

New Jersey Commissioner of Education
Final Decision

Eladio Conchas Guzman,

Petitioner,

v.

New Jersey Department of Education, State
Board of Examiners,

Respondent.

The record of this matter, the Initial Decision of the Office of Administrative Law (OAL), and the exceptions filed by the State Board of Examiners (Board) pursuant to *N.J.A.C. 1:1-18.4* have been reviewed and considered. Petitioner did not file a reply to the Board's exceptions.

Petitioner appeals the Board's decision denying his application for a Teacher of World Language: Spanish Certificate of Eligibility. The Board determined that petitioner was short 29 credits in Spanish. Petitioner then requested that the Board consider his alternate education and experience, pursuant to *N.J.A.C. 6A:9B-4.12(b)*. Specifically, petitioner presented information showing that his native language is Spanish and that he earned a degree in philosophy from the Franciscan Institute of Philosophy (Franciscan Institute) in Mexico. After reviewing petitioner's request, the Board credited petitioner with an additional 17 credits. However, the Board found that petitioner did not demonstrate an adequate one-to-one relationship between his experience and the remaining 12 required credits at the advanced level.

Following cross-motions for summary decision, the Administrative Law Judge (ALJ) found that petitioner had shown, by a preponderance of the evidence, a one-to-one correspondence between his educational and professional experience and the required 12 credits, which the Board represented during the proceedings must be in “any coursework on Spanish literature, Spanish poetry, Spanish drama, Spanish theater, Spanish culture, even Spanish history or politics.” Initial Decision, at 6. The ALJ found that the course descriptions provided by petitioner included content on Spanish literature, art, culture, history, music, philosophy, and more. The ALJ posited that if the courses had had different names – such as “The History of Spanish and Latin American Music” instead of just “Music” – they would meet the Board’s definition of an advanced-level Spanish course and, therefore, that the classes corresponded one-to-one to the required credits.

In its exceptions, the Board argues that it has already credited petitioner with 17 credits based on his education in Mexico, but he still remains 12 credits short. According to the Board, petitioner did not offer any evidence of having learned advanced Spanish, including Spanish literature, poetry, or theater. The Board also contends that the ALJ applied the incorrect standard of review.

As a threshold matter, a discussion of the applicable standard of review for petitions of appeal that are filed under *N.J.A.C. 6A:3* is necessary. When there is a challenge to a determination made by an office within the Department of Education, the Commissioner is not mandated to give deference to his staff, but instead determines whether the finding was legally appropriate. In certain instances, the Department of Education has limited the scope of review of a subordinate office or division by regulation. However, a decision by the Board denying an

application for a certificate is not entitled to the arbitrary, capricious, or unreasonable standard of review that is afforded to appeals filed under *N.J.A.C. 6A:4*, challenging a decision of the Board revoking or suspending a certificate. These are two different types of decisions and two different types of proceedings, and the regulatory provisions pertaining to each should not be conflated. See *Jessica Walder v. New Jersey Department of Education, State Board of Examiners*, Commissioner Decision No. 503-14, decided December 29, 2014; *Jaroslav Nimczyk v. New Jersey State Board of Examiners*, Commissioner Decision No. 98-22, decided May 16, 2022; *Melody Travisano v. New Jersey State Board of Examiners*, Commissioner Decision No. 190-22, decided August 8, 2022; *Wayne Ernst v. New Jersey State Board of Examiners*, Commissioner Decision No. 311-22, decided November 16, 2022; *Stephanie Florio v. New Jersey State Board of Examiners*, Commissioner Decision No. 336-22, decided December 14, 2022; and *Jamie Sebastian v. New Jersey Department of Education, State Board of Examiners*, Commissioner Decision No. 94-23, decided March 30, 2023 (all finding that the Commissioner does not give deference to a decision of the State Board of Examiners denying a request for issuance of a certificate).

Here, the ALJ correctly noted that the Board's denial of petitioner's application must be consistent with the applicable statutes and regulations. However, in its exceptions, the Board argued that the ALJ had applied the incorrect standard, referring to *N.J.A.C. 6A:4-4.1(a)* and contending that its decision should not be overturned unless the petitioner proves that the Board acted in a manner that was arbitrary, capricious or contrary to law.¹ The petition of appeal in this matter relates to the Board's denial of an application for a certificate, not the Board's

¹ The Board's Motion to Dismiss also referenced *N.J.A.C. 6A:4-4.1(a)* and the incorrect standard of review that applies in this matter.

suspension or revocation of a certificate. Therefore, the standard of review that governs appeals filed under *N.J.A.C. 6A:4* does not apply to this case, and the appropriate standard of review of the Board's decision is whether the decision is consistent with the applicable statutory and regulatory provisions, as stated by the ALJ.

Upon review, and applying the correct standard of review, the Commissioner finds that this matter must be remanded to the Board for further proceedings.

Pursuant to *N.J.A.C. 6A:9B-9.1(a)(1)(iii)*, a candidate must complete "at least 30 credits in a coherent sequence of courses appropriate to the subject area . . . , of which 12 semester-hour credits must be at the advanced level of study, including junior-, senior-, or graduate-level study." The decision of the Board that is the subject of this appeal indicates that the Board "found there was insufficient evidence of written language, literature, and historical study of Spanish at the upper level."

The record includes a determination by Scholaro, Inc., which provides credential evaluation services for international students, that petitioner earned the equivalent of 26.5 credits at the Franciscan Institute.² The Board's decision reflects that it awarded petitioner the equivalent of 17 credits for his experience as a native Spanish speaker and education at the Franciscan Institute. However, there is no indication in the Board's decision, or anywhere else in the record, as to which courses at the Franciscan Institute were credited, or how many credits were awarded based on petitioner's experience in his native language.

² The Scholaro documents reflect "US units" for petitioner's coursework at the Franciscan Institute, rather than "credits." The ALJ accepted a unit as the equivalent of a credit, and the Commissioner is inclined to agree with that analysis. If the Board did not deem a unit to provide a one-to-one correspondence to a credit, there is no explanation in its decision as to why, or how it performed an alternative calculation.

Furthermore, there was no testimony or certification from the Board at the OAL to explain why not all of the courses at the Franciscan Institute were credited to petitioner. The Board's decision appears to be based solely on the titles of the courses, rather than the more detailed course descriptions that – as the ALJ noted – contain significant evidence that petitioner's coursework did include Spanish literature, art, culture, and other areas that the Board represented is necessary.³

While the Commissioner acknowledges the Board's argument that credits cannot be double counted, without any information as to which courses have already been credited by the Board, the Commissioner cannot determine whether there are sufficient remaining credits among petitioner's other coursework to satisfy the requirements.

Accordingly, this matter is remanded to the Board for further proceedings consistent with this decision.

IT IS SO ORDERED.



COMMISSIONER OF EDUCATION

Date of Decision: October 31, 2025
Date of Mailing: November 3, 2025

³ The Commissioner notes that it is not clear from the record whether petitioner had provided the Board with the course descriptions at the time it made its decision. Nonetheless, the course descriptions are available now, and should be part of the Board's consideration on remand.



State of New Jersey

OFFICE OF ADMINISTRATIVE LAW

INITIAL DECISION GRANTING

PETITIONER'S MOTION FOR

SUMMARY DECISION

OAL DOCKET # EDU 05969-24

AGENCY REF. NO.: 57-3/24

ELADIO CONCHAS GUZMAN,

Petitioner

v.

NEW JERSEY DEPARTMENT OF EDUCATION,

STATE BOARD OF EXAMINERS,

Respondent

Eladio Conchas Guzman, petitioner, pro se

Sadia Ahsanuddin, Deputy Attorney General, for respondent (Matthew Platkin, Attorney General of New Jersey, attorney)

Record Closed: February 27, 2025

Decided: August 15, 2025

BEFORE **WILLIAM J. COURTNEY**, ALJ:

STATEMENT OF THE CASE

Petitioner Eladio Conchas Guzman appeals a denial of a Teacher of World Language: Spanish Certification of Eligibility. Respondent, the New Jersey Department of Education, State Board of Examiners (the Board), denied the Certification for multiple deficiencies, some of which have since been met. However, the Board asserts that Guzman is still short 12 semester-hour credits in Spanish at the advanced level. Guzman concedes that he does not have the credits but argues that he should be granted the Certification on an “alternate route” theory. The matter is before this tribunal on cross-motions for summary decision and oral arguments were heard on February 27, 2025. The issue is whether there is a one-to-one correspondence between Guzman’s educational background and life experience and the needed 12 semester-hour credits in Spanish at the advanced level.

FACTUAL DISCUSSION

The following facts have been stipulated to by the parties and I therefore **FIND** them as **FACT**. In 2023, Guzman applied for a Teacher of World Language: Spanish Certificate of Eligibility. On December 8, 2023, the Board considered his application, determined that there were three requirements for certification that he had not met, and denied his certification. First, he had not demonstrated linguistic competency through a Department-approved, nationally recognized test of oral language proficiency. N.J.A.C. 6A:9B-10.5(a)(1). Second, he had not passed the appropriate State test of subject matter knowledge. N.J.A.C. 6A:9B-8.3(a)(4). And finally, he only had one of the required 30 semester-hour credits in Spanish, of which 12 had to be at an advanced level of study. N.J.A.C. 6A:9B-9.1(a)(1)(iii). During the pendency of the appeal, the Board received Guzman’s passing scores for Praxis: Spanish #5195 and the Oral Proficiency Interview and determined that Guzman met the first two requirements. N.J.A.C. 6A:9B-8.3(a)(4), - 10.5(a)(1). (Exh. C, D).

Regarding the lacking 29 semester-hour credits, Guzman conceded that he had not completed any explicitly titled “Spanish” classes at the advanced or graduate level but

requested that the Board consider that he was born and raised in Mexico, his native language is Spanish, and that he earned a bachelor's degree in philosophy from the Franciscan Institute of Philosophy in Mexico. I FIND Guzman's educational background to be extensive and quite impressive. (Exh. E1, E2). He studied in Mexico, France, and Italy, and has the U.S. equivalent of three bachelor's degrees, two master's degrees, and one doctorate degree in the areas of philosophy and theology. His native language is Spanish, he is fluent in English, and has studied French, Italian, and German. Currently, Guzman teaches AP Spanish at Mary Help of Christians Academy in North Haledon, N.J., and is a member of the American Association of Teachers of Spanish and Portuguese. (Pet. Exh. 10, 17).

The Board accepted Guzman's experience to compensate for 17 of the 29 credits but determined that he had not adequately provided a one-to-one relationship between his experience and the remaining required 12 semester-hour credits in Spanish at an advanced level. (Exh. A).

LEGAL ANALYSIS

Pursuant to N.J.A.C. 1:1-12.5(b), a summary decision "may be rendered if the papers and discovery which have been filed, together with the affidavits, if any, show that there is no genuine issue as to any material fact challenged and that the moving party is entitled to prevail as a matter of law." This rule is substantially similar to the summary judgment rule embodied in the New Jersey Court Rules, R. 4:46-2. See Judson v. Peoples Bank & Trust Co. of Westfield, 17 N.J. 67, 74 (1954). In connection therewith, all inferences of doubt are drawn against the movant and in favor of the party against whom the motion is directed. Id. at 75. On a motion for summary judgment, a judge must "consider whether the competent evidential materials presented, when viewed in the light most favorable to the non-moving party, are sufficient to permit a rational fact finder to resolve the alleged disputed issue in favor of the non-moving party." Brill v. Guardian Life Insurance Co., 142 N.J. 520, 540 (1995).

Here, both parties agree that Guzman is a native Spanish speaker born and raised in Mexico. The Board does not dispute Guzman's educational background, that he is

currently teaching AP Spanish at a private school, or that he is a member of the American Association of Teachers of Spanish and Portuguese. Therefore, there are no genuine issues of any material fact and a decision on the law is appropriate. Brill, 142 N.J. 540. The legal issue presented is whether Guzman's experience and education are sufficient to establish eligibility for a Teacher of World Language: Spanish Certification of Eligibility under an "alternate route" theory.

The Board of Examiners is responsible for the issuance and revocation of appropriate certificates to teach or to administer. N.J.S.A. 18A:6-38. Candidates seeking an instructional certificate must pass the appropriate State tests in their desired subject matter. N.J.A.C. 6A:9B-9.1(a)(2). They must also either have an undergraduate or graduate degree in the subject matter *or* have completed "at least 30 credits in a coherent sequence of courses appropriate to the subject area," of which "12 semester-hour credits must be at the advanced level of study" at the junior, senior, or graduate level. N.J.A.C. 6A:9B-9.1(a)(1)(i)-(iii). In addition to meeting these requirements, candidates for World Language Certificates of Eligibility must "[p]ossess linguistic competency in the designated world language as demonstrated on a Department-approved, nationally recognized test of oral language proficiency" and "[c]omplete a minimum of three semester-hour credits in second language acquisition theory and related methodologies offered by an accredited college or university within 12 months of initial assignment." N.J.A.C. 6A:9B-10.5(a)(1)-(2).

Candidates who are denied certification may appeal the denial by providing "evidence of an alternative education and/or experience that the candidate considers equivalent to any area(s) of deficiency." N.J.A.C. 6A:9B-4.12(b). The Board may not waive any requirements, but it may accept such alternate experience if it "determines that the experience establishes a one-to-one correspondence with the statutory requirements." Hutchinson v. N.J. St. Bd. of Examiners, EDU 16373-12, Initial Decision (Apr. 5, 2013), adopted, Comm'r (May 15, 2013), <http://njlaw.rutgers.edu/collections.oal/>. The burden is on the candidate to demonstrate by a preponderance of the credible evidence that there is a "one-to-one correspondence of the experience/alternate education to the licensing deficiencies." Ibid.

“When there is a challenge to a finding by the Board of Examiners denying a request for the issuance of a certificate, the Commissioner is not legally mandated to give deference to his staff but instead determines if the finding was legally appropriate.” Walder v. N.J. Dep’t of Educ., St. Bd. of Examiners, EDU 8530-14, Final Decision, Comm’r (Dec. 29, 2014), <http://njlaw.edu/collections.oal/> at 3.¹ This review by the Commissioner is “not akin to the appellate review of a final agency decision that is entitled to an arbitrary, capricious or unreasonable standard of review.” Ibid. When the scope of review of a subordinate office or division is limited, “it has done so by regulation, i.e. appeals filed under N.J.A.C. 6A:4 challenging a decision of the State Board of Examiners revoking/suspending a certificate or a decision of the School Ethics Commission.” Ibid. Therefore, the appropriate standard for a denial of a Certificate of Eligibility is not whether it was arbitrary and capricious but rather “whether the decision is consistent with the applicable statutory and regulatory provisions.” Ibid. This standard has been applied consistently by the Commissioner.²

Here, Guzman must show by a preponderance of the credible evidence that his alternate experience and education provides a one-to-one correspondence to the licensing deficiencies and that the Board’s denial of his Certificate of Eligibility was not consistent with the applicable statutory and regulatory provisions.

There is no articulated test or standard for determining when a candidate’s alternate experience and education provide a one-to-one correspondence to licensing deficiencies. But by way of example, journalism courses and years of newspaper experience are not a substitute for advanced English courses. Travisano v. N.J. Dep’t of Educ., St. Bd. of Examiners, EDU 03126-22, Initial Decision (June 22, 2022) adopted,

¹ “Prior decisions of the Commissioner have utilized the arbitrary, capricious or unreasonable terminology to indicate that a finding of a subordinate office was appropriate; but those decisions did not establish that the Commissioner was legally required to give deference to staff decisions that are the subject of contested cases before the agency head.” Walder, EDU 8530-14 at n. 1.

² For examples of the Commissioner applying this standard, see: Brady v. N.J. Dep’t of Educ., St. Bd. of Examiners, EDU 05372-24, Final Decision, Comm’r (Jan. 30, 2025), <http://njlaw.edu/collections.oal/>; Harriman v. N.J. Dep’t of Educ., St. Bd. of Examiners, EDU 02542-21, Initial Decision (Jan. 29, 2024), adopted, Comm’r (March 8, 2024), <http://njlaw.edu/collections.oal/>; Ernst v. N.J. Dep’t of Educ., St. Bd. of Examiners, EDU 05270-22, Initial Decision (Sep. 30, 2022) adopted, Comm’r (Nov. 14, 2022), <http://njlaw.edu/collections.oal/>; Nimczyk v. Dep’t of Educ., St. Bd. of Examiners, EDU 15422-19, Final Decision, Comm’r (May 16, 2022), <http://njlaw.edu/collections.oal/>.

Comm'r (Aug. 22, 2022), <http://njlaw.rutgers.edu/collections.oal/>. A Thermodynamics course offered under a physics label does not count towards a chemistry Certificate of Eligibility even when the course at issue is substantially similar to a Thermodynamics course offered under a chemistry label. Ernst v. N.J. Dep't of Educ., St. Bd. of Examiners, EDU 05270-22, Initial Decision (Sep. 30, 2022) adopted, Comm'r (Nov. 14, 2022), <http://njlaw.edu/collections.oal/>. And Shakespeare, Drama and Poetry, and Vocal Skills do not count towards advanced credits in theater when they are offered in English or music departments. Neuhoff v. N.J. Dep't of Educ., St. Bd. of Examiners, EDU 11780-17, Initial Decision (Mar. 6, 2018), adopted, Comm'r (Apr. 13, 2018) <http://njlaw.rutgers.edu/collections.oal/>.

Here, the Board is seeking evidence of “any coursework on Spanish literature, Spanish poetry, Spanish drama, Spanish theater, Spanish culture, even Spanish history or politics” because this content is “a necessary component of Spanish classes at the advanced level.” (Resp. Br. at 14). The crux of Guzman’s argument is that his education meets these requirements because for the last half-century, the study of philosophy has centered on “the analysis of language and its role in shaping our understanding of reality (which is the practical approach of Philosophy as Philosophy of Modern Languages after Philosophy underwent a ‘linguistic turn’ in the 20th century).” (Pet. Br. at 3).

I **FIND** that Guzman has shown, by a preponderance of the evidence, a one-to-one correspondence between his educational and professional experience and the aforementioned coursework sought by the Board and I therefore **CONCLUDE** that he meets the “alternative education and/or experience” standard in N.J.A.C. 6A:9B-4.12(b). Hutchinson, EDU 16373-12.

Guzman provided an extensive and detailed description of the classes he took at the Franciscan Institute of Philosophy. (Pet. Exh. 8). Introduction to Philosophy analyzed Latin American literature and its “profound philosophical concerns” by reading authors such as Arenas, Borges, Cortázar, Fuentes, Garcia Márquez and more. (Pet. Exh. 8 at 2). Sacred Art studied the “art of Spain and Latin America.” (Id. at 3). Scientific Research Methodology I focused on “literary and media texts while analyzing essential philosophical features and themes of Spanish-speaking cultures.” (Ibid.). History of the Franciscan

Friars I and II looked at how the Franciscan order “shaped New Spain and the early Mexican republic” and the process of Spanish appropriation through “literature, philosophy and cultural phenomena during the colonial period, the age of independence, the Mexican revolution, and contemporary Mexico.” (Id. at 4, 5). History of Mexican Philosophy examined the “different Spanish traditions of thought that inspired and influenced the birth of Mexican philosophy.” (Ibid.). Guzman’s various Music classes studied music from Spain and Latin America including flamenco, classical guitar, Spanish opera, and ballets (id. at 4, 6, 8, 10, 13) with an “emphasis on cultural and ethnic interaction and exchange in the context of Latin American history, politics, and society.” (Id. at 8). History of Medieval Philosophy was about the “most influential Spanish and Latin American philosophers and literary figures between the 16th and 17th century.” (Id. at 4). Metaphysics examined Latin American philosophy and literature through a variety of Latin American authors. (Id. at 5). Missiology laid out the history of “Spanish missions to the Natives of colonial Latin America, particularly Mexico.” (Id. at 6). Philosophy of Religion I analyzed the history of Christianity in Latin American. (Ibid.). Philosophical Ethics studied the “historical and ethical states through which Latin American society has passed.” (Id. at 8). Philosophy of Communication studied “Spanish-speaking philosophers” and literature. (Ibid.). There were also classes such as the Philosophy of Language, the History of Latin American Philosophy, and many, many more. (Id. at 1-18). Additionally, while getting a bachelor’s in theology Guzman took 4 credits of “Language Fundamentals.” (Exh. E2 at 8-9).

Had any of these classes had a different name, such as “The History of Spanish and Latin American Music” instead of just “Music,” they would meet the Board’s definition of an advanced-level Spanish course. Prioritizing substance over form, I **FIND** that these classes correspond one-to-one to 12 advanced-level credits of “any coursework” on Spanish literature, poetry, culture, history, or politics. (See Resp. Br. at 14).

The College Board authorized Guzman’s Spanish Language and Culture class at Mary Help Christians Academy as an AP level class because it “meets the expectations colleges and universities have for AP Spanish Language and Culture.” (Pet. Exh. 10). This professional acknowledgment that Guzman has the ability to teach Spanish courses at the advanced level gives great weight to his argument. I **FIND** that Guzman’s

experience teaching AP Spanish Language and Culture goes toward fulfilling the alternative experience standard. N.J.A.C. 6A:9B-4.12(b).

The Commissioner and the OAL do not owe the Board's decision any deference. Walder, EDU 8530-14. The Board's denial must be more than just not arbitrary and capricious—it must be consistent with the statutes and regulations. Ibid. The Board determined that Guzman meets most of the applicable regulatory requirements. He is more than linguistically competent in Spanish and has passed all the required tests. N.J.A.C. 6A:9B-9.1(a)(2), -10.5(a)(1). The only regulatory requirement that Guzman does not meet is the 12 semester-hour credits at the advanced level of study. 6A:9B-9.1(a)(1)(iii). If these were the only regulations at issue, the Board's denial would be consistent with them and affirmation of the denial would be appropriate. However, the regulations mandate that candidates be given an alternate route to certification when they have equivalent education or life experience. N.J.A.C. 6A:9B-4.12(b). The Commissioner may not often grant Certificates of Eligibility via the alternate route provision as evidenced by Travisano, EDU 03126-22; Ernst, EDU 05270-22; and Neuhoff, EDU 11780-17. But had the drafters of the regulations intended for the Board to grant certification to only those with advanced degrees in the exact subject they teach, they would not have provided for the alternative education or experience provision in N.J.A.C. 6A:9B-4.12(b) or even the “coherent sequence of courses appropriate to the subject area” language in N.J.A.C. 6A:9B-9.1(a)(1)(iii).

Guzman has shown by a preponderance of evidence that his undergraduate degree contained at least 12, if not more, advanced-level credits in Spanish literature, poetry, culture, history, and politics. Adding this to his professional experience of actually teaching college-level Spanish courses, I **CONCLUDE** that Guzman has shown, by a preponderance of evidence, that he meets the alternate route to certification articulated by in N.J.A.C. 6A:9B-4.12(b). Therefore, the Board's denial of a Teacher of World Language: Spanish Certification of Eligibility is not consistent with the applicable statutes and regulations and should be reversed.

CONCLUSION

Guzman has shown by a preponderance of credible evidence that his alternate experience and education provides a one-to-one correspondence to the licensing deficiencies and that the Board's denial of his Certificate of Eligibility was not consistent with the applicable statutory and regulatory provisions. Therefore, with no material facts in dispute, I **CONCLUDE** summary decision in Guzman's favor and Order requiring that the Board grant him a Teacher of World Language: Spanish Certification of Eligibility is appropriate.

ORDER

For the reasons set forth above, **IT IS** on this 15th day of August, 2025 **ORDERED** that:

1. Respondent's Motion for Summary Decision is **DENIED**.
2. Petitioner's Motion for Summary Decision is **GRANTED**; and
3. The New Jersey Department of Education, State Board of Examiners grant Eladio Conchas Guzman a Teacher of World Language: Spanish Certification of Eligibility.

TAKE NOTICE THAT this Order resolves all outstanding issues between the parties.

I hereby **FILE** this initial decision with the **COMMISSIONER OF THE DEPARTMENT OF EDUCATION** for consideration.

This recommended decision may be adopted, modified, or rejected by the **COMMISSIONER OF THE DEPARTMENT OF EDUCATION**, who by law is authorized to make a final decision in this matter. If the Commissioner of the Department of Education does not adopt, modify, or reject this decision within forty-five days and unless such time limit is otherwise extended, this recommended decision shall become a final decision in accordance with N.J.S.A. 52:14B-10.

Within thirteen days from the date on which this recommended decision was mailed to the parties, any party may file written exceptions with the **COMMISSIONER OF THE DEPARTMENT OF EDUCATION**. Exceptions may be filed by email to ControversiesDisputesFilings@doe.nj.gov or by mail to Office of Controversies and Disputes, 100 Riverview Plaza, 4th Floor, PO Box 500, Trenton, New Jersey 08625-0500. A copy of any exceptions must be sent to the judge and to the other parties.

August 15, 2025



DATE

WILLIAM J. COURTNEY, ALJ

Date Received at Agency:

Date Mailed to Parties:

WJC/db

LIST OF MOVING PAPERS

Respondent's Brief in Support of Motion for Summary Decision

Petitioner's Brief Cross-Moving for Summary Decision and Opposing
Respondent's

Motion for Decision

Joint Exhibits

- Exhibit A January 19, 2024, decision denying application
- Exhibit B Petitioner's answers to interrogatories
- Exhibit C Petitioner's score on the Praxis: Spanish exam
- Exhibit D Petitioner's certificate of completion of the Oral Proficiency Interview
- Exhibit E1 Petitioner's transcript from the Franciscan Institute of Philosophy
- Exhibit E2 Petitioner's credential evaluation report

Petitioner's Exhibits

- Exhibit 5 Petitioner's staff page for Mary Help of Christians Academy
- Exhibit 6 Petitioner's pro se appeal
- Exhibit 7 Credentials review summary
- Exhibit 8 Petitioner's documentation of one-to-one experience
- Exhibit 10 Emails confirming AP designation for Petitioner's current class