



KEAN

Change in Program Content
College of Education (COE)
P-3 Modified Alternate Route (Non-Degree)

A. Title Page

a. Title and type of academic program:

P-3 Modified Alternate Route (Non-Degree)

b. Department:

Department of Early Childhood Education

c. Proposed implementation date of revisions for program:

Fall 2025

d. Date of Document:

October10, 2025

COE Department of Early Childhood Education Vote:

- Yes; 5 - No; 0 - Abstain; 0 – Absent

B. Purpose and Rationale for Revision:

The P-3 Alternate Route (Non-Degree) Program is a non-traditional teacher preparation program designed for those who have not completed a formal teacher preparation program and wish to become NJ-certified P-3 teachers. The New Jersey Department of Education process for new teacher candidates following the Alternate Route is specific to this pathway. Candidates must apply for a Certificate of Eligibility (CE). The CE authorizes an individual to seek and accept employment in New Jersey public schools requiring certification. Candidates complete a state-mandated 50-hour Pre-service Course before they can teach independently in a classroom. After completing this preservice requirement, they are admitted to an Educator Preparation Program (EPP). Kean University is an NJDOE approved Certificate of Eligibility (CE) program provider for Pre-School through 3rd Grade Teacher Certification.

The revised program will consist of 30 credits. As per New Jersey Department of Education requirements, the program shall be completed over a minimum of two academic years (NJAC 6A:9A-5.4). Program completers from this track qualify for state certification as Teacher of Preschool to Grade Three (endorsement code:1013) The program holds programmatic accreditation with the Council for the Accreditation of Educator Preparation (CAEP) and is approved by the New Jersey Department of Education.

The program revisions will:

- I. Increase the total credits in this program from 24 to 30. This change reflects the requirements of N.J.A.C. 6A:9B-11.2 for candidates entering this program on or after September 1, 2025.
- II. Increase the number of credits for teaching reading and literacy and teaching mathematics per NJDOE mandate (see Part I, p. 3).
- III. Raise the minimum grade for all courses to a “B” as a requirement. New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0.
- IV. Replace edTPA with the Kean Educator Evaluation of Performance (K.E.E.P) portfolio as the Teacher Performance Assessment (TPA) per NJDOE mandate (see Part II, p. 5).

Part I: Literacy and Mathematics

The New Jersey Department of Education is focused on bolstering literacy and mathematics education, particularly in preschool and early elementary grades. Therefore, the proposed program adds more courses, increasing the number of credits that focus on developing the pedagogical content knowledge for teaching reading, literacy, and mathematics to preschool and elementary school students. NJAC 6A:9B-11.2 (b-c) details the new requirements for alternate route candidates' studies in or after the fall 2025 semester.

The NJDOE requires:

1. Six to nine credits or equivalent that focus on developing the pedagogical content knowledge for teaching mathematics to preschool and elementary students, and that shall focus on the following:
 - i. Cognitively guided mathematics instruction;
 - ii. Assessment of, and remediation for, difficulties in mathematics;
 - iii. The use of mathematical practices in instruction;
 - iv. Building the underlying mathematical conceptual knowledge of educators; and
 - v. The integration of literacy skills in mathematics.

To meet the above requirement, we propose adding the following courses:

- EC 5211: Learning and Teaching Mathematics in Preschool* (3 credits)
- EC 5550: Learning, Teaching, and Assessing Mathematics in Early Elementary Grades* (3 credits)

*Newly developed course; all new courses are approved.

The NJDOE also requires:

2. Twelve to 15 credits, or equivalent, that focus on developing the pedagogical content knowledge for teaching reading and literacy to preschool and elementary students, and that shall focus on the following:
 - i. Developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills or foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;
 - ii. Strategies for teaching reading comprehension, writing, speaking, and listening to preschool and early elementary students; and
 - iii. Multicultural, multilingual, and diverse literature;
 - iv. Assessment for, and planning of, remedial instruction to address reading problems for early and emergent readers, and assessment and screening of early reading difficulties; and
 - v. Foundations of speech language development, including screening and support of students with speech/language, articulation, and communication disorders.

To meet the above requirement, we propose adding the following courses:

- EC 5110: Language and Literacy Development and Teaching Methods to Promote Language and Literacy Skills in Preschool* (3 credits)

- EC 5400: Teaching and Learning Language and Literacy in Early Elementary Grades* (3 credits)
- EC 5600: Multiliteracies in the Early Childhood Education Classroom* (3 credits)
- EC 5911: Teaching Children with Language and Speech Disorders in Preschool and Early Elementary Grades* (3 credits)

*Newly developed course; all new courses are approved.

An additional NJDOE requirement is:

3. Coursework that focuses on developing the pedagogical content knowledge for teaching science and social studies to preschool and elementary students that shall place an emphasis on the integration of literacy skills in science and social studies.

To meet the above requirement, we propose adding the following course:

- EC 5910: Integrating Literacy, Math, Science, and Social Studies in Preschool and Early Elementary Grades*

*Newly developed course; all new courses are approved.

An additional NJDOE requirement is:

4. Coursework that addresses child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. The coursework shall include (i.) Cognitive and linguistic factors that affect learning and development; (ii.) The creation of a climate that fosters and nurtures diversity and equitable opportunities for all children, including children who are multilingual learners and children with disabilities, and that addresses multiple intelligences and diverse learning styles; (iii.) The integration of play; and (iv.) Language and literacy across the curriculum.

To meet the above requirement, we propose adding the following course:

- EC 5311 National & International Curricula , Developmental Principles and Assessment Methods in Early Childhood Education.
- EC 5770: Exploring Multiculturalism, Diversity, Equity, and Inclusion Through Children’s Literature* (3 credits)

*Newly developed course; all new courses are approved.

A fifth NJDOE Requirement is:

5. Coursework that addresses understanding family and community, including studies designed to foster an understanding of the significant roles of families and Communities. The coursework shall include (i.) Recognition of children at risk; (ii.) The establishment of linkages with community resources to support families; (iii.) The recognition and acceptance of diverse family units, including family participation in their child’s education; (iv.) The impact of children’s homes, communities, health, and cultural experiences on development and learning; and (v.) Comprehension of social, historical, political, legal, and philosophical constructs that impact children, families, and communities.

To meet the above requirement, we propose adding the following course:

- EC 5800: Building Strong Partnerships with Diverse Families and Communities to Support Children’s Development and Learning*

*Newly developed course; all new courses are approved..

Lastly, the NJDOE requires:

6. Coursework that addresses curriculum and assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices. The coursework shall include (i.) The NJSLs and the New Jersey Preschool Teaching and Learning Standards; (ii.) Understanding cultural and linguistic differences with an equitable and individualized focus; (iii.) Activities designed to foster intellectual stimulation through play; (iv.) Implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and (v.) Assessment that is multi-dimensional, ongoing, and performance-based.

To meet the above requirement, we propose adding the following course:

- EC 5311: National and International Curricula, Developmental Principles, and Assessment Methods in Early Childhood Education*

*Newly developed course; all new courses are approved.

Part II: Teacher Performance Assessment

On December 16, 2022, Governor Murphy signed ‘S896 w/GR’ into law, which prohibits the state board of education from requiring the completion of the Educative Teacher Performance Assessment (edTPA) as a condition of eligibility for a Certificate of Eligibility with Advanced Standing (CEAS) or Certificate of Eligibility (CE). As a result, the state board of education shifted the responsibility of providing a Teacher Performance Assessment (TPA) for program completion to the Educator Preparation Program (EPP). The College of Education faculty developed the Kean Educator Evaluation of Performance (K.E.E.P.) portfolio, which has served as the edTPA replacement since January 2024. This instrument has been tested for validity and reliability by the Office of Accreditation and Assessment and is approved by the New Jersey Department of Education.

C. New Jersey Department of Education Approval Documentation

This proposal is concurrently under review for approval with the NJDOE.

The increase in literacy and mathematics courses, the change in the basic skills requirement, and the replacement of the teacher performance assessment were codified into law (NJAC 6A:9B).

D-1. Content of the Academic Curriculum

Literacy

- **Description:** Create additional literacy coursework that focuses on developing the pedagogical content knowledge for teaching reading and literacy to preschool and elementary students (4 courses, 12 credits).
- **Objective:** Remove EC 5100: Language, Reading And Thought In The Young Child: Theory and Practice and EC 5111: Designing and Managing Classroom Environments for Early Childhood Special Education. Add the following four newly developed courses: EC 5110: Language and Literacy Development and Teaching Methods to Promote Language and Literacy Skills in Preschool, EC 5400: Teaching and Learning Language and Literacy in Early Elementary Grades, EC 5600: Multiliteracies in the Early Childhood Education Classroom, EC 5911: Teaching Children with Language and Speech Disorders in Preschool and Early Elementary Grades,
- **Rationale:** The addition of these courses will meet the NJDOE requirement of adding 9-12 credits related to literacy. These courses will enhance students' understanding of literacy development in preschool and early elementary children and introduce them to evidence-based teaching methods for promoting literacy skills in children from preschool to third grade. The addition of the EC5600 will enhance students' understanding of the concept of multiliteracies and expose them to multiple modalities they can utilize to design effective instructional practices. Lastly, the courses will expose students to assessment methods for identifying and addressing reading problems for early readers as well as speech/language, articulation, and communication disorders.

Mathematics

- **Description:** Create additional mathematics coursework that focuses on developing the pedagogical content knowledge for teaching mathematics to preschool and elementary school students (2 courses, 6 credits).
- **Objective:** Add EC 5211: Learning and Teaching Mathematics in Preschool and EC 5550: Learning, Teaching, and Assessing Mathematics in Early Elementary Grades.
- **Rationale:** The addition of these courses will increase students' understanding of mathematics development in young children and assist students in exploring, designing, and practicing evidence-based, developmentally appropriate, culturally responsive, and playful instructional practices for teaching math concepts in preschool and early elementary grades.

Science and Social Studies

- **Description:** Develop and integrate science coursework that focuses on developing pedagogical content knowledge for teaching science to preschool and elementary students (1 course, 3 credits).
- **Objective:** Remove EC5500 and add EC 5910: Integrating Literacy, Math, Science, and Social Studies in Preschool and Early Elementary Grades to meet code requirements for science and social studies per N.J.A.C. 6A:9B-11.
- **Rationale:** Whereas the EC5500 included content related to technology use in early childhood, the new course will introduce students to evidence-based methods of teaching science, technology, and social studies, as well as knowledge on integrating those studies into literacy and math.

Families and Communities

- **Description:** Develop and integrate coursework that focuses on developing pedagogical knowledge about the role of families and communities in children’s development and learning. (1 course, 3 credits).
- **Objective:** Remove EC5320: Creating Partnerships with Families Parenting Education, and replace it with EC 5800: Building Strong Partnerships with Diverse Families and Communities to Support Children’s Development and Learning per N.J.A.C. 6A:9B-11.
- **Rationale:** This new course will explore various types of families and address diverse families’ needs, strengths, and circumstances that impact children’s development and learning. In addition, the new course will emphasize the broader context of communities and their role in children’s education, as well as enhance students’ understanding of the availability of community resources and their role in families’ well-being.

Child Development, Curriculum, and Assessment

- **Description:** Develop and integrate coursework that focuses on developing pedagogical knowledge about child development, assessment, and curricula. (2 course, 6 credits).
- **Objective:** Remove EC5000: Foundations of Early Childhood and Family Studies, EC 5230: Developmental Theories for Teaching Early Childhood & Family Studies, and EC 5275: Integrated Curriculum Development. Replace those courses with EC5311: National and International Curricula, Developmental Principles, and Assessment Methods in Early Childhood Education and EC 5770 Exploring Multiculturalism, Diversity, Equity, And Inclusion Through Children’s Literature.
- **Rationale:** The current four courses include overlapping content, whereas the new courses will combine content related to developmental principles, assessment methods, and curriculum approaches from those courses in EC 5311. Additionally, EC 5770 will address the creation of a climate that fosters and nurtures diversity and equitable opportunities for all children. In this way, we provide enhanced student experience by taking two courses instead of four. Hence, we will ensure efficient use of resources, and we free up curriculum space for courses exploring more advanced and contemporary topics that meet the NJ DOE requirements.

D-2. Schematic Comparison of Old and Revised Program

Current Program	s.h.	Revised Program	s.h.
EC5100: LNG&READ&THGHT YNG CH THRY&PRA	3	EC 5110: Language and Literacy Development and Teaching Methods to Promote Language and Literacy Skills in Preschool	3
EC5000: Foundations of Early Childhood and Family Studies	3	EC 5400: Teaching and Learning Language and Literacy in Early Elementary Grades	3
EC5111: Designing and Managing Classroom Environments for Early Childhood Special Education	3	EC 5911: Teaching Children with Language and Speech Disorders in Preschool and Early Elementary Grades	3
EC5222: Assessment Strategies for Learning	3	EC 5211: Learning and Teaching Mathematics in Preschool	3

EC5230: DEV THEORIES FOR TEACH EC & FS	3	EC 5311: National and International Curricula, Developmental Principles, and Assessment Methods in Early Childhood Education	3
EC5275: Integrated Curriculum Development	3	EC 5550: Learning, Teaching, and Assessing Mathematics in Early Elementary Grades	3
EC5320: Creating Partnerships with Families Parenting Education	3	EC: 5800: Building Strong Partnerships with Diverse Families and Communities to Support Children's Development and Learning	3
EC5500: Integrating Technology into Early Childhood Curriculum	3	EC 5910: Integrating Literacy, Math, Science, and Social Studies in Preschool and Early Elementary Grades	3
		EC 5600: Multiliteracies in the Early Childhood Education Classroom	3
		EC 5770: Exploring Multiculturalism, Diversity, Equity, and Inclusion Through Children's Literature	3
TOTAL	24	TOTAL	30

D-3. Current Program Guide Sheet: P-3 Modified Alternate Route, Non-Degree Certification Program

EC 5000	FOUNDATIONS OF EC & FS	3
EC 5100	LNG&READ&THGHT YNG CH THRY&PRA	3
EC 5111	DESIGNING AND MANAGING CLASSROOM ENVIRONMENTS FOR EARLY CHILDHOOD SPECIAL EDUCATION	3
EC 5222	ASSESSMENT STRATEGIES FOR LEARNING	3
EC 5230	DEV THEORIES FOR TEACH EC & FS	3
EC 5275	INTEGRATED CURRICULUM DEVELOPMENT	3
EC 5320	CREATING PARTNERSHIPS WITH FAMILIES PARENTING EDUCATION	3
EC 5500	INTEGRATING TECH INTO EC CURR	3

*EC*5222* Must be taken alone during the third semester.*

TOTAL CREDIT HOURS: 24

D-4. Revised Program Guide Sheet

Revised P-3 Alternate Route Guide Sheet

Note: This Guide sheet reflects the NJDOE requirements; The program shall be completed over a **minimum of two academic years** (NJAC 6A:9A-5.4).

YEAR 1- Fall (First semester in the program)	Credits	Requirement
EC 5110 Language and Literacy Development and Teaching Methods to Promote Language and Literacy Skills in Preschool	3	Co/Prerequisite: None.
EC 5211 Learning & Teaching Mathematics in Preschool	3	Co/Prerequisite: None.
YEAR 1- Spring		
EC 5400 Teaching and Learning Literacy in Early Elementary Grades	3	Prerequisite: EC 5110.
EC 5550 Learning & Teaching and Assessing Mathematics in Early Elementary Grades	3	Co/Prerequisite: None.
YEAR 1- Spring and/or Summer (Depending on the number of students)		
EC 5800 Building Strong Partnership with Diverse Families & Communities to Support Children's development and Learning	3	Co/Prerequisite: None.
YEAR 2- Fall		
EC 5910 Integrating Literacy, Math, Science, and Social Sciences in Preschool and Early Elementary Grades	3	Prerequisites: EC 5110, EC 5400 & EC 5550.
EC 5911 Teaching Children with Language and Speech Disorders in Preschools and Early Elementary Grades	3	Prerequisites: EC 5110 & EC 5400.
YEAR 2- Spring		
EC 5600 Multiliteracies in the Early Childhood Education Classroom	3	Prerequisites: EC 5110 & EC 5400.
EC 5770 Exploring Multiculturalism, Diversity, Equity, And Inclusion Through Children's Literature	3	Prerequisites: EC 5110 & EC 5400.
YEAR 2- Spring and/or Summer (Depending on the number of students)		
EC 5311 National & International Curricula , Developmental Principles and Assessment Methods in Early Childhood Education. Kean Teacher Performance Assessment: Educator Evaluation of Performance (K.E.E.P) portfolio will be completed as part of this course.	3	Co/Prerequisite: None.

Total credits: 30

October 2025

E. Effects/Changes Related to SLOs for the Program and Assessment

The program holds programmatic accreditation with the Council for the Accreditation of Educator Preparation (CAEP) and uses common assessments to measure program effectiveness and to write annual program reports. Student Learning Outcomes (SLOs) have been established for new courses to reflect NJDOE regulations in accordance with N.J.A.C. 6A:9B, The College of Education pillars and domains, New Jersey Professional Standards for Teachers (NJPST), InTASC Model Core Teaching Standards, and the International Society for Technology in Education (ISTE) (as appropriate).

F. Impact Statement in Collaboration with the Dean(s).

This program does not impact any other College.

Appendix A: NJDOE Certification Requirements NJAC Endorsement Code: 1013

Preschool through Grade 3 Certificate of Eligibility with Advanced Standing (Endorsement Code: 1013)

This endorsement entitles the holder to:

- Teach preschool through grade three in public schools and to teach public school students in approved settings providing early childhood education
- Teach language arts literacy, mathematics, science, computer and information literacy, and social studies full-time, integrating educational technology where appropriate in grades preschool through three
- Teach world languages full-time in grades preschool through three pursuant to N.J.A.C. 6A:9B-10.5
- Teach all remaining subjects in grades preschool through three no more than one-half of the daily instructional assignment in all public schools

Degree Requirement

- A minimum of a bachelor's degree is required from a regionally accredited college/university.

Cumulative GPA Requirement

- New Jersey requires that candidates for certification achieve a cumulative GPA of at least 3.0 when a GPA of 4.00 equals an A grade for students graduating on or after **September 1, 2016 (2.75 for those graduating before September 1, 2016)** in a baccalaureate degree program, higher degree program or a State-approved post-baccalaureate certification program with a minimum of 13 semester-hour credits.
- Please note that there are GPA Flexibility Rules where a high praxis score may offset a GPA that is lower than 3.0, but higher than 2.75.

Subject Matter Preparation

- For certification as a P-3 teacher, completion of a major in the liberal arts, sciences, or a minimum of 60 liberal arts credits is required. A "Liberal arts major" means any college major ***such as*** philosophy, history, literature, sociology, science, mathematics, or world language 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. The final determination as to which courses will be counted towards the subject matter is based on professional and content standards found in the NJ Licensing Code. ***All credits must appear on a regionally accredited 2- or 4-year college/university transcript.***

Testing Requirements

- **Praxis II Test Requirement**
Official scores must be presented directly from Educational Testing Service to the NJ Department of Education. Only official scores are accepted. **The New Jersey Department of Education code (R7666) and your Social Security number must appear on your test score report in order to be accepted. Please submit a copy of your test score report if you have taken the appropriate exam.**

Professional Teacher Preparation

- Current regulations for certification require that applicants complete a coherent sequence of study in professional education which may be completed in a provisional teacher program or an approved teacher preparation program. This is to advise that courses presented by the applicant in professional education must be a coherent sequence of courses that culminates in supervised clinical practice.

Appendix B: N.J.A.C. 6A:9B-11.2 Preschool through grade three
Source: <https://www.nj.gov/education/code/current/title6a/chap9b.pdf>

- (a) Candidates for the preschool through grade three endorsement shall complete all certification requirements at N.J.A.C. 6A:9B-8 and the endorsement requirements at N.J.A.C. 6A:9B-9, and:
1. Shall be exempt from the subject course requirements at N.J.A.C. 6A:9B-9.1(a)1 and instead shall complete:
 - i. A liberal arts, science, dual-content, or interdisciplinary academic major; or
 - ii. A minimum of 60 semester-hour credits in liberal arts and/or science.
 - (1) Candidates for the preschool through grade three endorsement who enter an educator preparation program on or after September 1, 2025, shall complete a minimum of 30 semester-hour credits in core-content subject areas, including English, mathematics, social studies/history, and/or science.
 2. For candidates seeking a CEAS with a preschool through grade three endorsement, who enter an educator preparation program on or before August 31, 2025, shall complete the requirements at (a)1 above and a preschool through grade three educator preparation program at an accredited college or university; and
 - i. CEAS candidates who enter a preschool through grade three educator preparation program on or after September 1, 2025, shall complete the requirements at (b) below.
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- (b) Candidates seeking a CEAS with a preschool through grade three endorsement who enter an educator preparation program on or after September 1, 2025, shall complete the requirements at

87

(a)1 above and a preschool through grade three educator preparation program that includes at least 30 credits as documented on a transcript from an accredited college or university in the following coursework and/or clinical experiences:

1. Six to nine credits, or equivalent, that focus on developing the pedagogical content knowledge for teaching mathematics to preschool and elementary students and that shall focus on the following:
 - i. Cognitively guided mathematic instruction;
 - ii. Assessment of, and remediation for, difficulties in mathematics;
 - iii. The use of mathematical practices in instruction;
 - iv. Building the underlying mathematical conceptual knowledge of educators; and
 - v. The integration of literacy skills in mathematics;
2. Twelve to 15 credits, or equivalent, that focus on developing the pedagogical content knowledge for teaching reading and literacy to preschool and elementary students.
The courses shall include the following:

- i. Developing the pedagogical content knowledge and conceptual framework for teaching early literacy skills or foundational reading skills, including, but not limited to, phonics, phonemic awareness, vocabulary, reading comprehension, fluency, and concepts of print;
- ii. Strategies for teaching reading comprehension, writing, speaking, and listening to preschool and early elementary students;
- iii. Multicultural, multilingual, and diverse literature;
- iv. Assessment for, and planning of, remedial instruction to address reading problems for early and emergent readers, and assessment and screening of early reading difficulties; and
- v. Foundations of speech language development, including screening and support of students with speech/language, articulation, and communication disorders;

3. Coursework that focuses on developing the pedagogical content knowledge for teaching science and social studies to preschool and elementary students and that emphasizes the integration of literacy skills in science and social studies;
4. Coursework that addresses child development and learning, including studies designed to foster understanding of the dynamic continuum of development and learning in children from birth through age eight. The coursework shall include:
 - i. Cognitive and linguistic factors that affect learning and development;
 - ii. The creation of a climate that fosters and nurtures diversity and equitable opportunities for all children, including children who are multilingual learners and children with disabilities, and that addresses multiple intelligences and diverse learning styles;
 - iii. The integration of play; and
 - iv. Language and literacy across the curriculum;
5. Coursework that addresses understanding family and community, including studies designed to foster an understanding of the significant roles of families and communities. The coursework shall include:
 - i. Recognition of children at risk;
 - ii. The establishment of linkages with community resources to support families;
 - iii. The recognition and acceptance of diverse family units, including family participation in their child's education;
 - iv. The impact of children's homes, communities, health, and cultural

- v. Comprehension of social, historical, political, legal, and philosophical constructs that impact children, families, and communities; and

- 6. Coursework that addresses curriculum and assessment, including studies designed to foster an understanding of the importance of implementing developmentally appropriate principles and practices. The coursework shall include:
 - i. The NJSLS and the New Jersey Preschool Teaching and Learning Standards;
 - ii. Understanding cultural and linguistic differences with an equitable and individualized focus;
 - iii. Activities designed to foster intellectual stimulation through play;
 - iv. Implementation of developmentally appropriate techniques of guidance and group management to create a safe classroom environment; and
 - v. Assessment that is multi-dimensional, ongoing, and performance based.

Appendix C: 6A:9A-5.2 Admission to CE educator preparation programs

Source: <https://www.nj.gov/education/code/current/title6a/chap9a.pdf>

6A:9A-5.2 Admission to CE educator preparation programs

- (a) A candidate shall be admitted to a CE educator preparation program only if the candidate has completed by the start of the program the requirements for a CE, including the endorsement requirements at N.J.A.C. 6A:9B-9.
 - 1. Candidates in programs for documented areas of teacher shortage shall complete the endorsement requirements at N.J.A.C. 6A:9A-5.6.
- (b) Any CE educator preparation program enrolling candidates for academic year 2017-2018, or thereafter, shall accept candidates as a cohort. All candidates within the cohort shall begin the educator preparation program at the same time.

6A:9A-5.3 Pre-professional component of CE educator preparation programs

The CE educator preparation program shall establish a criteria for the required 50 hours of pre-professional experience. The CE educator preparation program shall also ensure the candidate completes 50 hours of pre-professional experience. The 50 hours of pre-professional experience shall occur prior to the candidate's full-time professional teaching experience and shall include coursework and clinical experiences.