

CHAPTER 9A
NEW JERSEY EDUCATOR
PREPARATION PROGRAMS

Authority

N.J.S.A. 18A:1-1, 18A:4-15, 18A:6-34,
18A:6-38, 18A:26-2.7, and 18A:26-10.

Source and Effective Date

R.2009 d.24, effective December 10, 2008.
See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

Chapter Expiration Date

In accordance with N.J.S.A. 52:14B-5.1.c(2), Chapter 9A, New Jersey Educator Preparation Programs, expires on June 7, 2016. See: 47 N.J.R. 1715(a).

Chapter Historical Note

Chapter 9A, New Jersey Educator Preparation Programs, was recodified from Subchapter 10, Standards for New Jersey Educator Preparation Programs in Higher Education, of Chapter 9, Professional Licensure and Standards, by administrative change, effective August 4, 2014. As part of the recodification, attendant technical changes were made to the rule text concerning cross-references and the applicability of current chapter definitions. See: 46 N.J.R. 1743(a).

In accordance with N.J.S.A. 52:14B-5.1b, Chapter 9A, New Jersey Educator Preparation Programs, was scheduled to expire on December 10, 2015. See: 43 N.J.R. 1203(a).

CHAPTER TABLE OF CONTENTS

SUBCHAPTER 1. (RESERVED)

SUBCHAPTER 2. DEFINITIONS

6A:9A-2.1 Definitions

**SUBCHAPTER 3. STANDARDS FOR NEW JERSEY
EDUCATION PREPARATION PROGRAMS IN
HIGHER EDUCATION**

6A:9A-3.1 Requirements and standards for the approval of professional education programs preparing educational personnel

6A:9A-3.2 Curriculum for teacher preparation programs

6A:9A-3.3 Supervision of practicum students

6A:9A-3.4 Post-baccalaureate and graduate-level teacher preparation programs

SUBCHAPTER 1. (RESERVED)

SUBCHAPTER 2. DEFINITIONS

6A:9A-2.1 Definitions

The definitions set forth in N.J.A.C. 6A:9-2.1 shall apply to the words and terms used in this chapter.

**SUBCHAPTER 3. STANDARDS FOR NEW JERSEY
EDUCATOR PREPARATION PROGRAMS IN
HIGHER EDUCATION**

6A:9A-3.1 Requirements and standards for the approval of professional education programs preparing educational personnel

(a) The Department shall establish a three-tiered system of program approval to include program approval committees, a State Program Approval Council, and final approval through the Department as follows:

1. The Department shall appoint program approval committees for each certificate area to recommend appropriate action regarding the addition of a new or substantially revised certification program to the State Program Approval Council based on documents and evidence of meeting program standards as specified in this subchapter.

i. The program approval committees shall be comprised of three members representing higher education and K-12 school districts who have expertise in the certification program under review.

2. The Commissioner shall appoint a State Program Approval Council comprised of 11 members, including six higher education representatives and five P-12 practitioners.

i. The Council shall advise the Commissioner on matters pertaining to higher education teacher, administrator, and educational service personnel preparation quality issues;

ii. The Council shall coordinate the peer review program approval process for initial and substantially revised programs and the periodic review of programs;

iii. The Council shall review program information required for the periodic review of programs and recommend appropriate action regarding the program's status; and

iv. The Council shall make final recommendations regarding approval of programs to the Department.

3. Based on the recommendation of the State Program Approval Council, the Department shall take appropriate action regarding program approval.

(b) The Department shall approve all professional educator preparation programs leading to State certification in New Jersey institutions of higher education. The scope of program approval shall include programs from institutions chartered in the State, as well as programs that have a physical presence in New Jersey and are run by out-of-State institutions that are approved by the New Jersey Secretary of Higher Education. Program approval shall be based on the following criteria:

1. Compliance with State professional standards for teachers and school leaders as established in N.J.A.C. 6A:9-3.3 and 3.4;

2. Compliance with State content-specific professional standards by licensure area that will be implemented by the Department for its review of new or substantially revised programs;

3. Program documentation for the initial review and approval of all new or substantially revised programs shall include, but not be limited to:

- i. A summary of the proposed program;
- ii. The program framework and guiding principles;
- iii. Program alignment to the professional content standards;
- iv. Description of the field experiences;
- v. Description of student performance assessments and evidence of program outcomes;
- vi. Program faculty resumes; and
- vii. Course syllabi and program curriculum;

4. The following documentation shall be reviewed by the State Program Approval Council and be used for the periodic review and approval for continuation of all preparation programs in conjunction with the institution's national accreditation:

- i. Data on candidates' performance on program based assessments at program completion;
- ii. Numbers of educator candidates prepared in critical shortage areas and from diverse backgrounds;
- iii. Placement and retention rates;
- iv. Data on candidates' performance at the end of the provisional period;
- v. Praxis scores and pass rates;
- vi. Follow-up survey of graduates and employers; and
- vii. Where relevant, P-12 student achievement data;

5. Accreditation by a national accrediting body recognized by the Council on Higher Education Accreditation and approved by the Commissioner; and

6. Compliance with requirements in (c) below.

(c) Higher education institutions that prepare educators shall be required to have programs approved as follows:

1. All new or revised educator programs must secure initial approval from the Department prior to implementation;

2. All educator programs must undergo a periodic program review every seven years at least six months prior to the national accreditation process;

3. All programs must obtain accreditation through the National Council for the Accreditation of Teacher Education, the Teacher Education Accreditation Council, or any other national professional education accreditation body recognized by the Council on Higher Education Accreditation or the Commissioner.

i. Institutions of higher education preparing professional educators that fail to obtain national accreditation shall forfeit State approval to offer professional educator preparation programs leading to certification.

ii. The State shall withdraw approval for any institution of higher education preparing professional educators that fails to meet the conditions in (c)3i above.

(d) Formal admission to teacher preparation programs shall be reviewed by colleges and universities at the beginning of the junior year and shall be granted only if:

1. The average cumulative GPA of the accepted cohort of candidates as of September 1, 2015, is at least 3.00 when a grade point of 4.00 equals an A grade for the first two years of college and each accepted individual candidate shall achieve at least a 2.75. Candidates admitted prior to September 1, 2015, shall have maintained an individual cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade for the first two years of college. Institutions may require higher minimum GPAs for entry into teacher preparation programs;

2. The accepted candidates achieved acceptable levels of proficiency in the use of the English language, both oral and written, and mathematics. Students with deficiencies in these areas upon admission to college shall be required to demonstrate proficiency through an oral or written assessment by the beginning of the junior year. As of September 1, 2015, all accepted candidates shall have achieved a minimum score established by the Department on a Commissioner-approved test of basic reading, writing, and mathematics skills, or score at least a 1660 combined critical reading, writing, and mathematics on the SAT, at least a 23 on the ACT, or at least a 4.0 on the analytical writing section and a combined score of 310 on the quantitative and verbal sections of the GRE; and

3. The accepted candidates demonstrated aptitude for the profession of teaching through successful completion of an appropriate practical experience in an elementary or secondary school.

(e) The college or university faculty shall evaluate each student at the end of the semester prior to student teaching. The faculty evaluation shall be based on a comprehensive assessment of relevant indicators that include:

1. An individual cumulative GPA of at least 3.00 when a grade point of 4.00 equals an A grade; and

2. Acceptable levels of teaching proficiency in junior field experience as indicated by the evaluation reports of college and school faculty. Such evaluations shall be communicated to the student and shall be included in the student's permanent file.

(f) Colleges and universities shall assure that only students who have met the requirements in (d) above be assigned to student teaching.

(g) Colleges and universities shall recommend for certification to the Department only students who have completed the State-approved certification program and have:

1. Completed all requirements as described in N.J.A.C. 6A:9B-8.1(a) and (c). Colleges and universities are not required to apply exceptions outlined in N.J.A.C. 6A:9B-8.1(a)2i, iii, or iv, but may do so at their discretion;

2. Demonstrated continued competence, aptitude, motivation, and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college/university and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file; and

3. For students who graduate after September 1, 2016, passed a Commissioner-approved performance-based assessment of teaching.

(h) At the request of the Department, institutions shall submit teacher preparation program data at a program level.

(i) All requirements shall be applied equitably and in a non-discriminatory manner to all students, including transfer students. All admissions and retention processes shall be consistent with State and institutional affirmative action policies and goals.

(j) Colleges and universities shall develop appropriate procedures for placing on probation and dismissing from the program students who fall below minimum requirements before graduation, and shall incorporate into the procedures methods for appeals by students.

(k) Colleges and universities shall make recommendations for issuance of a CEAS for students completing an approved teacher preparation program.

(l) Colleges and universities shall inform the Department when a student has successfully completed the approved program and is being recommended to the Department for issuance of the CEAS by the Board of Examiners provided the student has passed a State test pursuant to N.J.A.C. 6A:9B-8.1(a)4. Colleges and universities shall have up to one year from the date of completion of the approved program to recommend a student to the Department for issuance of a certificate.

(m) Colleges and universities shall align their programs with the Professional Standards for Teachers.

(n) With the exception of special education approved programs, colleges and universities shall inform the Department of students who have matriculated in programs approved prior to January 20, 2004. Students who matriculated as juniors in fall 2004 and spring 2005 shall have completed all requirements at N.J.A.C. 6:11-7 by September 1, 2007. Candidates who did not complete all requirements at N.J.A.C. 6:11-7 by September 1, 2007, shall fulfill the requirements at N.J.A.C. 6A:9A-3.

(o) Colleges and universities shall inform the Department of students who matriculated in special education programs approved prior to January 20, 2004. This includes students who matriculated as freshman in fall 2003. Candidates who did not complete all requirements at N.J.A.C. 6:11-7 by September 1, 2008, shall fulfill the requirements at N.J.A.C. 6A:9A-3. These teachers shall be considered novice teachers and shall be required to complete a year of formal mentoring.

(p) Requirements in (d) through (g) above shall be considered minimum requirements. Colleges and universities may require higher GPAs and higher levels of proficiency for program admission, student teaching, and recommendation for certification.

Amended by R.2005 d.110, effective April 4, 2005.

See: 36 N.J.R. 5044(a), 37 N.J.R. 1060(a).

In (f), rewrote the first sentence; added (m).

Amended by R.2006 d.170, effective May 15, 2006.

See: 37 N.J.R. 4612(a), 38 N.J.R. 2126(a).

In (a), substituted "Department" for "State Board" and added "approved by the State Board" to the end; added the last sentences in (j) and (m); and added (n).

Amended by R.2008 d.7, effective January 7, 2008.

See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

In (a)1, deleted "and" from the end; in (a)2, substituted "; and" for a period at the end; and added (a)3.

Amended by R.2009 d.24, effective January 5, 2009.

See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

Rewrote the section.

Administrative correction.

See: 45 N.J.R. 1909(b).

Amended by R.2014 d.112, effective July 7, 2014.

See: 45 N.J.R. 2072(a), 46 N.J.R. 1634(a).

Rewrote the section.

Case Notes

In petitioner's appeal from a denial of an instructional certification with endorsements in elementary and special education, the Commissioner and the Department of Education lacked jurisdiction over the college that declined to recommend her for certification; the college could not be ordered to recommend petitioner for certification because there was no statute, regulation, or case law to support such an action and, additionally, petitioner failed to show that the college acted in bad faith where she never satisfied the requirements for enrollment in the college (decided under former N.J.A.C. 6A:9-10.1). *Glennon v. N.J. State Bd. of Examiners*, OAL Dkt. No. EDU 7419-07, 2009 N.J. AGEN LEXIS 745, Final Decision (September 18, 2009).

6A:9A-3.2 Curriculum for teacher preparation programs

(a) The preparation program for all instructional certificates shall include the provisions in (a)1 through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below, and candidates seeking special education endorsements shall comply with requirements in (c), (d), (e) or (f) below.

1. A minimum of 60 semester credit hours of general education including electives. General education courses shall be distributed among the arts, humanities, mathematics, science, technology and the social sciences. There must be some study in each area. Study in technology may include topics such as educational technology and tools, the history of technology and the sociological impact of technological advancement which would contribute to the general technological literacy of students. The purpose of general education is to develop the prospective teacher as an educated person rather than to provide professional preparation. This component of the program shall exclude courses that are clearly professional or career and technical in nature;

2. A major in the arts, humanities, social sciences, mathematics, science or technology disciplines;

3. A minimum of 90 credits of the total program distributed among general education and the academic major;

4. A sequence of courses devoted to professional preparation. Study must be devoted to the behavioral/social sciences, the teaching of literacy and numeracy, educating linguistically diverse and special education students, and, effective May 31, 2010, integrating educational technology and tools into the curriculum and classroom. Some of these areas may be included in the professional or liberal arts components of the program consistent with (a)1 above. The professional component of the undergraduate program shall be aligned with the Professional Standards for Teachers as specified in N.J.A.C. 6A:9-3.3 and shall provide students, normally beginning in the sophomore year, with practical experiences in an elementary, middle or secondary school setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a student teaching experience; and

5. A student teaching experience. School districts have a responsibility, as part of the continuum of professional education and development, for accepting and placing student teachers. This shall be the equivalent of a full-time experience of one semester's duration and shall be included within the professional component. The student teacher shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher. A State-approved Master of Arts in Teaching (MAT) program must ensure that its graduates have completed one of the following:

- i. A student teaching experience through the MAT program;
- ii. A student teaching experience through a State-approved teacher preparation program;
- iii. A standard State instructional certificate; or
- iv. One-year of successful teaching experience under a valid out-of-State license or certificate.

(b) The preparation program for the Preschool through Grade 3 endorsement also shall include the following:

1. A minimum of 13 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.1(e). The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experience in a preschool or kindergarten setting and in a first, second or third grade setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with an early childhood education student teaching experience; and
2. The student teaching experience shall be in an early childhood education setting.

(c) The preparation program for the Students with Disabilities endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(e)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and
2. The student teaching experience shall include a special education component.

(d) The preparation program for the Deaf or Hard of Hearing with Oral/Aural Communication endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(g)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and
2. The student teaching experience shall include a special education component.

(e) The preparation program for the Blind or Visually Impaired endorsement also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(f)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(f) The preparation program for the Deaf or Hard of Hearing endorsement with sign language also shall include the following:

1. A range of 21 to 27 semester hour credits of instruction in areas listed in N.J.A.C. 6A:9B-10.3(h)2. The professional component of the undergraduate program shall, beginning in the sophomore year, provide students with practical experiences in a special education setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a special education student teaching experience; and

2. The student teaching experience shall include a special education component.

(g) Colleges/universities may develop dual certification programs that incorporate the requirements listed in (a) and either (b), (c), (d), (e), or (f) above. Requirements may be completed through integrated study across the curriculum. When appropriate, coursework may serve to fulfill one or more of the curriculum requirements listed in (a) through (f) above. Candidates shall be certified in the both endorsement areas.

Amended by R.2008 d.7, effective January 7, 2008.

See: 39 N.J.R. 3441(a), 40 N.J.R. 113(b).

In the introductory paragraph of (a), inserted a comma following "(b) below"; in (a)4, substituted "A sequence of courses" for "No more than 30 semester hour credits of instruction" and inserted ", middle"; in the introductory paragraph of (a)5, inserted the last sentence; and added (a)5i through (a)5iv.

Amended by R.2009 d.24, effective January 5, 2009.

See: 40 N.J.R. 4856(a), 41 N.J.R. 128(a).

In (a)1, substituted "educational technology and tools" for "computer literacy" and "career and technical" for "vocational-technical"; in (a)4, deleted "and" preceding "educating" and inserted ", and, effective May 31, 2010, integrating educational technology and tools into the curriculum and classroom"; and in (a)5, inserted the second sentence.

6A:9A-3.3 Supervision of practicum students

(a) Collegiate faculty assigned to supervise students shall:

1. Have had experience supervising, consulting or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting or otherwise working in an early childhood setting; and

2. Be full-time faculty members or part-time faculty with demonstrated expertise in the field they are supervising.

(b) Collegiate supervisors of student teachers shall be assigned supervisory loads that permit observation of each student once every other week.

(c) District faculty assigned to supervise teacher candidates shall:

1. Be approved by the principal and district office with input from the teacher candidate's preparing institution of higher education;

2. Have a minimum of three years of teaching experience, including one within the district;

3. Possess a standard instructional certificate;

4. Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared; and

5. Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.

(d) District cooperating teachers shall provide continuous supervision and weekly conferences to assist teacher candidates in professional development. For purposes of this subsection, "cooperating teacher" means a practicing certified experienced teacher who is assigned responsibility for the instruction, supervision and assessment of teacher candidates during clinical field experiences.

(e) Institutions of higher education preparing teachers shall make available to the cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.

6A:9A-3.4 Post-baccalaureate and graduate-level teacher preparation programs

(a) A teacher preparation program at a post-baccalaureate or graduate level that leads to a recommendation for a CEAS in instructional fields pursuant to N.J.A.C. 6A:9B-8.1 and 10 shall require its students to meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university;

2. Complete all requirements as described in N.J.A.C. 6A:9B-8.1(a) and (c). Colleges and universities are not required to apply exceptions outlined in N.J.A.C. 6A:9B-8.1(a)2i, iii, or iv, but may do so at their discretion;

3. Present an undergraduate major or 30 semester hour credits in a coherent sequence of courses in the subject teaching field from a regionally accredited college or university. Candidates completing preschool and elementary school teacher preparation programs must present a major in liberal arts, science, dual content or interdisciplinary

academic majors or 60 semester hour credits in liberal arts or science;

4. Demonstrate continued competence, aptitude, motivation, and potential for outstanding success in teaching as indicated by assessments of student teaching performance by college and school supervisors. Such assessments shall be communicated to the student and shall be a part of the student's file;

5. Complete a student teaching experience in an early childhood, elementary, or secondary setting; and

6. For students who graduate after September 1, 2016, pass a Commissioner-approved performance-based assessment of teaching.

Amended by R.2014 d.112, effective July 7, 2014.

See: 45 N.J.R. 2072(a), 46 N.J.R. 1634(a).

Rewrote (a).