

Department and promulgated in this chapter no later than March 31, 2010;

3. Program documentation for the initial review and approval of all new or substantially revised programs shall include, but is not 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 (b) below.

(c) Higher education institutions who 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 of Education 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 and approved by the Commissioner.

i. No later than January 2, 2009, institutions of higher education preparing professional educators shall have acquired national accreditation;

ii. Following the accreditation visitation, but no later than July 1, 2009, institutions of higher education preparing professional educators shall provide proof of their national accreditation recognition status to the Department;

iii. 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; and

iv. The State shall withdraw approval for any institution of higher education preparing professional educators that fails to meet the conditions in (c)3ii and iii 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 to those students who have:

1. Maintained a 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. 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; and

3. 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. A cumulative GPA of at least 2.50 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 those students who have completed the State approved certification program and have:

1. For students who graduate prior to September 1, 2004, achieved an overall cumulative GPA of at least 2.50 when a grade point of 4.00 equals an A grade; for students graduating on or after September 1, 2004, achieved an overall cumulative GPA of at least 2.75 when a grade point of 4.00 equals an A grade; and

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.

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

(i) 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 these procedures methods for appeals by students.

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

(k) Colleges and universities must 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 that the student has passed a state test pursuant to N.J.A.C. 6A:9-8.1(a)4. Colleges and universities 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.

(l) Colleges and universities shall align their programs with the Professional Standards for Teachers no later than September 1, 2005.

(m) With the exception of special education approved programs, colleges and universities shall inform the Department of those students that have matriculated in programs approved prior to January 20, 2004. This includes those students that matriculated as juniors in fall 2004 and spring 2005. Those candidates must complete all requirements at N.J.A.C. 6:11-7 by September 1, 2007. Candidates that do not complete all of the requirements at N.J.A.C. 6:11-7 by September 1, 2007 shall fulfill the requirements at N.J.A.C. 6A:9-10.

(n) Colleges and universities shall inform the Department of those students that have matriculated in special education programs approved prior to January 20, 2004. This includes

those students that matriculated as freshman in fall 2003. Those candidates that do not complete all of the requirements at N.J.A.C. 6:11-7 by September 1, 2008 shall fulfill the requirements at N.J.A.C. 6A:9-10. These teachers shall be considered novice teachers and shall be required to complete a year of formal mentoring.

(o) Requirements in (d) through (g) above shall be considered minimum requirements. Colleges and universities have the authority to 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 (l), 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.

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. *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:9-10.2 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