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Information/Action

Certification Committee

Proposed Regulations Pertaining to Credential Requirements for the PK-3 Early Childhood Education Specialist Instruction Credential

Executive Summary: This agenda item provides for potential adoption by the Commission the proposed amendments to Title 5 of the California Code of Regulations section 80067 pertaining to the credential requirements for updating the Early Childhood Education Specialist Instruction Credential.

Recommended Action: Staff recommends that the Commission review and adopt the proposed regulations so staff can submit the rulemaking packet to the Office of Administrative Law.

Presenter: Erin Skubal, Director, Certification Division

Strategic Plan Goals

I. Educator Quality

- c) Ensure that credential processing and assignment monitoring activities accurately, effectively, and efficiently identify educators who have met high and rigorous certification standards and who are appropriately assigned.

Proposed Regulations Pertaining to Credential Requirements for the PK-3 Early Childhood Education Specialist Instruction Credential

Introduction

This agenda item provides for potential adoption by the Commission the proposed amendments to Title 5 of the California Code of Regulations section 80067 pertaining to the credential requirements for updating the Early Childhood Education Specialist Instruction Credential. The proposed regulations describe the credential requirements, preparation pathways, authorization scope, and an updated credential title: the PK-3 Early Childhood Education Specialist Instruction Credential.

Background

The Commission is required by Education Code section 44225(a) to “Establish professional standards, assessments, and examinations for entry and advancement in the education profession.” The Commission is also tasked with promulgating regulations that both clarify and specify the requirements associated with the various teaching and services credentials that it issues. When promulgating regulations, the Commission must ensure that it has the statutory authority to support the requirements and preparation pathways described within those regulations. Education Code section 44225(q) provides the Commission with clear authority to “propose appropriate rules and regulations” that support the sections of the Education Code that fall under Commission authority.

Education Code also authorizes the Commission to issue credentials in various teaching specialties, including but not limited to bilingual education, early childhood education, and special education in section 44265. The statute requires that these specialist teaching credentials shall be based upon 1) a baccalaureate degree from a regionally-accredited institution of higher education, 2) completion of a program of professional preparation, and 3) any other standards which the Commission may establish. The authority to determine the content of such a program of professional preparation and any other standards required for the credential, is expressly authorized by this statute and is supported through the regulatory process.

This statutory authority supports the Commission’s recent actions to contribute to the State’s Universal Transitional Kindergarten (UTK) and Master Plan for Early Learning and Care efforts. Most recently, at its [June 2022](#) meeting the Commission endorsed the proposed authorization statement and credential requirements for updating the current Early Childhood Education Specialist Instruction Credential (ECE Specialist). This agenda item provides the proposed regulatory language that would codify the updated authorization, requirements, and preparation pathways for this newly repurposed ECE Specialist credential. Note that the proposed regulation does not include details related to the Teaching Performance Expectations (TPEs) and Program Standards for the PK-3 Early Childhood Education Specialist Instruction

Credential. An item with proposed regulations that include the TPEs and Program Standards for this credential will be presented at the October 2022 Commission meeting to allow sufficient time for the inclusion of the reading and literacy standards and TPEs that are currently under development pursuant to the requirements of SB 488 (Chap. 678, Stats. 2021).

Summary of Proposed Regulations for the PK-3 Early Childhood Education Specialist Instruction Credential

The sections below provide a summary of the proposed regulations that support the credential requirements endorsed by the Commission at its June 2022 meeting. The changes to the existing regulations begin with an update to the credential title to better reflect the new scope of the authorization and the level of preparation, focusing on the preschool through third grade level and emphasizing the early childhood education concentration. The changes also include strike-through of all existing regulatory language pertaining to the current version of this credential, allowing the new language to be better organized and clear.

Section (a): Preliminary Credential Requirements

The proposed regulation describes the requirements for the Preliminary PK-3 Early Childhood Education Specialist Instruction Credential, ensuring that the statutory requirements for a baccalaureate degree from a regionally-accredited institution of higher education and a program of professional preparation are included. The specific preliminary credential requirements that were endorsed by the Commission at its June 2022 meeting and are included in the proposed regulation are:

- 1) Possession of a **bachelor's or higher degree** from a regionally-accredited institution of higher education.
- 2) Completion of a **professional preparation program** that:
 - (A) meets the PK-3 ECE Program Standards and Teaching Performance Expectations (TPEs), including literacy standards and TPEs adopted pursuant to Senate Bill 488 (Chap. 678, Stats. of 2021),
 - (B) is approved by the Committee on Accreditation for the PK-3 Early Childhood Education Specialist Instruction Credential, and
 - (C) includes preparation to serve English learners and a **600-hour clinical practice** experience with a minimum of 200 hours in a preschool (PK) and/or transitional kindergarten (TK) setting and a minimum of 200 hours in a kindergarten through third grade (K-3) setting.
- 3) Passage of a commission approved **teaching performance assessment** for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education.
- 4) Completion of the **subject matter requirement** (see additional details below).
- 5) Passage of either the **Reading Instruction Competence Assessment (RICA)**, or a commission approved literacy performance assessment aligned with the requirements outlined in Education Code section 44320.3.

The proposed regulation allows the **subject matter requirement** to be met by one of two options:

- 1) Possession of a **bachelor's or higher degree** from a regionally-accredited institution of higher education with a degree major **in the field of child development or early childhood education**.
- 2) Completion of **24 semester units** or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally-accredited institution of higher education in **early childhood education and/or child development**.

Section (b): Clear Credential Requirements

Section (b) describes the requirements to earn the Clear PK-3 Early Childhood Education Specialist Instruction Credential, which include 1) possession of the Preliminary PK-3 Early Childhood Education Specialist Instruction Credential, and either 2a) completion of a **commission approved teacher induction program**, or 2b) possession of a valid **National Board Certification in Early Childhood/Generalist**. The language also provides that a credentialed teacher that has already completed a California teacher induction program and earned a Clear Single Subject, Multiple Subject, or Education Specialist teaching credential does not need to complete a second teacher induction experience and is eligible for the clear credential after completing the preliminary credential requirements.

Section (c): Professional Preparation Program Models

The professional preparation program models that may lead to the issuance of the Preliminary PK-3 Early Childhood Education Specialist Instruction Credential are outlined in section (c). These program models include:

- 1) **Integrated undergraduate teacher preparation program**, which may be offered by a regionally-accredited institution of higher education approved by the commission.
- 2) **Combined community college, baccalaureate, and/or post-baccalaureate teacher preparation program**, which may be offered by a regionally-accredited institution of higher education approved by the commission.
- 3) **Post-baccalaureate teacher preparation program**, which may be offered by a regionally-accredited institution of higher education approved by the commission.
- 4) **Teacher residency program**, which may be offered by a regionally-accredited institution of higher education approved by the commission.
- 5) **Intern teacher preparation program**, which may be offered by a California public school, school district, or county office of education approved by the commission, or by a regionally-accredited college or university approved by the commission (see additional details below).

This section also provides specific details on the requirements for an Intern teacher preparation program that mirror existing Intern teacher preparation pathways for Single Subject, Multiple Subject, and Education Specialist programs. The regulation provides the expectations for a partnership between the institution of higher education and the school district of employment, the requirement for preservice hours, support and mentoring, and supervision of an intern teacher in subsection (A).

Section (d): Professional Preparation Program Equivalency

Section (d) describes the granting of equivalence for the clinical practice program requirement. The proposed regulation requires a program of professional preparation to include 600 hours of clinical practice, and to **waive at least 200 hours of the required clinical practice experience in a PK or TK setting for experienced PK teachers**, as outlined below (programs may choose to grant equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation, for a total of 400 hours waived). Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting. This option is available to candidates that meet both the following requirements:

- 1) Hold either a valid Child Development Permit at the Teacher level or higher or verify employment as a teacher in a Head Start childcare and development center serving preschool-aged children; AND
- 2) Verify six (6) years or more of satisfactory, full-time teaching experience as a teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt preschool program operated by a California Local Education Agency or is licensed under the provisions of Title 22.

The proposed regulation includes the following definitions to ensure that only candidates that have the requisite experience can be granted this equivalence:

Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas:

- The use of developmentally appropriate teaching strategies for preschool-aged children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student learning.
- The ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- The ability to evaluate and assess student learning outcomes.
- The ability to communicate effectively with young children and their families/guardians.

Full-time experience shall be defined as classroom-based teaching for at least four hours per day, for at least 75% of the school year. Part time experience, or experience serving as anything other than a teacher, shall not be acceptable.

Section (e): Professional Preparation Program Equivalency

The proposed regulation also provides a pathway for fully credentialed Multiple Subject Credential holders to obtain the PK-3 Early Childhood Education Specialist Instruction Credential through an expedited pathway. Such credentialed teachers must have an English

learner authorization and must meet the subject matter requirement for the PK-3 Early Childhood Education Specialist Instruction Credential. If those two requirements are met, then the teacher may apply directly to the Commission to obtain the PK-3 Early Childhood Education Specialist Instruction Credential.

Section (f): Authorizations and Scope

This section provides the authorization statements for the PK-3 Early Childhood Education Specialist Instruction Credential. Subsection (1) provides the teaching authorization for this credential, which allows the holder to teach all subjects in a self-contained general education classroom setting and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in preschool through grade three. Subsection (2) provides the English learner (EL) services authorized by the credential, which aligns with the EL authorization that is earned upon completion of a Single, Multiple, or Education Specialist teaching credential program. Subsections (3) and (4) describe the scope of the PK-3 Early Childhood Education Specialist Instruction Credential that is issued as part of an Intern teacher preparation program.

Section (g): Credential Validity

The period of validity for the PK-3 Early Childhood Education Specialist Instruction Credential is defined in section (g), and aligns with the regulations for Single, Multiple, and Education Specialist credentials. Both a preliminary and clear PK-3 Early Childhood Education Specialist Instruction Credential is initially valid for five years, while an intern credential would be valid for two years.

Section (h): Submission of Applications

Section (h) provides details on what must be submitted to the Commission in order for an applicant to be issued the PK-3 Early Childhood Education Specialist Instruction Credential, including the application processing fee and satisfaction of fingerprinting and professional fitness review. Subsections (1), (2), and (3) clarify that intern, preliminary, and clear credential applications must be submitted through the Commission's online application portal as formal recommendations.

Staff Recommendation

Staff recommends that the Commission review and adopt the proposed regulations so staff can submit the rulemaking packet to the Office of Administrative Law.

Next Steps

If approved, staff will work to begin the 45-day comment period, schedule a public hearing, and submit the proposed regulations to the Office of Administrative Law.

Appendix A

Text proposed to be added is displayed in underline type. Text proposed to be deleted is displayed in ~~strikethrough~~ type.

§ 80067. Specific Requirements for the Professional Clear~~PK-3~~ Early Childhood Education Specialist Instruction Credential.

~~(a) The minimum requirements for the professional clear Early Childhood Education Specialist Instruction Credential for applicants who complete a professional preparation program in California shall include (1) through (3):~~

~~(1) possession of a valid California Multiple Subject, Standard Elementary or General Elementary Teaching Credential;~~

~~(2) completion of a post baccalaureate professional preparation program accredited by the Committee on Accreditation for the Early Childhood Education Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area; and~~

~~(3) the recommendation from a regionally accredited institution of higher education that has a program accredited by the Committee on Accreditation in the professional clear credential sought.~~

~~(b) The minimum requirements for the professional clear Early Childhood Education Specialist Instruction Credential for applicants who complete a professional preparation program outside California shall include (1) and (2). Applicants may apply directly to the Commission for the professional clear Early Childhood Education Specialist Instruction Credential under this section:~~

~~(1) possession of a valid California Multiple Subject, Standard Elementary or General Elementary Teaching Credential; and~~

~~(2) completion of a post baccalaureate professional preparation program comparable to a program accredited by the Committee on Accreditation for the Early Childhood Education Specialist Instruction Credential, including successful completion of supervised student teaching appropriate to the specialization area but taken outside California. The program must be from a regionally accredited institution of higher education and approved by the appropriate state agency where the course work was completed.~~

~~(c) Term.~~

~~The professional clear Early Childhood Education Specialist Instruction Credential issued on the basis of the completion of all requirements shall be dated per Title 5 Section 80553.~~

~~(d) Authorization.~~

~~The Early Childhood Education Specialist Instruction Credential authorizes the holder to develop and coordinate curriculum, develop programs and deliver staff development including age appropriate teaching methodologies for child development programs and early childhood education programs in grades three and below which are coordinated by school districts or~~

~~county offices of education. This credential also authorizes teaching courses in child development in grades twelve and below and in classes organized primarily for adults.~~

(a) Preliminary Credential Requirements: The minimum requirements for the preliminary PK-3 Early Childhood Education Specialist Instruction Credential for applicants shall include:

(1) Possession of a bachelor's or higher degree from a regionally-accredited institution of higher education.

(2) Completion of a professional preparation program that:

(A) meets the PK-3 ECE Program Standards and Teaching Performance Expectations (TPEs), including literacy standards and TPEs adopted pursuant to Senate Bill 488, chapter 678, Statutes of 2021,

(B) is approved by the Committee on Accreditation for the PK-3 Early Childhood Education Specialist Instruction Credential, and

(C) includes preparation to serve English learners and a 600-hour clinical practice experience with a minimum of 200 hours in a preschool (PK) and/or transitional kindergarten (TK) setting and a minimum of 200 hours in a kindergarten through third grade (K-3) setting.

(3) Passage of a commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a commission approved teaching performance assessment for early childhood education.

(4) Completion of the subject matter requirement by one of the following:

(A) Possession of a bachelor's or higher degree from a regionally accredited institution of higher education with a degree major in the field of child development or early childhood education.

(B) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

(5) Passage of either the Reading Instruction Competence Assessment (RICA), or a commission approved literacy performance assessment aligned with the requirements outlined in Education Code section 44320.3.

(b) Clear Credential Requirements: The minimum requirements for the clear PK-3 Early Childhood Education Specialist Instruction Credential shall include:

(1) Possession of a preliminary PK-3 Early Childhood Education Specialist Instruction Credential.

(2) One of the following:

(i) Enrollment in and successful completion of a commission approved Teacher Induction program, or

(ii) Possession of a valid National Board Early Childhood/Generalist certificate.

A qualified applicant holding a valid clear Multiple Subject, Single Subject, or Education Specialist Teaching Credential who has previously completed a commission approved Teacher Induction program shall, upon completion of a preliminary PK-3 Early Childhood Education Specialist Instruction Credential program, be granted a clear PK-3 Early Childhood Education Specialist Instruction Credential without first being required to hold a preliminary PK-3 Early Childhood Education Specialist Instruction Credential or complete an additional induction experience. Such applicants may apply directly to the commission for the clear credential in the same manner as outlined in subsection (h)(2).

(c) Professional Preparation Program Models: For the purposes of this section, professional preparation programs referenced in subsection (a)(2) may include any of the following program models offered by a commission accredited program sponsor:

(1) Integrated undergraduate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.

(2) Combined community college and baccalaureate or post-baccalaureate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.

(3) Post-baccalaureate teacher preparation program, which may be offered by a regionally-accredited institution of higher education approved by the commission.

(4) Teacher residency program, which may be offered by a regionally-accredited institution of higher education approved by the commission in partnership with one or more LEAs.

(5) Intern teacher preparation program, which may be offered by a California public school, school district or county office of education approved by the commission, or by a regionally- accredited college or university approved by the commission, that shall include the additional requirements outlined in subsection (A) below. Intern programs are a partnership between the commission accredited program sponsor and the California employing agency that elects to employ an individual as the teacher of record on the basis of an intern credential. The requirements outlined in subsections (A)(i), (A)(ii), and (A)(iii) below must be met prior to the recommendation for and issuance of an intern teaching credential by the accredited program sponsor.

(A) Support and Supervision.

(i) Prior to an intern teacher assuming daily teaching responsibilities, a signed Memorandum of Understanding must be in place between the commission accredited program sponsor and the California employing agency detailing the support and supervision that will be provided.

(ii) The commission accredited program sponsor in cooperation with the California employing agency shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential. The commission

accredited program sponsor, employing agency, and the intern teacher shall concur on the program planned.

(iii) Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.

(iv) A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

(v) The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1:

a. The commission accredited program sponsor shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

b. The California employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant

to (5)(A)(iii) provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.

c. An individual who passes the CTEL examinations specified in section 80015.3(a) prior or subsequent to the issuance of the intern credential may be exempted from the provisions of a and b above.

(d) Professional Preparation Program Equivalency: Commission approved professional preparation programs shall recognize and grant equivalency for prior experience as follows:

(1) PK-3 Early Childhood Education Specialist Instruction Credential candidates that meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalence for at least 200 hours of the required clinical practice experience in a PK or TK setting and may be granted equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

(A) Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.

(B) Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22.

(i) Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas:

- The use of developmentally appropriate teaching strategies for preschool-aged children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.

- An ability to communicate effectively with young children and their families/guardians.

(ii) Full-time experience shall be defined as classroom-based teaching for at least four hours per day, for at least 75% of the school year. Part time experience, or experience serving as anything other than a lead teacher, shall not be acceptable.

(iii) Lead teacher means an adult who has direct responsibility for the care and development of children from birth to 5 years of age in a center-based early childhood care setting.

(e) Multiple Subject Teaching Credential Holder Equivalencies: PK-3 Early Childhood Education Specialist Credential candidates that also hold a valid Multiple Subject Teaching Credential with an English learner authorization are exempt from the professional preparation program requirements outlined in subsection (a)(2) and (a)(3) above. Such candidates may apply directly to the commission by submitting all of the following, and may be issued a PK-3 Early Childhood Education Specialist Credential with a term of preliminary or clear based upon and in alignment with the term of their valid Multiple Subject Teaching Credential:

(1) Official transcripts verifying completion of the subject matter requirement outlined in subsection (a)(4), and

(2) A completed application as defined in section 80003; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(f) Authorizations and Scope: The authorization for the PK-3 Early Childhood Education Specialist Instruction Credential shall be as follows:

(1) The authorization for teaching services shall be issued with the following statement: "This credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in preschool through grade three."

(2) The authorization for English learner services shall be issued with the following statement: "The following instructional services may be provided to English learners in the settings and content area(s) specified on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized."

(3) In addition to the teaching authorizations provided in subsections (f)(1) and (f)(2) above, an intern credential shall be issued with the following statement: "This individual has completed the intern preservice preparation, which included specific instruction on the teaching of English learners and is participating in a Commission approved intern

preparation program. The individual must be supported by both the commission accredited program and the employer in the area(s) listed and in their work with English learners and must make satisfactory progress toward program completion for the duration of the intern credential.”

(4) An intern credential shall also be restricted to service with the California employing agency identified by the commission accredited program sponsor.

(g) Credential Validity: Period of validity for PK-3 Early Childhood Education Specialist Instruction Credential shall be as follows:

(1) An intern credential issued pursuant to this section shall be initially issued for two years.

(2) A preliminary credential issued pursuant to this section shall be initially issued for five years.

(3) A clear credential issued pursuant to this section shall be valid for five years.

(h) Submission of Applications: Issuance of the PK-3 Early Childhood Education Specialist Instruction Credential shall require the following:

(1) For the preliminary credential candidate that has met all requirements outlined in section (a), submission of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(2) For the clear credential candidate that has met the requirement in section (b)(1), submission of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(3) For the clear credential candidate that has met the requirement in section (b)(2), the candidate may apply directly to the commission by submitting an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(4) For the intern program candidate that is enrolled in the program and has met the provisions of section (a) and subsection(c)(5)(A), submission of a formal online recommendation including submission of an application as defined in section 80002; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and (e), 44256(c) and 44265, Education Code.