



CALIFORNIA STATE UNIVERSITY  
**Stanislaus**  
DEPARTMENT OF TEACHER  
EDUCATION

## **INTERN HANDBOOK**

**for the**

**Department of Teacher Education**

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

<http://www.csustan.edu/TeacherEd/ElementaryEducation.html>

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

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**Credential Services:** (209) 667-3534  
**University Extended Education:** (209) 667-3111  
[www.csustan.edu/uee/professional-development](http://www.csustan.edu/uee/professional-development)

# Overview of Teaching Internship Program

Beginning in the 1996-97 school year, CSU Stanislaus has 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 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. Prior to the internship, minimum requirements are 120 clock hours of Post Baccalaureate teacher preparations instruction. (See table on p. 6 of this handbook.) *Interns who have completed all coursework will be prioritized for the available spaces in the seminar.*
2. Enroll in the Intern Teaching Seminar through UEE each semester while under an Intern Credential.
3. Interns can obtain credit for student teaching while in their paid teaching assignment provided the paid assignment meets university criteria for a student teaching assignment described below.

(The school site must be an accredited school, use state-approved curriculum and current content standards; 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 take at least one course each semester. The Intern Credential may be transferred to another school district and/or university. For a district transfer you must contact the Credential Processing Center for procedure. If you are transferring universities, you must contact the credential program at that particular university for their procedure.

The University will make a recommendation to the CCTC for the Intern Credential once all requirements are met. 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 fulfill the student teaching/fieldwork requirement upon successful passage of all student teaching requirements.

The disadvantages are:

1. Initial teaching assignments are difficult and require long days (as many as 12-hour work days, 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 RICA and TPAs.
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.

## **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 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.

## **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 Post-baccalaureate program
- apply and be admitted to a Credential Program (MSCP, SSCP, ESCP)
- be recommended for an Internship by the (MSCP, SSCP, ESCP) Program Coordinator
- have passed all CSET exams and Basic Skills Requirement
- have passed college coursework or exam on U.S. Constitution
- be hired by a school district that partners with the CSU Stanislaus Intern program
- have Tuberculosis (TB) clearance
- have a Certificate of Clearance or current emergency permit
- see p.9 for more specific program requirements

## **Meeting the Student Teaching Requirement as an Intern**

### MSCP

#### **One Semester Interns**

Students who become interns after completing all coursework can register for both student teaching practicums in one semester (EDMS 4190 and 4191). They will be supervised on a weekly basis for the first half of the semester and every other week for the second half.

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 BILA candidates: The classroom must be a designated bilingual classroom for the language of the credential.
3. Be sure to apply for student teaching the semester before, and make sure to register for EDMS 4190 and EDMS 4191.

### SSCP

Internships are heavily discouraged in SSCP. In SSCP, students meet student teaching requirements by student teaching for two semesters. Internships are not allowed until the second semester of student teaching. Rather than student teaching under an internship credential, we counsel our students to use a Short-Term Staff Permit (STSP). This option does not require paying for the intern course or meeting additional hours with the university and school site. For this reason, internships are very rare in SSCP.

## ESCP

### **Intern Teaching Seminar**

Interns must register in **EDUC 6538 Intern Teaching Seminar** each semester they are an intern. This course is offered through the University Extended Education (UEE) and requires a separate registration form for this class. Registration forms must be delivered to the UEE Office in the Mary Stewart Rogers (MSR) building along with the course fee (currently \$1,100 per semester). Financial aid is not available for this course.

This course is designed to support interns in their current classroom assignment. In addition to support provided in class, one of the course instructors will serve as the University Intern Support Provider for each intern. She/he will visit the class to provide suggestions on topics of interest/need for the intern.

### **Contact your Program Coordinator for a Suggested Course Sequence as an Intern.**

### **Grade Point Average (GPA) Required to Continue as an Intern**

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 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 requirements for the Internship, that student can then begin applying to districts that hire interns. 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.

### **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, do the following:

1. Contact Credential Services at 667-3534. Inform the office of the following:
  - a. the district employing you
  - b. the grade you will teach (if you already know)
2. Credential Services will review your records to verify that you qualify for an internship.
3. Bring one copy of the contract that you signed with the district (some districts have you sign an offer of employment - if this is your case, bring that form) to Credential Services.
4. Credential Services will give you a Memorandum of Understanding (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.

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).

### **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 interns success. They also ensure that they provide a minimum of 72 hours of support/mentoring to each intern teacher per school year (minimum of two hours every five instructional days).

The University may also assign a supervisor who visits the classroom to conduct student teacher evaluation requirements. The supervisor observes 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.

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

Extra support for interns is provided in EDUC 6538 Intern Teaching Seminar. This is a required course. Attendance and participation is mandatory in order to keep the intern credential valid.

### **Salary for Interns**

Generally, interns receive the same salary as new teachers. CSU Stanislaus 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 you submitted an application for student teaching, and are offered a position as an intern, you must contact Field Services immediately.**

## **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. It may also be rescinded for 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 CSU Stanislaus because I am in the program?** No, it depends on the capacity available to supervise you, and the current space in the intern seminar class. Admittance also depends upon recommendation from your program coordinator; no one wants to set you up to fail.
- **If I pass my RICA or TPAs and finished 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 my student teaching as an intern?** You can petition the Department Selection and Review Committee to ask for another chance. If they approve your petition, you may be assigned another student teacher supervisor for the following semester. 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 program and your intern credential will be pulled. Another option is to go through the University Grade Appeal process.

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 MSR 210, 209-667-3159. Students are encouraged to talk with the instructor regarding their accommodation needs after registering with the DRS. For more information, please visit: <https://www.csustan.edu/disability-resource-services/contact-information>.

### 2. Continuance in Good Standing Policy

In order to continue in the program in good standing, all credential candidates are expected to follow ethical and professional standards established by CSU Stanislaus Credential Programs and the CTC. Standards of conduct are noted in the University catalog, faculty syllabi, and include:

#### A. Professional Dispositions

- i. Demonstrates openness to critical assessments of progress.
- ii. Believes that all students can learn. A credential candidate seeks to meet the diverse needs of students, including English learners and students with special needs.
- iii. Values diversity and advocates for social justice. A credential candidate shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant advantage to any student.
- iv. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- v. Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- vi. Participates in required program activities.
- vii. Makes satisfactory progress in meeting requirements.
- viii. Reflects and self-assesses to improve practice.
- ix. Collaborates effectively.
- x. Handles Confidential Information professionally. A credential candidate shall not disclose information about students or cooperating teachers obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A credential candidate shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs and faculty.

#### B. Effective and Appropriate Communication

- i. Communicates appropriately and accurately, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.

- ii. Addresses colleagues, university faculty and staff, and school site personnel in a professional and positive manner. 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.
  - iii. Deals effectively and professionally with disagreements.
  - iv. Does not engage in the use of social media, email or telephone to communicate with K-12 students.
  - v. 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, and/or school site personnel in the program.
- C. Appropriate Professional Appearance
- i. Maintains an appropriate professional appearance.
  - ii. Follows the dress code standards set by the district in which fieldwork or student teaching is taking place.
- D. Punctuality, Late Assignments, Preparedness
- i. Meets deadlines for assignments.
  - ii. Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
  - iii. Attends courses regularly and punctually 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 (2) unexcused absences or three (3) “tardies” and/or early departures occur in the same class, the Student Concern Profile procedure may be initiated.
  - iv. Academic integrity
  - v. Plagiarism- All submitted course work must be the credential candidate’s own work and no one else’s, unless expressly permitted by the instructor.
  - vi. Examinations and Quizzes- Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person’s notes or other communication.
  - vii. Coursework- Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Student must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
  - viii. 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.
  - ix. TPA- Follows all the procedures established by the CTC in the preparation and submission of Teacher Performance Assessment tasks. Failure to follow CTC guidelines on “original work” in the TPA will lead to immediate dismissal from the Credential Program.

- B. 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).
- C. Pass all course assignments and exams with at least a “C”. Courses below a C will need to be retaken.
- D. 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. It should be emphasized that the goal of such monitoring is to allow for and support corrective action on the part of the credential candidate so as to lead the candidate to successful completion of the program. 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, he/she should use the Student Concern Profile and follow the steps below. Careful documentation should support the use of this form. Documentation should include date of Absences, “tardies,” and/or early departure from class and anecdotal information which support the instructor’s concern.

# 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 (MSCP/SSCP/ESCP – Pass CSET or complete Waiver Program; ESCP students cannot have PE, Business or Health Science for SMC.)
- College course or examination on US Constitution
- Tuberculosis (TB) clearance
- Certificate of Clearance (fingerprint clearance) or valid sub permit
- CPR Certification (infant/child/adult)
- Complete these courses – (Complete 120 hours of post-baccalaureate studies to include - see program-specific list below):

MSCP	SSCP	ESCP
EDMS 4110 Reading/Language Arts Methods EDMS 4150 Methods of Multilingual Education OR EDUC 4400 Foundations of Multilingual Education  <i>(If any of these were completed as an undergraduate – substitute, in this order:            EDMS 4121 Mathematics Methods            Any other EDMS course)</i>	EDSS 4100 - Secondary Education Methods I EDSS 4850 - Secondary Education Field Practicum I EDSS 4110 - Multilingual Education in Secondary Schools or EDUC 4400 Intro to Multilingual Education (Bilingual Authorization Only) EDSS 4115 – Teaching Literacy in Content Area or EDSS 4215 - Reading	EDSE 4310 Introduction to Special Ed. EDMS 4150 Methods of Multilingual Ed EDSE 4750 Applied Behavior Analysis  <i>(If any courses have been completed – substitute, in this order:            EDSE 4440/4450: Teaching St ESN or M/M            EDSE Reading &amp; Lang Arts in Spec Ed: Elementary OR            EDSE 4110 Reading &amp; Lang Arts in Spec Ed: Secondary</i>





**Copy of the Intern MOU will be provided by Credential Services once you are approved to be an intern.**



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**SUPPLEMENT TO INTERNSHIP CONTRACT**

**1. PERSONAL INFORMATION**

Full Name: \_\_\_\_\_

CSU Stanislaus Student Identification Number or Social Security Number: \_\_\_\_\_

**2. SCHOOL INFORMATION**

School District (Do not abbreviate with initials): \_\_\_\_\_

Assigned School: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Telephone: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Principal (First AND Last Name): \_\_\_\_\_

Grade: \_\_\_\_\_ Subject \_\_\_\_\_

Do you hold an emergency permit? \_\_\_\_\_ If Yes, expiration date: \_\_\_\_\_

**3. CONTRACT INFORMATION (TO BE COMPLETED BY HIRING AGENCY)**

County \_\_\_\_\_ County Code \_\_\_\_\_ District Code \_\_\_\_\_

Name of Assigned Support Provider/Mentor at School Site: \_\_\_\_\_

Initial employment will begin on \_\_\_\_\_ and end on \_\_\_\_\_

Type of Classroom: \_\_\_\_\_ CLAD \_\_\_\_\_ BCLAD

Job Share: \_\_\_\_\_ Yes \_\_\_\_\_ No If Yes: \_\_\_\_\_ A.M. \_\_\_\_\_ P.M.

Total Number of Days in the Week the Intern Will Be Teaching: \_\_\_\_\_

\_\_\_\_\_  
Signature of School Official

\_\_\_\_\_  
Date

**Give this form to Credential Services with the signed MOU.**

# MSCP Suggested Course Sequence for Interns

## Option 1 - Internship Begins Soon After Admission to the Credential Program

### Prior to Admittance to the Internship: Must be taken post B.A.

EDMS 4110 Reading/Language Arts Methods	5 units
EDMS 4150 Methods of Multilingual Education or EDUC 4400 Intro to Mult Ed (for Biling Authorization) (if EDMS 4150 is taken during the B.A., then students may substitute EDMS 4121 Math Methods)	3 units

### Internship Semester 1 (11 units – 6 course units and 5 student teaching units)

EDMS 4121 Mathematics Methods	3 units
EDMS 4180 Classroom Management/Professional Practices	3 units
EDMS 4191 Student Teaching Practicum II	5 units*

\* Because interns are responsible for teaching a classroom, they register for Student Teaching Practicum II before Practicum I so that the university supervisor can visit the classroom more frequently and provide additional assistance at the beginning.

### Internship Semester 2 (10 units – 6 course units and 4 student teaching units)

EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units
EDMS 4190 Student Teaching Practicum I	4 units*

### Internship Semester 3 (5 course units)

EDMS 4100 Foundations of Education in a Diverse Society	3 units
EDIT 4170 Educational Technology Foundations or Take CSET 133 and 134	2 units

### Internship Semester 4 (2 course units) (may be completed during summer or winter term to expedite time to complete the program)

EDSE 4160 Foundations of Special Education	1 unit
KINS 4165 School Health and Safety	1 unit
Any other requirement not met	

## Option 2 - Internship Begins After Completing Courses in the Credential Program

### Prior to Admittance to the Internship

Completed courses:

EDMS 4100 Foundations of Education in a Diverse Society	3 units
EDMS 4110 Reading/Language Arts Methods	5 units
EDMS 4121 Mathematics Methods	3 units
EDMS 4130 Science and Health Methods	3 units
EDMS 4140 History/Social Science and Visual and Performing Arts Methods	3 units
EDMS 4150 Methods of Multilingual Education	3 units
EDSE 4160 Foundations of Special Education	1 unit
KINS 4165 School Health and Safety	1 unit
EDIT 4170 Educational Technology Foundations or Take CSET 133 and 134	2 units

### Internship: One Semester (12 units) - must have completed all courses listed above to be a one-semester intern.

EDMS 4180 Classroom Management/Professional Standards	3 units
EDMS 4190 Student Teaching Practicum I	4 units
EDMS 4191 Student Teaching Practicum II	5 units

# ESCP Suggested Course Sequence for Interns

## Option 1 - Internship Begins Soon After Admission to the Credential Program

### Prior to Admittance to the Internship: Must be taken post B.A.

EDSE 4310 Introduction to Spec Ed	3 units
EDMS 4150 Methods of Multilingual Education	3 units
EDSE 4750 Applied Behavior Analysis	3 units

(If any of these courses were taken during the B.A., then students may substitute: EDSE 4440/4450: Teaching ST w ESN or M/M:- EDSE 4210 Reading & Lang Arts in Spec Ed: Elem, 3 units and/or EDSE 4110 Reading and Lang Arts in Spec Ed: Sec, 3 units.)

### Internship Semester 1 (8 units – 5 course units and 3 student teaching units)

EDSE 4210 Reading and Lang Arts in Special Education: Elementary	3 units
EDSE 4410 Consultation and Collaboration	2 units
EDSE 4815 or 4915 M/M or ESN Fieldwork I	3 units

### Internship Semester 2 (9 units – 5 course units and 3 student teaching units)

EDSE 4110 Reading and Lang Arts in Special Education: Secondary	3 units
EDMS 4121 Mathematics Methods	3 units
EDSE 4816 or 4916 M/M or ESN Fieldwork II	3 units

### Internship Semester 3 (9 course units)

EDSE 4450 Teaching Students M/M OR EDSE 4440 Teaching Students with ESN	3 units
EDSE 4810 Teaching Students with ASD	3 units
EDSE 4560 Introduction to Instructional Design	3 units

### Internship Semester 4 (6 course units)

EDSE 4570 Advanced Instructional Design: UDL	3 units
EDSE 4430 Assessment in Special Education	3 units

## Option 2 - Internship Begins After Completing Courses in the Credential Program

### Prior to Admittance to the Internship

Completed courses:

EDSE 4310 Introduction to Spec Ed	3 units
EDSE 4550 Practicum with Exceptional Children	3 units
EDSE 4560 Theory of Instructional Design	3 units
EDSE 4750 Applied Behavior Analysis	3 units
EDMS 4150 Methods of Multilingual Education	3 units
EDSE 4330 Communication and Social Skills	3 units
EDMS 4121 Mathematics Methods	3 units
EDSE 4440 Teaching Students with Moderate/Severe Disabilities	3 units
EDSE 4110 Reading and Lang Arts in Gen Education	2 units
EDSE 4210 Reading and Lang Arts in Special Education	3 units
EDSE 4450 Teaching Students with Mild/Moderate Disabilities	3 units

### Internship: One Semester (9 units) - must have completed all courses listed above to be a one-semester intern.

EDSE 4410 Consultation and Collaboration	3 units
EDSE 4815 or 4915 M/M or M/S Student Teaching I	3 units
EDSE 4816 or 4916 M/M or M/S Student Teaching II	3 units

# SSCP Suggested Course Sequence for Interns

## SSCP Prerequisite Course:

EDSS 3900 Foundations of Secondary Education 3 units

This course may be taken as an undergraduate and is a prerequisite to entering the Single Subject Credential Program.

## Prior to Admittance to the Internship: Must be taken post B.A. (16 units – 14 units of courses; 2 units of student teaching)

EDSS 4100 Secondary Education Methods I 4 units

EDSS 4850 Secondary Ed Field Practicum I 2 units

EDSS 4110 Multilingual Education in Secondary Schools 3 units

OR EDUC 4400 Introduction to Multilingual Education

(For Bilingual Authorization Candidates only)

EDSS 4115 Teaching Literacy in Content Area Classes 3 units

## Internship Semester (16 units – 11 course units and 5 student teaching units)

EDSS 4300 Secondary Education Methods II 4 units

EDSS 4400 Secondary Education Methods III 4 units

EDSS 4855 Secondary Field Practicum II 5 units

\*EDSS 4550 Educational Equity, Diversity and Access in a Global Society 1 unit

\*EDSE 4310 Introduction to Special Education 3 units

\*KINS 4165 Survey of School Health and Safety 1 unit

\*EDIT 4170 Technology Foundations 2 units

or Take CSET 133 and 134

\*Students are encouraged to take these courses prior to the internship semester