

Preconditions for Internship Programs

(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.](#)

Program Response:

Applicants to Alliant International University are required to meet the following criteria at the point of **Admissions**:

- **Bachelor's Degree from a regionally accredited institution on Official Transcripts**
- Minimum 2.5 GPA from BA/BA degree or GPA Exemption Petition
- Basic Skills Requirement
- Completed Certificate of Clearance submitted to CTC. The COC must be fully processed and posted to CTC Online by the end of week 8 of the candidate's first term.

Source:

[Alliant International University Catalog > Admissions and Registration > CSOE Admissions Requirements > General Admissions Requirements for Intern Pathway Candidates](#)

(2) Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. [Reference: Education Code Section 44325\(c\) \(3\).](#)

Program Response:

Education Specialist Intern Candidates are not cleared to take part in Clinical Practice experiences as Teacher of Record until Subject Matter Competency has been met through one of the following options as deemed by AB 130:

- Examination
 - Passing CSET Score SheetSingle
- Approved Subject Matter Preparation Program
 - 100% Waiver Letter signed by CTC-authorized personnel
- Direct-Match Academic Major
 - Confirmed by Alliant's Credential Analyst and/or Records Assessor via the Official Bachelor's Degree transcript
- Qualifying Coursework
 - Confirmed by Alliant's Records Assessor
- Combination Option
 - Confirmed by Alliant's Records Assessor

This process is monitored by the Credential Analysts.

Source:

- [*What Can I Teach? Document*](#)
- [*Alliant Standard Intern Packet*](#) > Subject Matter Competency, pages 7-8

(3) Pre-Service Requirement.

- (a) 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 foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.

Program Response:

N/A – These preconditions are specific to the Education Specialist Intern Program Pathway.

- (b) Each Education Specialist Internship 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.

Program Response:

Education Specialist Candidates in the Intern Teacher Education programs are required to complete foundational-level coursework prior to beginning their Clinical Practice field experiences. Clinical Practice clearance will be granted only to candidates who have completed the following prerequisite courses:

- ***EDU 62030: Professional Learning & Practice***
(3 semester credit hours)

This course meets the CTC Preservice requirement of 120 hours of foundational preparation in classroom management and planning, reading and language arts, specific subject pedagogy, human development, and supporting English Learners. This course provides candidates with the foundational tools and knowledge necessary to successfully obtain their teacher certification by the completion of their enrolled program. Requirements of teacher certification for candidate's state and the teacher education program standards will be explored so candidates will become deeply familiar with the requirements and will be able to establish a solid foundation as they begin their teaching career. Candidates will review program expectations, codes of conduct, academic performance expectations, and various technology tools. Candidates will also be introduced to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching models to support the diverse needs of all

learners.

- **EDU 62040B: Special Educational Foundations: The Learner & The Learning Environment** (3 semester credit hours)

Introduces the basic principles of teaching and learning in the TK-12 setting, studying curriculum, methodology, and instructional strategies. This course provides a survey of the history and major philosophies of education, including the impact of federal, state, and local legislation on special education today. Candidates will examine the protections and rights afforded to elementary and secondary students under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, specifically the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs). The course will also explore legal legislative history and the history of disability and special education in the U.S.

Source:

[Alliant International University Catalog > Programs > California School of Education >](#)

- **Education Specialist**
 - [Credential Only – Intern Pathway](#)
 - [MAE + Credential – Intern Pathway](#)

(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.

Program Response:

Education Specialist Candidates enrolled in the Intern Teacher Education Program at Alliant are evaluated throughout all of their Clinical Practice Courses:

- Clinical Practice I: Planning
- Clinical Practice II: Teaching and Learning
- Clinical Practice III: Assessment
- Clinical Practice IV: Reflection and Professional Responsibility

During each of these Clinical Practice courses, Candidates are required to submit a 15-minute recorded video lesson 3 times per term. These video recorded lessons are uploaded to Teaching Channel along with a Alliant templated Lesson Plan, Remote Site Visit Preparation Pre-Survey, time-stamped annotations reflecting the specific Teaching Performance Expectations (TPEs) covered within the lesson, and an Exit Ticket. Alliant University Mentors/Course Instructors evaluate the Intern Candidate during each of these submissions.

The Intern Candidate is also required to have an evaluation, called a [Universal Quarterly](#)

Summative Assessment, by the District-Employed Supervisor (District Support Provider) once per Clinical Practice course.

- (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.

Program Response:

Education Specialist Candidates enrolled in the Intern Teacher Education Program at Alliant are required to complete program requirements while following an approved program sequence.

Term 1 (6 units)

- [EDU62030 - Professional Learning and Practice](#) (3 units)
- [EDU62040B – Special Educational Foundations: The Learner and the Learning Environment](#) (3 units)

Term 2 (6 units)

- [TEL71710 - Educational Technology](#) (3 units)
- [EDU62340 - Content Knowledge and Instructional Practice V: Math Pedagogy and 21st Century Approaches](#) (3 units)

Term 3 (4.5 units)

- **Education Specialist:** [EDU62350 - Content Knowledge and Instructional Practice I: Elementary Methods](#) (3 units)
- [EDU62460 - Clinical Practice I: Planning](#) (1.5 units)

Term 4 (4.5 units)

- **Education Specialist:** [EDU62120A - Content Knowledge & Instructional Practice II: Literacy Pedagogy](#) (3 units)
- [EDU62470 - Clinical Practice II: Teaching and Learning](#) (1.5 units)

Term 5 (4.5 units)

- [EDU62630 - Content Knowledge and Instructional Practice III: Teaching English Learners](#) (3 units)
- [EDU62480 - Clinical Practice III: Assessment](#) (1.5 units)

Term 6 (4.5 units)

- [EDU62050 - Content Knowledge and Instructional Practice IV: Differentiated Learning](#) (3 units)
- [ED68900B - Clinical Practice IV: Reflection and Professional Responsibility](#) (1.5 units)

Source:

[Alliant International University Catalog > Programs > California School of Education >](#)

- **Education Specialist**

- [Credential Only – Intern Pathway](#)
- [MAE + Credential – Intern Pathway](#)

(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.

Program Response:

During the first term of enrollment, Education Specialist Interns are required to take and successfully complete foundational-level coursework:

- **EDU 62030: Professional Learning & Practice**
(3 semester credit hours)

This course meets the CTC Preservice requirement of 120 hours of foundational preparation in classroom management and planning, reading and language arts, specific subject pedagogy, human development, and supporting English Learners.

The course examines program expectations, codes of conduct, academic performance expectations, and instructional technologies. Candidates also are introduced to core concepts in teaching such as content development, co-teaching, co-planning, lesson planning, and various teaching and learning models to support the diverse needs of all learners.

- **EDU 62040B: Special Educational Foundations: The Learner & The Learning Environment**
(3 semester credit hours)

Introduces the basic principles of teaching and learning in the TK-12 setting, studying curriculum, methodology, and instructional strategies.

Alliant Special Education Interns take Special Education Foundations, The Learner and the Learning Environment as the second course in the Teacher Education Program. The course provides a survey of the history and significant philosophies of education, including the impact of federal, state, and local legislation on special education today. In addition, interns examine the protections and rights afforded to elementary and secondary students under the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, specifically the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs). The course will also explore the legal, legislative history and the history of disability and special education in the U.S.

(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.

Program Response:

Education Specialist Candidates enrolled in the Intern Teacher Education Program at Alliant are required to complete [**EDU 62630: Content Knowledge and Instructional Practice III: Teaching English Learners**](#), a three (3) semester credit course. In this course, candidates examine all aspects of teaching English Language Learners in K-12 schools. School-based Language Arts programs and all core content areas are further reviewed in the context of state and federal legislative mandates on the education and access of English Language Learners (ELL). Candidates study the instructional needs of ELL and learn effective use of materials, methods, and strategies for assessing a student's English proficiency level to provide targeted instruction, supporting grade-level English listening, speaking, reading, and writing skills. In addition, candidates will learn the difference between Designated and Integrated English Language Development and incorporate Language Standards into cross-content curricular areas.

Additionally, should an Education Specialist Intern Candidate choose to include a Bilingual Authorization onto their credential program, they may do so by meeting subject matter competency and enrolling concurrently into Alliant's [**Bilingual Authorization Program**](#). Interns must be concurrently enrolled in an Alliant Education Specialist credential program within the Standard Intern Pathway when applying for entry into the Bilingual Authorization Program.

(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.

Program Response:

While employed as a teacher of record, Education Specialist Intern Candidates are required to log hours received during their Clinical Practice courses on the Verification of Hours Log. Within this log, intern candidates are required to show 144 hours of additional support and supervision as well as 45 hours of English Learner-specific support and supervision.

The 45 hours of English Learner-specific support and supervision are in addition to [**EDU 62630: Content Knowledge and Instructional Practice III: Teaching English Learners**](#), 3 semester credit course, required by Alliant. This course also prepares candidates to teach English Learners by examining effective materials, methods, and strategies for assessing a student's English proficiency level, using this knowledge to provide targeted instruction, supporting grade-level English listening, speaking, reading, and writing skills.

Source:

- [**Clinical Practice Handbook**](#)
- [**Verification of Hours Log – Intern Candidates**](#)
- [**Intern Teacher Candidate Support System & Required Hours**](#)

- (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.

Program Response:

Alliant includes a clause within the Memorandum of Understanding (MOU) contract stating the following:

The District agrees and certifies that:

11. The Intern's salary shall not be reduced to pay for the supervision of the Intern.

Source:

- [Example MOU Document > Page 2](#)

- (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](#).

Program Response:

Education Specialist Interns are required to secure employment as a Teacher-of-Record in a partnering School District. Before obtaining clearance to enter Clinical Practice I, Interns must seek employment in actively partnering School or School Districts present on the [Active Memorandum of Understanding List](#).

Intern Candidates are responsible for securing their own employment and providing their Credential Analyst with all required items prior to receiving clearance to begin Clinical Practice.

Credential Analysts verify that the Intern Candidates has all of the following documents on file prior to issuing clearance to begin Clinical Practice:

- Bachelor's degree from a regionally accredited institution on Official Transcripts
- [Certificate of Clearance](#) posted to CTC Online
- [Basic Skills Requirement](#)
- [Subject Matter Competency Requirement](#)
- [US Constitution Requirement](#)
- Successful Completion of Pre-requisite Coursework
 - Passing Grade in **EDU 62030: Professional Learning & Practice**
 - Passing Grade in **EDU 62040: Educational Foundations**

- Acknowledgement Form
- Statement of Release
- Good Academic Standing: minimum 3.0 GPA + no holds on account
- Verified employment as Teacher of Record
 - Verification of MOU between Alliant & employer
 - Offer of Employment letter
 - [Verification of Employment \(VOE\) Form](#)

While seeking employment, Education Specialist Intern Candidates are encouraged to review the [What Can I Teach? Document](#), which identifies the specific types of employment they can secure while enrolled in the Alliant Teacher Education Program.

(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.](#)

Program Response:

The Alliant International University [Active Memorandum of Understanding List](#) identifies the following information, allowing Intern Candidates to choose a district that meets their current needs:

- Name of School/District/Organization
- Program Pathways Covered
- MOU Expiration Date
- Location of the School/District/Organization

Additional assistance for the purpose of seeking employment can be found in the [What Can I Teach? Document](#).

(8) Early Program Completion Option. (Does not apply to an Education Specialist intern program) 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](#)).

Program Response:

Education Specialist Candidates are not eligible to complete an Early Completion Option version of the Teacher Preparation Program:

- The Early Completion Intern Option is intended to provide experienced educators who already have requisite professional skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject or Single Subject Intern Program (***does not apply to Education Specialist Intern Programs***) and demonstrate pedagogical skills through a performance assessment at the start of a Commission-approved intern program.

Source:

[Alliant International University Catalog > Admissions and Registration > CSOE Admissions Requirements > 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 \(b\)](#).

Program Response:

Education Specialist Intern Candidates at Alliant are informed that they must complete their program requirements in a timely manner. During the [Credential Department Orientation](#) and within the Credential Department [Standard Intern Program Pathway Packet](#), Interns are informed that their time on the Intern Credential is limited and that all program and state

requirements must be completed by specific deadlines presented during the program.

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

Program Response:

Alliant includes a clause within the Memorandum of Understanding (MOU) contract stating the following:

District agrees and verifies that:

7. No Intern shall displace any fully credentialed employee in the District.

Source:

- [Example MOU Document > Page 2](#)

(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.

Program Response:

Alliant International University acknowledges the continuing need for educators in critical areas such as Multiple Subject, Single Subject, and Special Education to reach students from diverse backgrounds has never been greater.

To meet the current teacher shortage, Alliant offers Teacher Education programs designed to recruit, develop, support, and mentor new and existing educators. Alliant's [Active MOU Partner List](#) includes prepared, confident, and conscientious educational partners who encourage and empower personal growth, academic success, and achievement in all TK-12 students.

Alliant is a recognized leader in preparing future educators, advancing candidates' educational horizons, and expanding candidate thinking from general education settings to differentiated special education classrooms to bridging the language gap with English Language Learners. Alliant International University is proud to collaborate with local school districts, charter schools, and educational organizations, preparing teachers through a rigorous, supplemental certification, and Intern credential program.

(1) 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 \(c\) \(4\).](#)

Program Response:

Alliant Intern Credential Programs do not have an embedded Bilingual Authorization; however, should an Education Specialist Intern Candidate choose to include a Bilingual Authorization onto their credential program, they may do so by meeting subject matter competency and enrolling concurrently into Alliant's [**Bilingual Authorization Program**](#). Interns must be concurrently enrolled in an Alliant Education Specialist credential program within the Standard Intern Pathway when applying for entry into the Bilingual Authorization Program.