for the Internship, the student can then begin applying to districts that hire interns and partner with Stan State. To be hired, the applicant must meet all the application procedures and be interviewed by the hiring district. Most districts post their teaching positions on [Edjoin.org](http://Edjoin.org).

### **Procedures to Follow When You Are Offered a Position as an Intern Teacher:**

When a school district offers you a position as an Intern Teacher, you must:

1. Contact Credential Services ([credentials@csustan.edu](mailto:credentials@csustan.edu)) with your employment offer containing the following details :
  - a. the district employing you and your assigned school site
  - b. the grade you will teach
  - c. your start date
2. Credential Services will review your records to verify that you qualify for an internship.
3. Credential Services will give you an Intern Memorandum of Understanding (Intern MOU) for you to sign and take to your district for them to fill out and sign. You will also be given an Intern Consent and Intern Application Form.
4. Once your paperwork has been processed and approved, the CCTC will notify you that you are being recommended for the Intern Credential.

When you submit the completed forms to Credential Services, they will recommend your application for an Intern Credential to the California Commission on Teacher Credentialing (CCTC).

**All the paperwork related to the intern credential application must be completed and submitted as soon as possible the semester prior to becoming an intern. The Intern Coordinator will email approved interns links to register for the appropriate intern seminar/class(es) before the upcoming semester. Interns must enroll in the appropriate intern seminar/class(es) every semester they use the intern credential.**

## **Meeting the Clinical Practice Placement Requirement as an Intern**

### **MSCP and ESCP**

Most MSCP and ESCP interns can complete the clinical practice requirement in one semester. Students who become interns and are approved to utilize their paid teaching position as their placement must register for both practicum courses in one semester (EDMS 4190 and 4191 for MSCP interns; EDSE 4815 and 4816 for ESCP MMSN interns; EDSE 4915 and EDSE 4916 for ESCP ESN interns).

1. Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.
2. For Bilingual Authorization (BILA) candidates: The classroom must be a designated bilingual classroom or dual immersion setting for the language of the credential. 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 Authorization. All BILA coursework must be completed prior to being considered for internship with the Bilingual Authorization.
3. Apply for clinical practice with Field Services the semester before and register for the appropriate practicum courses.
4. Interns who are using their teaching positions as their clinical practice must register in EDUC 6538 Intern Teaching Seminar. This course is offered through the University Extended Education (UEE) and requires a separate registration form for this class. The Intern Coordinator will send approved interns a link to register for the intern seminar (December for the Spring semester; and July for the Fall Semester.) Interns must register for this class with the UEE Office in the Mary Stewart Rogers (MSR) building and pay the course fee (currently \$1,100). Financial aid is not available for this course.
5. The Intern Teaching Seminar is a Credit/No Credit course designed to support interns in their current classroom assignment. In addition to support provided in class, the course instructor(s) may provide additional on-site support by observing the intern's class to provide suggestions on topics of interest and need for the intern. Failure to receive Credit for the intern seminar can result in losing the intern status and jeopardizing one's teaching position.
6. MSCP and ESCP interns who have completed coursework in program but have not yet passed RICA and/or TPAs must register for the appropriate prep course as indicated by the Intern Coordinator for each semester that they are an intern to retain employment.
7. The University supports Intern candidates for a maximum of two years on an Intern Credential as regulated by the California Commission on Teacher Credentialing (CCTC).
8. As part of their clinical practice, Intern teachers will be paired with a University Supervisor to complete clinical practice program requirements. This involves 6 formal lesson observations; 2 formative assessments; 1 summative assessment; an Individual (Induction) Development Plan IIDP; a Signature Log; and the 600hr Log.
9. According to the CCTC, all interns regardless of program status must accrue 144 hours of general support and/or supervision and an additional 45 hours of English Learner support within an academic year. Half of these hours are provided through coursework by the University while the other half are provided by the school district where the intern is working. The intern is responsible for logging their accrued hours using the [Intern Record of Clinical Practice](#) and submitting them each semester to intern course instructor(s).

## SSCP

SSCP students can be considered intern-eligible if **all** the criteria listed on the Intern Eligibility Requirements of the Intern Handbook have been met. Students who become interns and are approved to utilize their paid teaching position as their placement must register for the appropriate practicum courses for that semester (EDSS 4100 and EDSS 4870 or EDSS 4300, EDSS 4600, and EDSS 4855).

SSCP Interns can be in the intern program for one or two semesters. Regardless of the length of their internship, SSCP interns who use their teaching position for their clinical practice while enrolled in program must enroll in the SSCP Intern Seminar each semester they are supported by the intern credential. Interns must register for EDUC 6548 in the Fall semester and EDUC 6797 in the Spring Semester. The courses are offered through the University Extended Education (UEE) and require a separate registration form for these classes. The Intern Coordinator will send approved interns a link to register for the intern seminar (December for the Spring semester; and July for the Fall Semester.) Interns must register for this class with the UEE Office in the Mary Stewart Rogers (MSR) building along with the course fee (currently \$1,100). Financial aid is not available for these courses.

The SSCP Intern Teaching Seminars are designed to support interns in their current paid teaching assignment. In addition to support provided in class, the course instructor(s) may provide additional on-site support by observing the intern's class to provide suggestions on topics of interest and need for the intern. Failure to receive Credit for the intern seminar can result in losing the intern status and jeopardizing one's teaching position. The Intern Seminar is Credit/No Credit. Failure to receive Credit for the Intern Seminar can result in losing intern status and jeopardizing one's teaching position.

1. Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.
2. Apply for clinical practice with Field Services the semester before and register for the appropriate practicum courses.
3. SSCP Interns who are using their teaching positions as their clinical practice must register in EDUC 6548 Intern Teaching Seminar for the Fall semester and/or EDUC 6797 Intern Teaching Seminar for the Spring semester. These courses are offered through University Extended Education (UEE) and require a separate registration form for each class. The Intern Coordinator will send approved interns a link to register for the intern seminar (December for the Spring semester; and July for the Fall Semester.) Interns must register for the appropriate class with the UEE Office in the Mary Stewart Rogers (MSR) building and pay the course fee (currently \$1,100). Financial aid is not available for these courses.
4. The Intern Teaching Seminar is a Credit/No Credit course designed to support interns in their current classroom assignment. In addition to support provided in class, the course instructor(s) may provide additional on-site support by observing the intern's class to provide suggestions on topics of interest and need for the intern. Failure to receive Credit for the intern seminar can result in losing the intern status.
5. SSCP interns who have completed coursework in program but have not yet passed TPAs must register for the appropriate TPA prep course(s) as indicated by the Intern Coordinator for each semester that they are an intern to retain employment.
6. The University supports Intern candidates for a maximum of two years on an Intern Credential as regulated by the California Commission on Teacher Credentialing (CCTC).



7. As part of their clinical practice, Intern teachers will be paired with a University Supervisor to complete clinical practice program requirements. This involves 6 formal lesson observations including four formative assessments and two summative assessments; the Subject Specific Pedagogical Skills; the Induction/Bridging Document; and SSCP Clinical Practice Log.
8. According to the CCTC, all interns regardless of program status must accrue 144 hours of general support and/or supervision and an additional 45 hours of English Learner support within an academic year. Half of these hours are provided through coursework by the University while the other half are provided by the school district where the intern is working. The intern is responsible for logging their accrued hours using the [Intern Record of Clinical Practice](#) and submitting them each semester to intern course instructor(s).

### **Additional Information about the Intern Pathway**

#### **Support Provided to Intern Teachers:**

School districts that hire interns have agreed to assign an "Intern Support Provider" or mentor to help the intern adjust to the new school setting. The District Intern Support Provider should meet with the intern on a regular basis to ensure the intern's success. They also ensure that they provide a minimum of 72 hours of general support/mentoring and an additional 22.5 hours of English Learner support to each intern teacher per school year (minimum of 2.5 hours every five instructional days).

Interns utilizing their positions as the clinical practice placement are assigned a supervisor who visits the classroom to conduct clinical practice evaluation requirements. The supervisor observes formal lessons and provides feedback on the observation. The intern and supervisor also hold conferences at which point the intern can ask questions or ask for assistance. The hours completed for clinical practice evaluation are separate from the Intern Seminar course hours.

University supervisors only visit classrooms during the duration of the University semesters while interns are completing clinical practice (August through December and January through May). Supervision is not provided in the summer or winter terms. Interns who begin their employment at this time will have to wait for the beginning of the semester to be supervised.

#### **Salary for Interns:**

Generally, interns receive the same salary as new teachers. Stanislaus State is aware of only two school districts in its service area that pay interns less than beginning teachers. The difference in pay goes to the district and not the University. It is suggested that you check with the district in which you are seeking employment for information on this item.

#### **Important Timelines:**

If your clinical practice application was for student teaching and not interning, and you are offered a position as an intern, you must contact Field Services ([fieldservices@csustan.edu](mailto:fieldservices@csustan.edu)) immediately.

**Early Program Completion Option:** (\*Does not apply to SSCP or ESCP intern programs) Candidates have the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. This option is only available to interns who meet the following requirements:

1. 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
2. Pass the teaching performance assessment (CalTPA). This assessment may be taken only one time by an intern participating in the early completion option.
  3. Pass the Reading Instruction Competence Assessment (RICA) - MSCP interns only.
  4. Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete their full internship program. (Reference: Ed. Code Sect. 44468).

For more information about this option, contact Credential Services and the Intern Coordinator for guidance.

## FAQs

- **Can I lose my internship credential?** Yes, your credential may be rescinded for not attending, participating, or paying the registration fee for the intern seminar/course(s). It may also be rescinded for not receiving Credits for the intern seminar/course(s), or not completing the required hours of support and supervision hours for the school district or university.
- **Is there financial aid for the intern seminar?** No, there is not, but you can contact the UEE office to ask if there is a payment plan available.
- **Am I guaranteed to be an intern through Stanislaus State because I am in the program?** No, it depends on the capacity available to supervise you; the current space in the intern seminar class/courses; and completion of intern eligibility requirements. Approval also depends upon recommendation from your program coordinator(s); no one wants to set you up to fail.
- **If I pass my RICA or TPAs and finish all other program requirements, do I still have to attend the intern seminar?** No, you do not need to attend, but you must inform your instructor that you are now eligible for the Preliminary Credential. Additionally, no refunds are offered for the course.
- **Will you extend my intern credential past the two years?** No. Our program will not extend this credential. You could contact CCTC directly for an extension, but documentation of extreme circumstances may be required.
- **What happens if I fail the clinical practice requirement as an intern?** You can petition the Department of Selection and Review Committee to ask for another chance. If they approve your petition, you may repeat your clinical practice and be assigned another University Supervisor for the following semester. A new clinical practice application is required with Field Services. If they deny your petition, then you can appeal to the Department of Teacher Education Appeals Committee. If they deny your appeal, then you are dismissed from the program and your intern credential will be pulled. Another option is to go through the University Grade Appeal process. You must submit the written request for Grade Appeal to the Department Chair of Teacher Education within the first four weeks of the next semester.

All interns are required to follow the **Continuance in Good Standing Policy** for the Department of Teacher Education.



## **Department Policies and Procedures**

### **1. Policy and Procedures Pertaining to Students with Disabilities:**

If you are a student with a disability or think you may have a disability, you must register with the Disability Resource Services (DRS) Program, located in Library Annex LX24, with a contact phone number of 209-667-3159. Students are encouraged to talk with the instructor regarding their accommodation needs after registering with the DRS. DRS letters are course specific. DRS letters from the previous courses are not transferrable to student teaching or supervised clinical practices. For more information, please visit <https://www.csustan.edu/disability-resource-services/contact-information>.

### **2. Good Standing Policy:**

To continue the program in good standing, all credential candidates are expected to follow ethical and professional standards established by the Stanislaus State Credential Program and the CCTC. Standards of conduct are noted in the university catalog, faculty syllabi, and include:

#### **A. Professional Dispositions:**

- Demonstrates openness to critical assessments of progress.
- Believes that all students can learn. A credential candidate makes best efforts to meet the diverse needs of students, including English learners and students with disabilities.
- Values diversity and advocates for social justice. A credential candidate shall not unfairly exclude any student from participation in any program, deny benefits to any student, or grant advantage to any student based on race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation.
- Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- Participates in required program activities.
- Makes satisfactory progress in meeting requirements.

#### **B. Effective, Honest and Appropriate Communication:**

- Communicates appropriately and accurately, orally and in writing, with the university, public school, and educational community related to contexts with professionals, colleagues, and parents.
- Addresses peers, university faculty and staff, students, and school site personnel in a professional and respectful manner. Does not act with macro/micro-aggressions towards others or act with disrespectful behavior.
- Violence, threats of violence, intimidation, stalking and similar behaviors towards K-12 students, university students, school site personnel and/or university employees on the part of credential candidates shall lead to immediate dismissal from the credential program.
- Deals effectively and professionally with disagreements.
- Does not engage in the use of social media, personal email or personal telephone calls to communicate with K-12 students.
- Does not share or communicate in any way sexually explicit or racist content (including links to such content) with other teacher candidates, colleagues, university faculty, students and/or school site personnel in the program.

#### **C. Appropriate Professional Appearance**

- Maintains an appropriate professional appearance.
- Follows the dress code standards set by the district in which fieldwork or clinical practice is taking place.

D. Punctuality, Late Assignments, Preparedness:

- Meets deadlines for assignments.
- Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
- Attends courses regularly for the full duration and/or reports to the field site regularly and punctually. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks. If two (2) unexcused absences or three (3) tardies and/or early departures occur in the same class, the Student Concern Profile procedure may be initiated.

E. Academic integrity:

- Plagiarism - All submitted coursework must be the credential candidate's own work and no one else's, unless expressly permitted by the instructor.
- Examinations and Quizzes - Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other
  - communication, including writing a report or essay.
- Lab, Clinical, and Field Work - Credential candidates may only submit the results of another student's lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the
  - instructor to work jointly with other students in preparing or reporting the work.
- TPA - Follows all the procedures established by the CCTC in the preparation and submission of Teacher Performance Assessment cycles. Failure to follow CCTC guidelines on 'original work' in the TPA will lead to immediate dismissal from the credential program.

F. Maintain a GPA of 3.0 (B) or better with no grade lower than a C and obtain a Credit grade in the courses graded Credit/No Credit.

G. Pass all course assignments and exams with at least a C. Courses below a C will need to be retaken.

H. Monitoring of Credential Candidate Dispositions:

It is the duty of all program faculty and cooperating teachers to monitor the dispositions of candidates in the credential programs. A review of all credential candidates, including dispositions, current GPA and professional conduct in classes and/or in fieldwork will be conducted by the program coordinator at the end of each semester.

When a faculty member becomes aware of behaviors that may imperil a candidate's success in the program, they should use the Credential Candidate Concern Profile. Documentation should include dates of absences, three tardies, and/or early departure from class and anecdotal information which supports the instructor's concern.

Coursework - Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give written permission. Students must acknowledge all used sources of assistance, whether published or unpublished.

# Intern Eligibility Requirements

To qualify for an internship, candidates in all programs (MSCP, SSCP, and ESCP) must meet these requirements:

- Possess BA/BS degree
- Basic Skills Requirement
- Subject Matter Competency
- College course or examination on US Constitution
- Child Development course (CDEV/PSYC 3140 or CDEV/PSYC 3240)
- Certificate of Completion of a comprehensive CPR (Infant/Child/Adult)
- Tuberculosis (TB) clearance
- Certificate of Clearance (fingerprint clearance) or valid sub permit
- \*BILA Candidates must have all coursework or equivalent CSETs completed
- Complete program-specific courses (Complete 120 hours of teacher preparation instruction - see program-specific list below):

MSCP	SSCP	ESCP
<p><b>EDMS 4110</b> (Reading / Language Arts Methods) <b>OR</b> <b>EDMS 4111</b> (Reading Methods ± Spanish Bilingual)</p> <p><b>EDMS 4150 Methods of Multilingual Education</b> <b>OR</b> <b>EDUC/LIBS 4400 Foundations of Multilingual Education</b> <b>OR</b> <b>LIBS 4800</b> (Language Development &amp; Acquisition for Education) <b>OR</b> <b>ENG 4800</b> (Second Language Acquisition)</p>	<p><b>EDSS 4110</b> (Multilingual Ed in Secondary Schools) <b>OR</b> <b>EDUC 4400</b> (Secondary Education Methods III)</p> <p><b>EDSS 4115</b> (Teaching Secondary Literacy in Content Area) <b>OR</b> <b>EDSS 4215</b> (Reading &amp; Writing in the Secondary Content/ BCLAD)</p> <p><b>EDSS 4550</b> (Educ Equity, Diversity Access)</p>	<p><b>EDSE 4310</b> Introduction to Special Ed.</p> <p><b>EDMS 4750</b> Behavior Analysis in Classroom</p> <p><b>EDSE 4210</b> Reading &amp; Language Arts in Special Ed</p>