

**STATE BOARD OF EDUCATION
ADMINISTRATIVE CODE
COMMENT/RESPONSE FORM**

This comment and response form contains comments from the April 17, 2019, meeting of the State Board of Education when the rulemaking was considered at Second Discussion Level.

Topic: Career and Technical Education Endorsement **Meeting Date:** June 5, 2019

Code Citation: N.J.A.C. 6A:9; N.J.A.C. 6A:9B **Level:** Proposal Level

Division: Academics and Performance **Completed by:** Division of Academics and Performance

Summary of Comments and Agency Responses:

The following is a summary of the comments received from State Board of Education (State Board) members and the public and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a letter or number that corresponds to the following list:

- A. Kathy A. Goldenberg, Vice President
State Board of Education
- B. Mary Beth Berry, Member
State Board of Education
- 1. Jackie Burke, Assistant Executive Director
New Jersey Council of County Vocational-Technical Schools
- 2. New Jersey Education Association (NJEA)

1. **COMMENT:** The commenter asked if the Department will accept work experience from technical institutions like Lincoln Tech under the proposed amendments to the career and technical education (CTE) endorsement. **(B)**

RESPONSE: Candidates for the CTE endorsement may use work experience from a non-accredited technical institute. However, N.J.A.C. 6A:9B-11.3(b), as proposed for amendment, will require academic credit for degree-based CTE endorsements to be obtained from an accredited career-focused institution or a regionally accredited college or university. Accredited career-focused institutions are approved by an agency that appears in the Database of Accredited Postsecondary Institutions maintained by the United States Department of Education.

2. **COMMENT:** The commenter asked approximately how many students are currently taking advantage of CTE programs in New Jersey. **(A)**

RESPONSE: During the 2017-2018 school year, 32,214 students were enrolled in CTE programs in county vocational school districts, 40,481 students were enrolled in CTE programs in comprehensive high schools, and 106,510 students were enrolled in CTE

programs at county colleges. In addition, 5,004 students participated in CTE programs at State agencies such as the Department of Corrections, Department of Children and Families, Juvenile Justice Commission, and Marie Katzenbach School for the Deaf.

- COMMENT:** The commenter expressed support for the proposed amendments and the Department's work to ease some of the CTE endorsement's restrictive eligibility requirements. **(1)**

RESPONSE: The Department thanks the commenter for the support.

- COMMENT:** The commenter expressed support for the proposed amendments because they will add flexibility to the eligibility requirements for the CTE endorsement. The commenter also stated that the increased flexibility will help county vocational school districts and comprehensive high schools meet student demand for CTE programs while maintaining high program standards. **(2)**

RESPONSE: The Department thanks the commenter for the support.

- COMMENT:** The commenter expressed support for the proposed amendment at N.J.A.C. 6A:9B-11.3(b)1i that will eliminate the current restriction on allowing a candidate's work experience beyond the past 10 years to count for experience-based endorsements. The commenter also supported the proposed amendments at N.J.A.C. 6A:9B-11.3(b)1i(1) that will recognize teaching experience in the specific industry as counting toward the required years of work experience. The commenter stated that the proposed amendments are a first step toward increasing the pool of eligible candidates and allowing school districts to recruit highly qualified individuals who were previously ineligible. **(1)**

RESPONSE: The Department thanks the commenter for the support.

- COMMENT:** The commenter expressed support for the proposed amendments at N.J.A.C. 6A:9B-11.3(b)3 that will recognize associate degrees earned from accredited technical institutes. The commenter also supported proposed N.J.A.C. 6A:9B-11.3(b)2i and 3i, which will allow a candidate to utilize a coherent sequence of 30 credits of industry discipline for eligibility for degree-based endorsements. The commenter stated that the proposed amendments will allow more well-qualified candidates, such as a mathematics major with 30 credits in computer science teaching cybersecurity, to be eligible for the CTE endorsement. **(1)**

RESPONSE: The Department thanks the commenter for the support.

- COMMENT:** The commenter expressed concern that the shortage of CTE educators directly affects the ability of county vocational school districts to fulfill their mission to provide high-quality CTE programs for students who wish to pursue a career-focused education. The commenter also stated that the struggle to recruit qualified educators will increase because many CTE educators are currently approaching retirement. The commenter further expressed concern that the inability to fill vacant or new positions has forced school districts to consider closing CTE programs or to not launch new CTE programs in sought-after industries. **(1)**

RESPONSE: The Department recognizes the impact that the shortage of CTE educators has on school districts' ability to provide high-quality CTE programs for students. The Department is partnering with school districts to increase the supply of CTE teachers

through several initiatives, including the federally funded CTE Teacher Pathway Initiative grant. This grant offers pathways for industry professionals to transition to CTE teaching through an Industry Fellows program and for academic teachers to transition to CTE teaching through the CTE Teacher Bridge program. In addition, the Department is committed to continuing to support the development and implementation of CTE educator preparation programs to prepare educators to enter the CTE classroom.

8. **COMMENT:** The commenter expressed support for the Department’s work with schools and stakeholder groups around the State to address the remaining barriers to hiring high-quality CTE teachers. The commenter stated that school districts typically recruit directly from industry when a CTE teacher is needed and then support the candidate through the alternate route process (certificate of eligibility), but the increased time required for the alternate route, the other 2015 regulatory changes, and the improving economy exacerbated candidate recruitment difficulties. The commenter also stated that the extended training time and expense related to the alternate route and the difficulties some second-career candidates face passing the mathematics and writing portions of the PRAXIS exam remain significant problems that need to be addressed. **(1)**

RESPONSE: The Department is committed to reviewing teacher supply and demand in and is engaged in a more comprehensive landscape analysis of certification regulations. Like the analysis already done in CTE, this analysis will include gathering stakeholder feedback. The Department looks forward to engaging in, and reporting out on, this process.



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

Proposal Level
June 5, 2019

PHILIP D. MURPHY
Governor

SHEILA Y. OLIVER
Lt. Governor

LAMONT O. REPOLLET, ED.D.
Commissioner

TO: Members, State Board of Education

FROM: Lamont O. Repollet, Ed.D.
Commissioner

SUBJECT: N.J.A.C. 6A:9, Professional Standards; N.J.A.C. 6A:9B, State Board of Examiners and Certification.

REASON
FOR ACTION: Amendments

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, and P.L. 2012, c. 11.

SUNSET DATE: November 12, 2022

Summary

The Department of Education (Department) proposes to amend N.J.A.C. 6A:9, Professional Standards, and N.J.A.C. 6A:9B, State Board of Examiners and Certification, to provide flexibility for individuals seeking to obtain a career and technical education (CTE) endorsement to an instructional certificate and to increase the pool of CTE teacher candidates. Specifically, the Department proposes to amend N.J.A.C. 6A:9-2.1, which includes definitions for terms used in N.J.A.C. 6A:9B, and the requirements for the CTE endorsement at N.J.A.C. 6A:9B-11.3. The proposed amendments are intended to address CTE teacher shortages in in-demand industries and occupations, which affect approved CTE programs of study in comprehensive high schools, charter high schools, and county vocational school districts.

The Department conducted a data analysis in late 2017 to better understand the composition of the current CTE teacher population in the State. The data show that the State is experiencing a shortage in the supply of teachers certified to teach CTE programs, particularly in in-demand industries. The shortage is most severe in the following [Career Clusters®](#) that align to the State's in-demand industries: Science, Technology, Engineering, and Mathematics (STEM); Health Science; Agriculture, Food, and Natural Resources; and Architecture and Construction. The shortage in the State's CTE teacher supply will worsen in the upcoming decade as a significant number of CTE teachers reach retirement age. According to the Department's analysis of the 2015-2016 school year data, half of all CTE teachers in the State were 52 years or older and a quarter were 59 years old or older. The pending shortage will be particularly acute among teachers in in-demand Career Clusters including Health Sciences, where half of all teachers were 58 or older and a quarter were 62 or older.

The Department has also led focus groups with stakeholders, including superintendents, human resources directors, and other administrators in school districts offering CTE programs, during which almost every participant was able to provide a clear example of how the CTE teacher shortage has affected his or her school district's CTE program offerings. The stakeholders indicated the most common consequence of not being able to find suitable CTE teacher candidates was the inability to offer a particular CTE program or the closure of existing CTE programs. School districts also reported cases where they were forced to hire or retain teachers that would not be considered for ongoing employment if there were an adequate supply of high-quality candidates.

During the focus groups, the Department also received consistent feedback from stakeholders that the current rules are overly restrictive and unnecessarily limit school districts' access to qualified, diverse pools of candidates. For example, the current rules limit work experience to employment that occurred within 10 years of the endorsement application. However, a candidate relying on educational attainment to qualify for the CTE endorsement can earn a bachelor's degree at any time prior to application without regard to how long ago the candidate obtained the degree. The Department has proposed amendments to allow candidates to use relevant occupational experience that occurred more than 10 years prior to the time of the endorsement application.

The current rules also do not allow candidates to use teaching experience in the specific occupation to count toward work experience. Teaching experience in the occupation acquired in a postsecondary institution or private school is indicative of a candidate's knowledge of the occupation and ability to teach the content area. Therefore, the Department has proposed amendments to allow teachers to use three years of relevant teaching experience to count toward three out of the four years of requisite occupational experience.

The Department also has proposed new rules at N.J.A.C. 6A:9B-11.3 to establish the CTE Teacher Bridge process through which teachers already certified in another subject area will be able to obtain a CTE endorsement within an in-demand industry sector or occupation that is experiencing a shortage of CTE teachers.

The limited availability of CTE teachers and the restrictive eligibility requirements for the endorsement in the current rules also impacts current Department initiatives. The Department has set aggressive goals to increase the number of CTE programs, particularly in identified in-demand industries. Additionally, the New Jersey Department of Labor and Workforce Development is working on initiatives that will result in a significant increase in the demand for CTE teachers during the next five years. An increased demand on the already limited supply of CTE teachers in the State poses a CTE program crisis, which could force school districts to close more CTE programs due to a lack of certified teachers. The proposed amendments will offer more flexibility for candidates for the CTE endorsement, which will result in an increased pool of candidates while maintaining the high-quality professional standards for educators and ensuring that educators are well prepared to teach and lead in the classroom. The Department anticipates that the proposed amendments will increase equity of access to CTE programs and educational programs and opportunities for students interested in vocational-technical career paths, and contribute to expansion of the State's economy.

The following summary explains the specific amendments that accomplish the changes outlined above. Unless specified below, all other amendments are for grammatical or stylistic improvement.

N.J.A.C. 6A:9, Professional Standards

Subchapter 2. Definitions

N.J.A.C. 6A:9-2.1 Definitions

This section provides definitions for terms used in N.J.A.C. 6A:9, 6A:9A, 6A:9B, and 6A:9C.

The Department proposes to amend N.J.A.C. 6A:9-2.1 to include a definition for “accredited career-focused institution” to mean a private career school that is accredited by an agency that appears in the Database of Accredited Postsecondary Institutions or Programs maintained by the United States Department of Education. The proposed term will be included in provisions at N.J.A.C. 6A:9B-11.3 related to requirements for degree-based CTE endorsements.

The Department proposes to amend N.J.A.C. 6A:9-2.1 to include a definition for “approved career-focused institution” to mean a private career school that is approved to operate by a certificate of approval issued by the commissioners of the Department of Education and the Department of Labor and Workforce Development, as prescribed in N.J.S.A. 34:15C-10.1. The proposed term is used in the proposed definition for “industry credential,” which is currently used in N.J.A.C.6A:9B-11.3(b)1i(2).

The Department proposes to amend N.J.A.C. 6A:9-2.1 to include a definition for “industry credential” to mean a certification issued by an approved career-focused institution or by an occupational or industry group to demonstrate competency or completion of training for a particular job category.

The Department proposes to amend N.J.A.C. 6A:9-2.1 to include a definition for “CTE Teacher Bridge” to mean the process by which holders of standard instructional certificates with an endorsement in a subject area that authorizes them to teach grades nine through 12 may obtain a career and technical education (CTE) endorsement to teach CTE programs that align to an in-demand industry sector or occupation that is experiencing a shortage of CTE teachers, as identified and approved by the Department. This process will be available only to school districts that have an approved CTE program and enter into an agreement with the Department to participate in the CTE Teacher Bridge process. The Department proposes defining “CTE Teacher Bridge” because proposed N.J.A.C. 6A:9B-11.3(f) will create the CTE Teacher Bridge process to allow individuals to obtain a CTE endorsement in a high-need industry. The program is designed to enable school districts across the State to address teacher shortages in their approved CTE programs.

N.J.A.C. 6A:9B, State Board of Examiners and Certification

Subchapter 11. Additional Requirements or Exceptions to Requirements for Instructional Certification with Special Endorsements

N.J.A.C. 6A:9B-11.3 Career and technical education

This section sets forth the requirements for the career and technical education endorsement.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)1, which establishes the certificate of eligibility (CE) requirements based on experience and, in part, requires the employing school district to recommend for approval the candidate’s experience pursuant to the criteria and procedures in the subsection. The Department proposes to replace “shall” with “may” to alleviate

the burden on school districts to recommend approval of a candidate's experience; instead, school districts will have the option to supplement a candidate's application with a recommendation to the Department to approve the listed experience. The Department further proposes to replace "criteria and procedures in this subsection" with "guidelines established by the Department" as the current rule does not set forth specific procedures for making such recommendations. The Department intends to provide appropriate guidelines for employing school districts to follow in recommending approval of the candidates' experiences. The guidelines will establish the process by which school districts may submit an optional recommendation for the Department's consideration.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)1i -- which, in part, requires a candidate who uses the employment experience option to earn the CE to have acquired the experience within 10 years of the endorsement application -- to delete "shall be acquired within 10 years of the endorsement application and." The prohibition on using employment experience that occurred more than 10 years ago has proven to be restrictive to the school districts' ability to hire otherwise qualified candidates. No such restriction exists for degree-based endorsements for CTE or any other endorsement area; therefore, the 10-year cutoff exceeds the typical eligibility requirements without justification and imposes an undue burden on candidates seeking the CTE endorsement.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)1i(1), which states teaching experience in the occupation cannot be used as a substitute for the required four years of occupational experience, to allow candidates to use up to three years of substantive teaching experience in the occupation, as set forth in a Commissioner-approved crosswalk, to substitute for three out of the four years of requisite occupational experience. A Commissioner-approved crosswalk will illustrate the equivalency of the teaching experience to the occupational experience. Teaching experience is indicative of a candidate's knowledge of the occupation and ability to teach the content area. The Department also proposes to delete the provision allowing the Department to consider teaching experience in an apprenticeship training program registered with the United States Department of Labor or equivalent state agency as evidence of eligible employment experience since three years of teaching experience in the occupation will be accepted regardless of where it was obtained.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)1ii(2), which allows a candidate to use self-employment experience to meet the minimum of four years of employment experience within 10 years of the endorsement application, to delete "within 10 years of the certificate application." The prohibition on using self-employment experience that occurred more than 10 years ago has proven to be restrictive to school districts' ability to hire otherwise qualified candidates. No such restriction exists for degree-based endorsements for CTE or any other endorsement area; therefore, the 10-year cutoff exceeds the typical eligibility requirements without justification and imposes an undue burden on candidates seeking the CTE endorsement.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)1iii, which requires candidates using military experience to qualify for a CE to submit a Military Discharge certificate (DD-214) indicating military qualifications and occupational training received to determine the extent of credit to be applied toward satisfying the employment experience, to add "Verification of Military Experience and Training (DD Form 2586)" to verify the military qualifications and occupational training. The Department also proposes to add "which will be used by the Department" before "to determine" to clarify it is the Department's responsibility to determine the extent of credit to be applied toward satisfying the employment experience requirements.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)2, which sets forth the requirements for degree-based endorsements using a bachelor's degree or higher. The existing rule, in part, requires a candidate to possess a four-year degree or higher in a Department-approved subject area for the endorsement and to complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university. The Department proposes to replace "shall possess a four-year degree or higher" with "shall hold a bachelor's or an advanced degree from a regionally accredited college(s) or university(ies)." The Department also proposes to delete "and shall complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university" because the holder of a bachelor's degree in a Department-approved subject area for the endorsement will have completed 30 credits in a coherent sequence of courses in the subject area.

The Department proposes new N.J.A.C. 6A:9B-11.3(b)2i to allow a candidate who does not possess a bachelor's or advanced degree in a Department-approved subject area for the endorsement to qualify for the endorsement as long as the candidate holds a bachelor's or advanced degree from a regionally accredited college or university and has completed at least 30 credits in a coherent sequence of courses appropriate to the subject area for the endorsement. The proposed rule also will require the 30 credits to be obtained either from a regionally accredited college or university or from an accredited career-focused institution, or from a combination thereof. The proposed amendments will align the provision to the existing rule for instructional endorsement requirements at N.J.A.C. 6A:9B-9.1 that allows candidates to demonstrate that they have completed "at least 30 credits in a coherent sequence of courses appropriate to the subject area" for which they are seeking an endorsement, in lieu of a post-secondary degree in the subject area. The Department proposes to include "accredited career-focused institution(s)" in the list of acceptable institutions of higher education because accredited career-focused programs are vetted and satisfy the Department expectations for teacher preparation programs. The Department anticipates that the proposed amendments will expand and diversify the pool of candidates for CTE endorsements.

The Department proposes to recodify existing N.J.A.C. 6A:9B-11.3(b)2i, which sets forth the grade point average (GPA) requirements for candidates with a bachelor's degree or higher who graduated on or after September 1, 2016, as new N.J.A.C. 6A:9B-11.3(b)2ii, and to delete "in a four-year degree program." The proposed amendment will delete a redundancy in the rule.

The Department proposes new N.J.A.C. 6A:9B-11.3(b)2iii to allow candidates with a bachelor's degree or higher who graduated before September 1, 2016, with a GPA that is below 2.75 but is at least 2.50 when a GPA of 4.00 equals an A grade, and for whom no State-endorsed test is available to meet the experience-based flexibility by submitting evidence of a minimum of two years (4,000 hours) of full-time employment or equivalent part-time employment. Recodified N.J.A.C. 6A:9B-11.3(b)2ii references only candidates who graduate on or after September 1, 2016, so the flexibility in the existing rule could be interpreted as not applying to candidates who graduated prior to September 1, 2016, even though similar flexibility applied to candidates graduating prior to September 1, 2016. The GPA requirement in proposed N.J.A.C. 6A:9B-11.3(b)2ii is "2.75" and not "3.00" because the former was the threshold GPA requirement for candidates graduating prior to September 1, 2016.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(b)3, which sets forth the requirements for degree-based endorsements using an associate degree. The existing rule, in part, requires candidates to possess a two-year degree in a Department-approved subject area for the endorsement and to complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university. The Department proposes to replace "shall possess a two-year degree" with "shall hold a two-year degree from a regionally accredited college(s) or university(ies) or from an accredited career-focused institution(s)." The Department

also proposes to delete “and shall complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university” because the holder of an associate degree in a Department-approved subject area for the endorsement will have completed 30 credits in a coherent sequence of courses in the subject area.

The Department proposes new N.J.A.C. 6A:9B-11.3(b)3i to allow a candidate who does not possess an associate degree in a Department-approved subject area for the endorsement to qualify for the endorsement as long as the candidate holds a two-year degree from an accredited institution of higher education and has completed at least 30 credits in a coherent sequence of courses appropriate to the subject area for the endorsement. The proposed rule also will require the 30 credits to be obtained either from a regionally accredited college or university or from an accredited career-focused institution, or from a combination thereof. The proposed amendments will align the provision to the existing rule for instructional endorsement requirements at N.J.A.C. 6A:9B-9.1 that allows candidates to demonstrate that they have completed “at least 30 credits in a coherent sequence of courses appropriate to the subject area” for which they are seeking an endorsement, in lieu of a post-secondary degree in the subject area. The Department proposes to include “accredited career-focused institution(s)” in the list of acceptable institutions of higher education because accredited career-focused programs are vetted and satisfy the Department expectations for teacher preparation programs. The Department anticipates that the proposed amendments will expand and diversify the pool of candidates for CTE endorsements.

The Department proposes to recodify existing N.J.A.C. 6A:9B-11.3(b)3i, which requires candidates using an associate degree who do not meet the GPA requirements identified under N.J.A.C. 6A:9B-11.3(b)1 and for whom no State-endorsed test is available to apply for a certificate as per the requirements of N.J.A.C. 6A:9B-11.3(b)2, as new N.J.A.C. 6A:9B-11.3(b)3ii. N.J.A.C. 6A:9B-11.3(b)2 relates to degree-based endorsements using a “bachelor's degree or higher”; therefore, the provision at recodified N.J.A.C. 6A:9B-11.3(b)3ii requires candidates using an associate degree to apply the criteria set forth for individuals who possess a bachelor's degree or higher. Candidates with a bachelor's degree or higher who do not meet the specified GPA requirement can submit evidence of “a minimum of two years (4,000 hours) of full-time employment or equivalent part-time employment, pursuant to (b)1i.” Candidates who possess an associate degree are already required to submit evidence of a minimum of two years of eligible employment, pursuant to N.J.A.C. 6A:9B-11.3(b)1i, as part of their eligibility requirements for the CTE endorsement; therefore, the exception available to holders of “bachelor's degree or higher” who do not meet the GPA requirements would not apply to holders of the associate degree. The Department proposes instead to require candidates using an associate degree to meet the GPA requirements set forth in N.J.A.C. 6A:9B-8.3. The Department further proposes to add “[t]he exceptions to the GPA requirements available to candidates using a bachelor's degree or higher in (b)2i and ii above will not be available to candidates using an associate degree.” The proposed amendments clarify that candidates using an associate degree must meet the same GPA requirement that applies to holders of bachelor's or advanced degrees, pursuant to N.J.A.C. 6A:9B-8.3, and will ensure that the GPA requirements for *all* degree-based endorsements are consistent. Furthermore, the exceptions to the GPA requirements are not made available to holders of associate degrees because using the associate degree for a CTE endorsement is already an exception to the minimum requirements of N.J.A.C. 6A:9B-8.3, which sets forth the certificate of eligibility requirements for instructional certificates and applies to candidates seeking a CTE endorsement.

The Department proposes to amend N.J.A.C. 6A:9B-11.3(d), which allows holders of standard instructional certificates with other endorsements, except as indicated in N.J.A.C. 6A:9B-11.3 and 11.8, to obtain a CTE endorsement upon completion of the experience requirement or the academic major and test requirement, to add “or as set forth in (f) below” at the end of existing

rule. Under the proposed new N.J.A.C. 6A:9B-11.3(f), candidates will be able to qualify for a CTE endorsement as part of the CTE Teacher Bridge process.

The Department proposes new N.J.A.C. 6A:9B-11.3(f) to set forth the requirements for candidates to earn a CTE endorsement through the CTE Teacher Bridge process. Under this process, holders of standard instructional certificates with an endorsement in a subject area that authorizes them to teach grades nine through 12 may obtain a CTE endorsement to teach CTE programs that align to an in-demand industry sector or occupation that is experiencing a shortage of CTE teachers, as identified and approved by the Department. Proposed new N.J.A.C. 6A:9B-11.3(f)1 states the CTE Teacher Bridge process will be available only to school districts that have an approved CTE program and enter into an agreement with the Department to participate in the process. Proposed new N.J.A.C. 6A:9B-11.3(f)2 will require candidates to be sponsored by their employing school district and to complete the Department-approved process, which is set forth in new N.J.A.C. 6A:9B-11.3(f)3 and detailed in the agreement between the Department and the school district, to acquire the content and skills necessary to teach in the in-demand industry sector or occupation. Proposed new N.J.A.C. 6A:9B-11.3(f)3 will require the Department-approved process to include, at minimum, two summers spent in an industry externship for a minimum of 160 hours each summer and two school years spent co-teaching with a certified CTE teacher in the content area of the in-demand industry sector or occupation for which the candidate is seeking an endorsement. The proposed provision also will require a CTE Teacher Bridge candidate to spend at least 100 hours co-teaching during each of the two school years.

As the Department has provided a 60-day comment period on this notice of proposal, the notice is excepted from the rulemaking calendar requirement, pursuant to N.J.A.C. 1:30-3.3(a)5.

Social Impact

The proposed amendments apply to all providers of publicly funded secondary CTE programs, including comprehensive high schools, charter high schools, and county vocational school districts. The proposed amendments will directly affect teacher candidates seeking the CTE endorsement to the instructional certificate and indirectly affect high schools and school districts offering CTE programs of study and their students.

The Department's proposed amendments will allow more individuals to be eligible for a CTE endorsement, while ensuring that new CTE teachers continue to meet the existing threshold for cognitive ability, content knowledge, and pedagogical effectiveness. The flexibility offered under the proposed amendments will increase the candidate pool for CTE endorsements and improve access for interested individuals to enter teaching opportunities in all CTE industries and occupations, as well as in the industry sectors and occupations that are currently experiencing teacher shortages.

The Department anticipates that this will result in increased opportunities for high school students to participate in CTE programs that otherwise could not be offered. Students will have increased access to educational opportunities that connect them to career pathways of their choice and allow them to support themselves throughout their lifetime. The proposed amendments also support the Department's goal that all interested students have equitable access to CTE programs in the industry or occupation of their choice.

Economic Impact

The economic impact of the proposed amendments will be positive as they will increase job opportunities for individuals who previously would not have been able to obtain a CTE endorsement due to the limited flexibility under the existing rules. In addition, the proposed amendments related to the CTE Teacher Bridge process will allow individuals who are currently employed in school districts to access grant funds provided through the United States Department of Education, thus increasing personal wages. The proposed amendments will not have an economic impact on school districts or students.

Federal Standards Statement

The proposed amendments are in compliance with, and do not exceed, the Carl D. Perkins Career and Technical Education Act (20 U.S.C. 2301 et seq.), which is the 2018 reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006. There are no other Federal requirements that impact the proposed amendments.

Jobs Impact

The Department anticipates that the proposed amendments will result in more people entering the teaching work force as school districts hire individuals from the increasing pool of certified CTE teachers to meet current and future programmatic needs. The Department also anticipates that the student pipeline to in-demand CTE industry sectors and occupations as the number of approved CTE programs and available seats increases as the result of an increased CTE teacher pool.

Agriculture Industry Impact

The proposed amendments will increase the pool of candidates eligible for the CTE endorsement, which is necessary to teach classes related to the Agriculture, Food, and Natural Resources Career Cluster. Enabling school districts to hire the number of certified teachers necessary to meet current and future needs for this cluster could result in additional students eligible after high school to fulfill the growing demand for skilled labor in the agriculture industry.

Regulatory Flexibility Analysis

A regulatory flexibility analysis is not required because the proposed amendments do not impose reporting, recordkeeping, or other compliance requirements on small businesses as defined in the Regulatory Flexibility Act, N.J.S.A. 52:14B-16 et seq. The proposed amendments impact candidates seeking a CTE endorsement to the instructional certificate and providers of publicly funded secondary CTE programs.

Housing Affordability Impact Analysis

The proposed amendments will have an insignificant impact on the affordability of housing in New Jersey. There is an extreme unlikelihood the proposed amendments would evoke a change in the average costs associated with housing because the proposed amendments concern candidates seeking a CTE endorsement to the instructional certificate and providers of publicly funded secondary CTE programs.

Smart Growth Development Impact Analysis

The proposed amendments will have an insignificant impact on smart growth. There is an extreme unlikelihood the proposed amendments would evoke a change in housing production in Planning Areas 1 and 2, or within designated centers, under the State Development and Redevelopment Plan in New Jersey because the proposed amendments impact candidates seeking a CTE endorsement to the instructional certificate and providers of publicly funded secondary CTE programs.

Racial and Ethnic Community Criminal Justice and Public Safety Impact Statement

There is an extreme unlikelihood that the proposed amendments would have an impact on pretrial detention, sentencing, probation, or parole policies concerning juveniles and adults in the State because the proposed amendments concern candidates seeking a CTE endorsement to the instructional certificate and providers of publicly funded secondary CTE programs.

Full text of the proposal follows (additions indicated in boldface **thus**; deletions indicated in brackets [thus]):

N.J.A.C. 6A:9, PROFESSIONAL STANDARDS

SUBCHAPTER 2. DEFINITIONS

6A:9-2.1 Definitions

The following words and terms shall have the following meanings when used in this chapter and N.J.A.C. 6A:9A, 6A:9B, and 6A:9C, unless the context clearly indicates otherwise:

“Accepted cohort of candidates” means the group of candidates accepted to start at the same time all educator preparation programs leading to a State certification.

“Accreditation” means an institution that has a professional education unit and has [completed] successfully **completed** a review process by a national professional organization recognized by the Council on Higher Education Accreditation or approved by the Commissioner. The institution must meet State, professional, and institutional standards as determined by a review of its individual programs and overall capacity to prepare education professionals.

“Accredited career-focused institution” means a private career school that is [[approved by the Commissioner or]] accredited by an agency that appears in the Database of Accredited Postsecondary Institutions or Programs maintained by the United States Department of Education.

“Administrative certificate” means the certificate category that includes specific endorsements for school administrator, principal, supervisor, or school business administrator.

“ALJ” means an administrative law judge assigned by the Director of the Office of Administrative Law to preside over contested cases pursuant to N.J.S.A. 52:14F-1 et seq.

“Approved agency” shall mean an entity which is approved by the State and provides services to nonpublic school students in accordance with N.J.S.A. 18A:46A-1 et seq.

“Approved career-focused institution” means a private career school that is approved to operate by a certificate of approval issued by the commissioners of the Department of Education and the Department of Labor and Workforce Development, as prescribed in N.J.S.A. 34:15C-10.1.

“Approved program” means a Department-approved educator preparation program designed to lead to an instructional, administrative, or educational services certificate.

“Authorization” means any requirement, other than an instructional certificate, established by the State or Federal government or by a profession that allows an individual to engage in the practice of that profession.

“Board of Examiners” means the New Jersey State Board of Examiners.

“CAEP” means the Council for the Accreditation of Educator Preparation. CAEP is a national professional accrediting body for educator preparation.

“Career and technical education” **or “CTE”** means as defined in N.J.A.C. 6A:19-1.2.

“Career cluster” means as defined in N.J.A.C. 6A:19-1.2.

“CE educator preparation program” means a program designed to lead to a standard certificate where preparation primarily occurs while candidates are working under a provisional certificate.

"CEAS educator preparation program" means a program provided by an accredited higher education institution. This program primarily occurs prior to a candidate actively working under a provisional certificate.

“Certificate” means a legal document issued by the Board of Examiners that permits an individual to serve as a teaching staff member. Three categories of certificates are instructional, administrative, and educational services. Within each certificate category, standard, provisional, emergency certificates, and/or CEs and CEASs may be available. Each certificate shall be issued with at least one endorsement, which shall be considered part of the certificate.

“Certificate holder” means an individual issued a certificate by the Board of Examiners.

“Certificate of advanced study in educational administration and supervision” means a postmasters higher education institution program, minimum of 24 graduate semester-hour credits, that prepares school leaders with the knowledge, skills, and dispositions to be an effective school leader. The program results in an out-of-State certificate as a principal or superintendent and in a Certificate of Advanced Study in School Leadership from the higher education institution.

“Certificate of eligibility” (CE) means a certificate with lifetime validity issued to persons who have completed degree, academic study, and applicable test requirements for certification. The

CE permits the applicant to seek and accept employment in corresponding positions requiring certification.

“Certificate of eligibility with advanced standing” (CEAS) means a certificate with lifetime validity issued to persons who have completed degree, academic study, applicable test requirements, and CEAS educator preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

“Charter school alternate route” means a three-tiered certificate program, including qualification for a charter school certificate of eligibility, issuance of a provisional certificate upon employment, and final recommendation by the principal upon two years of successful completion of teaching at the charter school. Charter school certificates may be used only for employment in charter schools and do not satisfy the requirements for employment in school districts, excluding charter schools.

“Charter school certificate of eligibility” or “CSCE” means a certificate with lifetime validity issued to a person who has a bachelor's degree and has satisfied applicable test requirements for certification. The CSCE permits the applicant to seek and accept employment at charter schools in positions requiring certification. The CSCE may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

“Charter school provisional certificate” means a two-year certificate issued to novice teacher candidates who have been hired by a charter school, but who have not met the requirements for a standard certificate. Charter school provisional certificates are issued to novice instructional staff who are employed at a charter school, may be used only for employment in charter schools, may

be renewed once at the discretion of the employing school, and do not satisfy the requirements for obtaining employment in school districts, excluding charter schools.

“Charter school standard certificate” means a permanent certificate issued to a person who has met all charter school certification requirements. This certificate may be used only for employment in charter schools and does not satisfy the requirements for employment in school districts, excluding charter schools.

“CHEA” means the Council for Higher Education Accreditation. CHEA is an organization that coordinates national accreditation processes for higher education institutions and recognizes accrediting bodies.

“Clinical component” means the combined clinical experience and clinical practice elements of educator preparation.

“Clinical experience” means the diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

“Clinical intern” means a candidate engaged in the clinical practice component of an educator preparation program.

“Clinical practice” means the culminating field-based experience or internship. In this hands-on experience in a P-12 setting, candidates demonstrate their knowledge, skills, and dispositions to be effective educators.

“Clinical supervisor” means an individual hired by an educator preparation program to assess, support, and develop a candidate’s knowledge, skills, and/or dispositions at some stage in the clinical component.

“Coherent sequence of courses” means a sequence of at least 30 semester-hour credits of college-level coursework in a subject field that includes study at the introductory, intermediate, and advanced levels.

“Consortium” means a joint sponsorship between two or more school districts, higher education institutions, educational organizations, or any combination thereof providing formal instruction to provisional teachers.

“Cooperative education experience” means as defined in N.J.A.C. 6A:19-4.2.

“Cooperating teacher” means a certified, experienced, practicing teacher who is assigned responsibility for assessing, supporting, and developing a candidate’s knowledge, skills, and/or professional dispositions during clinical experiences and/or clinical practice.

“CTE Teacher Bridge” means the process by which holders of standard instructional certificates with an endorsement in a subject area that authorizes them to teach grades nine through 12 may obtain a CTE endorsement to teach CTE programs that align to an in-

demand industry sector or occupation that is experiencing a shortage of CTE teachers, as identified and approved by the Department.

“District board(s) of education” or “school district(s)” means all providers of publicly funded preschool, elementary, secondary, and adult high school education programs, including county vocational school districts, educational services commissions, jointure commissions, charter schools, regional day schools, adult high schools, county special services school districts, the Marie H. Katzenbach School for the Deaf, the Department of Human Services, the Department of Children and Families, the Department of Corrections, the Juvenile Justice Commission, and approved private schools for the disabled whose staff hold appropriate certificates.

“District mentoring program” means a program of induction and support for non-tenured teachers, including novice provisional teachers and experienced teachers new to a school district, designed to develop them into effective professionals within the school district.

“Dual-content major” means any college major that combines two of the Core Curriculum Content Standards.

“Early Childhood Program Expectations” means the standards set forth in N.J.A.C. 6A:8-2.1(a)3.

“Educational services certificate” means the certificate category that permits an individual to serve in a primarily non-instructional and non-administrative teaching staff role in a school district.

“Educational technology” means the implementation of technology as an integral part of the instructional process across all curriculum areas that supports a learner centered environment.

“Educator preparation program” means a Commissioner-approved CEAS or CE educator preparation program or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b) that is housed at a higher education institution or other program provider and prepares candidates for instructional, administrative, or educational services certification.

“Emergency certificate” means a substandard certificate issued only to educational services certificate candidates who meet the requirements specified for each endorsement pursuant to N.J.A.C. 6A:9B-14.

“Endorsement” means an authorization allowing a certificate holder to teach one or more specific subject area(s) or to serve in one or more specific teaching staff role(s).

“Formal instruction” means a Department-approved program of professional preparation for CE holders that is housed at a higher education institution or a CE educator preparation program provider and includes, but is not limited to, coursework and in-classroom supports such as coaching.

“Full-time teaching” means the equivalent of 900 clock-hours of teaching per year.

“GPA” means grade point average.

“IEP” means an individualized education program as defined in N.J.A.C. 6A:14-1.3.

“Industry credential” means a certification issued by an approved career-focused institution or by an occupational or industry group to demonstrate competency or completion of training for a particular job category.

“Instructional certificate” means the certificate category that permits an individual to serve as a teacher in a classroom setting.

“Interdisciplinary major” means any college major that combines two or more academic, scientific or artistic disciplines, permitting students to explore an area of interest from several perspectives.

“International agency” means an international agency that recruits foreign teachers for New Jersey school districts in subject areas that the Commissioner has defined as having a critical shortage.

“Liberal arts major” means any college major including, but not limited to, philosophy, history, literature, sociology, world language, mathematics, science, or engineering that is intended primarily to provide general knowledge and to develop an individual’s general intellectual capacities to reason and evaluate, as opposed to professional or vocational skills.

“Mentor teacher” means an experienced, certified New Jersey teacher who is assigned to provide support and guidance to a novice teacher.

“NASDTEC” means the National Association of State Directors of Teacher Education and Certification.

“NCATE” means the National Council for the Accreditation of Teacher Education. NCATE is a national professional accrediting body for educator preparation.

“NJSLS” means the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8.

“Nonpublic school” means an elementary or secondary school within the State, other than a public school, offering education for kindergarten through grade 12, or any combination thereof, wherein any child may legally fulfill compulsory school attendance requirements and that complies with the requirements of Title VI of the Civil Rights Act of 1964 (P.L. 88-352). For purposes of this chapter, preschools licensed by the Department of Children and Families that are not under contract to provide services to SDA districts shall be considered nonpublic schools.

“North American Industry Classification System (NAICS) code” is an economic classification system based on groups of goods and services that use similar or identical production processes.

“Novice teacher” means any teacher serving full- or part-time under a provisional certificate who has not yet been issued a standard instructional certificate in any endorsement area.

“OAL” means the Office of Administrative Law established pursuant to N.J.S.A. 52:14F-1 et seq.

“Office” means the office within the Department that is assigned to provide staff support to the Board of Examiners in the exercise of its statutory and regulatory responsibilities.

“Official transcript” means either a paper or electronic transcript certified as official by the originating, regionally accredited higher education institution or a Department-recognized foreign credentialing agency.

“Paraprofessional” means a school or classroom aide who assists appropriately certified personnel with the supervision of pupil activities.

“Professional Standards for School Leaders” means the knowledge, skills, and dispositions that all school administrators must acquire to practice as school leaders. See N.J.A.C. 6A:9-3.4.

“Professional Standards for Teachers” means the knowledge, skills, and dispositions that all teachers must acquire to practice as teachers. See N.J.A.C. 6A:9-3.3.

“Program completion” means the fulfillment of all requirements of a Commissioner-approved or out-of-State educator preparation program pursuant to N.J.A.C. 6A:9B-8.2(b).

“Program provider” means the hosting organization for an educator preparation program.

“Progress toward completion” means the emergency certified teaching staff member must demonstrate before renewal of the emergency certificate that he or she has completed the share of study needed per year to earn standard certification within the years allowed for certificate renewal. The required “share of study” shall be equal to the number of credits remaining for standard certification divided by the maximum number of years the specific certificate can be renewed. A minimum of six credits toward the goal of a standard certificate from an approved program shall be completed each year by the candidate.

“Provisional certificate” means a two-year certificate issued to candidates who have met the requirements for initial employment, but who have not yet met the requirements for a standard certificate. Provisional certificates may be renewed pursuant to N.J.A.C. 6A:9B-8.5. Provisional certificates are issued to instructional, administrator, and educational services staff whose employment with a specific school district is authorized by a CE or CEAS. Provisional certificates are also issued to initially employed educational services staff who have at least one year, but less than three years, of successful full-time experience or the equivalent in another state under that state’s standard certificates. As required under N.J.A.C. 6A:9B, such staff shall also be enrolled in a CE educator preparation program and/or a district mentoring program, or a residency program.

“Provisional teaching period” means a minimum of two years of full-time teaching under a provisional certificate required of all novice teachers before they are eligible to be recommended for a standard certificate.

“Regionally accredited college or university” means a higher education institution accredited by one of the following regional accreditation associations:

1. Middle States Association of Colleges and Schools;
2. New England Association of Schools and Colleges;
3. Higher Learning Commission;
4. Northwest Association of School and Colleges;
5. Southern Association of Colleges and Schools; and
6. Western Association of School and Colleges.

“School leader” means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

“Secretary” means the Secretary of the Board of Examiners.

“Stakeholder” means a person or group with an interest or concern in an education policy or issue.

“Standard certificate” means a permanent certificate issued to a person who has met all certificate requirements.

“Standards for professional learning” means the standards that govern the creation and review of school and school district professional development plans and guide teachers in the selection of professional development experiences.

“State Board” means the New Jersey State Board of Education.

“Structured learning experience (SLE)” means as defined in N.J.A.C. 6A:19-2.1.

“Substitute credential” means the credential required for persons who do not hold an administrative, educational services, or instructional certificate and who are temporarily serving in replacement of a certified and regularly employed classroom teacher.

“Supervisor” means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, employed by a school district in a supervisory role and capacity, and possessing a school administrator, principal, or supervisor endorsement.

“TEAC” means the Teacher Education Accreditation Council. TEAC is a national professional accrediting body for educator preparation.

“Teacher shortage area” means an area of specific grade, subject matter, or discipline classification, or a geographic area in which the Commissioner determines there is an insufficient supply of elementary or secondary school teachers.

“Teaching staff member” means as defined in N.J.S.A. 18:1-1.

“Technology education” means instruction by a teacher holding the Technology Education endorsement and covering NJSLS 8.2 and the International Technology Education and Engineering Association (ITEEA) standards. The ITEEA standards are published in “[Standards for Technological Literacy](#),” © ITEA, incorporated herein by reference, as amended and supplemented and are available at <https://www.iteea.org/File.aspx?id=67767&v=b26b7852>.

N.J.A.C. 6A:9B, STATE BOARD OF EXAMINERS AND CERTIFICATION

**SUBCHAPTER 11. ADDITIONAL REQUIREMENTS OR EXCEPTIONS
TO REQUIREMENTS FOR INSTRUCTIONAL CERTIFICATION
WITH SPECIAL ENDORSEMENTS**

6A:9B-11.3 Career and technical education

- (a) Candidates for the instructional certificate in a career and technical education endorsement shall complete:
1. CEAS requirements pursuant to N.J.A.C. 6A:9B-8.2;
 2. CE requirements pursuant to N.J.A.C. 6A:9B-8.3, except:
 - i. Candidates do not need to complete the basic skills requirement pursuant to N.J.A.C. 6A:9B-8.3(a)5 prior to obtaining a CE; and
 - ii. Candidates shall complete either the experience-based or degree-based requirements pursuant to (b) below;
 3. Provisional requirements pursuant to N.J.A.C. 6A:9B-8.4; and
 4. Requirements for the renewal of the provisional certificate, pursuant to N.J.A.C. 6A:9B-8.5, and standard certificate requirements, pursuant to N.J.A.C. 6A:9B-8.7. Candidates who have not yet completed the Department-approved basic skills assessment or achieved a minimum score on an alternate assessment listed in N.J.A.C. 6A:9B-8.3(a)5 shall complete the basic skills assessment prior to becoming eligible for a standard certificate.
- (b) To be eligible for the CE, the candidate shall fulfill one of the following:
1. Experience-based endorsements: All candidates for an experienced-based endorsement shall pass an examination in physiology, hygiene, and substance

abuse issues pursuant to N.J.A.C. 6A:9B-5.9. If the candidate seeks an endorsement in a regulated occupation for which a State-issued occupational license, certificate, or registration is required for employment in or practice of the occupation, the candidate also shall hold the State-issued occupational license, certificate, or registration. The employing school district [shall] **may** recommend for approval the candidate's experience pursuant to the [criteria and procedures in this subsection] **guideleines established by the Department**. Candidates shall meet one of the following requirements:

- i. Employment experience: The candidate shall present a minimum of four years of Department-approved and documented employment experience, which will be equivalent to 8,000 hours of employment. The employment experience [shall be acquired within 10 years of the endorsement application and] shall be verified by the applicant's employer(s).
 - (1) [Teaching] **Up to three years of substantive teaching** experience in the occupation [cannot], **as set forth in a Commissioner-approved crosswalk, may** be used as a substitute for **three of** the required four years of occupational experience[; however, the Department may consider teaching experience in an apprenticeship training program registered with the United States Department of Labor or equivalent state agency as evidence of eligible employment experience].
 - (2) The Department will identify industry credentials in consultation with experts from education and business. The industry credentials may be considered equivalent to the employment experience requirement in this subparagraph.

- ii. Self-employment: The candidate shall present a notarized letter from a tax preparer and/or an attorney verifying the following:
 - (1) The candidate has filed State and/or Federal taxes for the self-employment using a Federal U.S. Census North American Industry Classification System (NAICS) that is appropriate for the endorsement; and
 - (2) The candidate's self-employment experience meets the minimum of four years of employment experience [within 10 years of the certificate application], which will be equivalent to 8,000 hours of employment.
 - iii. Military experience: Candidates shall present a Military Discharge certificate (DD-214) **and a Verification of Military Experience and Training (DD Form 2586)** indicating military qualifications and occupational training received, **which will be used by the Department** to determine the extent of credit to be applied toward satisfying the employment experience requirements pursuant to (b)1i above.
2. Degree-based endorsements using a bachelor's degree or higher: The candidate shall [possess] **hold** a [four-year] **bachelor's or an advanced** degree [or higher] **from a regionally accredited college(s) or university(ies)** in a Department-approved subject area for the endorsement [and shall complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university]. The candidate shall pass an examination in physiology, hygiene, and substance abuse issues pursuant to N.J.A.C. 6A:9B-5.9. If the candidate seeks an endorsement in a regulated occupation for which a State-issued occupational license, certificate, or registration is required for employment

in or practice of the occupation, the candidate shall also hold the State-issued occupational license, certificate, or registration.

i. Candidates who do not possess a bachelor's or advanced degree in a Department-approved subject area for the endorsement may hold a bachelor's or advanced degree from a regionally accredited college(s) or university(ies)[[. The degree]], and shall [[include]] complete at least 30 credits in a coherent sequence of courses appropriate to the subject area for the endorsement. The 30 credits shall be obtained either from a regionally accredited college(s) or university(ies) or from an accredited career-focused institution(s), or from a combination thereof.

[i.] **ii.** Candidates with a bachelor's degree or higher who graduate on or after September 1, 2016, with a GPA that is below 3.00 [in a four-year degree program] but is at least 2.50 when a GPA of 4.00 equals an A grade, and for whom no State-endorsed test is available, may meet the requirements of (b)2 above by submitting evidence of a minimum of two years (4,000 hours) of full-time employment or equivalent part-time employment, pursuant to (b)1i above.

iii. Candidates with a bachelor's degree or higher who graduated before September 1, 2016, with a GPA that is below 2.75 but is at least 2.50 when a GPA of 4.00 equals an A grade, and for whom no State-endorsed test is available, may meet the requirements of (b)2 above by submitting evidence of a minimum of two years (4,000 hours) of full-time employment or equivalent part-time employment, pursuant to (b)1i above.

3. Degree-based endorsements using an associate degree: The candidate shall [possess] **hold** a two-year degree **from a regionally accredited college(s) or university(ies) or from an accredited career-focused institution(s)** in a Department-approved subject area for the endorsement [and shall complete at least 30 credits in a coherent sequence of courses in the subject area from a regionally accredited college or university]. The candidate also shall submit evidence of a minimum of two years of eligible employment, which will be equivalent to 4,000 hours of employment, pursuant to (b)1i above. The candidate shall pass an examination in physiology, hygiene, and substance abuse issues pursuant to N.J.A.C. 6A:9B-5.9. If the candidate seeks an endorsement in a regulated occupation for which a State-issued occupational license, certificate, or registration is required for employment in or practice of the occupation, the candidate also shall hold the State-issued occupational license, certificate, or registration.

i. **Candidates who do not possess an associate degree in a Department-approved subject area for the endorsement may hold a two-year degree from an accredited institution of higher education[[. The degree]], and shall [[include]] **complete** at least 30 credits in a coherent sequence of courses appropriate to the subject area for the endorsement. The 30 credits shall be obtained either from a regionally accredited college(s) or university(ies) or from an accredited career-focused institution(s), or from a combination thereof.**

[i.] ii. Candidates using an associate degree [who do not] **shall** meet the GPA requirements [identified under (b)1 above, and for whom no State-endorsed test is available, shall apply for a certificate as per the requirements of (b)2 above] **set forth in N.J.A.C. 6A:9B-8.3. The**

exceptions to the GPA requirements available to candidates with a bachelor's degree or higher in (b)2ii and iii above will not be available to candidates using an associate degree.

- (c) Any school district that employs a novice teacher who has not yet passed basic-skills tests required in (a)3 above shall provide ongoing support through the novice teacher's supervisor to ensure the novice teacher's students receive appropriate feedback on basic skills for their class work. The school district also shall provide ongoing support to prepare the novice teacher to pass the basic-skills tests.
- (d) Holders of standard instructional certificates with other endorsements, except as indicated in N.J.A.C. 6A:9B-11.3 and 11.8, may obtain a career and technical education endorsement upon completion of the experience requirement, [or] the academic major and test requirement, **or as set forth in (f) below.**
- (e) Holders of vocational-technical instructional endorsements issued prior to January 20, 2004, remain valid. These teachers are authorized to teach in the career and technical education programs for which they hold endorsements. A crosswalk of these former certificates that identifies under which of the new career clusters the teacher's certificate falls is available on the Department's website.
- (f) **Holders of standard instructional certificates with an endorsement in a subject area that authorizes them to teach grades nine through 12 may obtain a CTE endorsement to teach CTE programs that align to an in-demand industry sector or occupation that is experiencing a shortage of CTE teachers, as identified and approved by the Department, through participation in the Department-approved CTE Teacher Bridge process.**
 - 1. **This process is available only to school districts that have an approved CTE program and enter into an agreement with the Department to participate in the CTE Teacher Bridge process.**

- 2. Candidates shall be sponsored by their employing school district and shall complete the Department-approved process, as set forth in (f)3 below and detailed in the agreement between the Department and the school district, to acquire the content and skills necessary to teach in the in-demand industry sector or occupation.**
- 3. The Department-approved process shall include, at minimum:**
 - i. Two summers spent in an industry externship for a minimum of 160 hours each summer; and**
 - ii. Two school years spent co-teaching with a certified CTE teacher in the content area of the in-demand industry sector or occupation for which the candidate is seeking an endorsement. The CTE Teacher Bridge candidate shall spend at least 100 hours co-teaching during each of the two school years.**