

**Professional Practices and Standards Council  
(PPSC)  
Educator Preparation Committee**

Program Approval and Reporting Process  
For  
Educator Preparation Programs

*Revised July 10, 2024*

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## **PURPOSE OF THIS MANUAL**

This manual outlines the expectations of the [Professional Practices and Standards Council](#) (PPSC) for educator preparation programs (EPP) seeking approval from the New Mexico Public Education Department (PED). An EPP is any educator preparation program that is associated either through an institution of higher education or a public and/or private entity that provides licensure pathways to candidates in New Mexico.

## **RATIONALE**

PED is responsible for approving, maintaining, and monitoring the quality of EPPs, including administration programs. The educator preparation subcommittee (Committee) of the PPSC advises the Secretary of Education on policy and regulatory matters related to the preparation of educators in the state.

The Committee facilitates program approval procedures, serves on visiting teams to evaluate EPPs, evaluates specialty area programs to ensure compliance with the PED's licensure and endorsement requirements, and makes recommendations to the Secretary of Education for changes to PED licensure regulations.

## **PPSC MEETINGS**

The PPSC will meet regularly at least one time each quarter of the year. Additional meetings (subsequent to the first meeting of the quarter) may be required if the agenda items exceed typical meeting timeframes.

The PED Educator Quality Division will provide public notice of PPSC meetings, which occur quarterly as long as the PPSC has agenda items for consideration., Upon receiving a completed submission, PED will provide instructions as soon as possible and forward the submission to the PPSC for review at the next scheduled quarterly meeting. If an EPP's submission is considered incomplete, the submission application materials will need to be revised and resubmitted no later than 45 days prior to the next scheduled meeting..

## **TYPES OF PROGRAMS**

### **New Programs or Programs with Major Revisions Required**

New programs or programs with major changes/revisions going through the approval process with the PPSC will submit a detailed application submission (See Appendix 7) and will be expected to present their program to the PPSC members during a scheduled quarterly meeting. Those seeking approval for new or revised programs will be informed of the meeting date upon PED personnel's determination that the application submitted is complete. The presentation by the EPP will follow the outline as detailed in Appendix 6.

### **Previously Approved Programs with Minor Revisions**

Programs already approved by the PPSC must inform the PED and the PPSC Chairperson of any minor changes they make to the program if done in the interim between PPSC re-accreditations. This is a

courtesy notification, but is a requirement, nonetheless. Minor changes to a program or endorsement area may include:

- Changes to the course's/courses' prefix, number, title, and descriptions as long as the course/these courses maintain the approved competency alignment.
- Changes in the number of credit hours provided the required number of credit hours is still being met.

Catalog edits, texts, materials, faculty, locations, resources, assessments, and technologies do not need to be updated between re-accreditations of the curriculum. The submission template for minor revisions/changes to programs is located in Appendix 8.

Electronic correspondence to the PED and the Chairperson of the PPSC of the minor program changes is required. Please email the PED (Educator.Pathways@ped.nm.gov) and request correspondence be forwarded to the PPSC chairperson.

## **PROCESS OVERVIEW**

Educator Preparation Programs (EPPs) that wish to begin a new program, make major revisions to previously approved programs, or minor program changes must submit an application containing the required materials for review by the Professional Practices and Standards Council (PPSC) at least 45 calendar days prior to the PPSC's next scheduled quarterly meeting.

### **Submission**

The application materials submitted by an EPP for consideration of approval for new or significantly revised programs or acknowledgement of minor program changes will differ. Below you will find an outline of the levels of approval, the materials required for each submission, and presentation parameters if the EPP is requesting approval of new or significantly revised programs.

Application and materials for any level of review and/or approval by the PPSC must be submitted to the Public Education Department a minimum of 45 calendar days prior to the PPSC's next scheduled quarterly meeting. If the due date falls on a weekend, the first business day after the posted due date shall serve as the due date.

### **Review**

PED staff will conduct a preliminary review of materials submitted to determine whether a complete application was submitted. Incomplete submissions **will not** be forwarded to the Council for review and must be revised and resubmitted by the due date for the next quarterly meeting.

### **Approval Process Outline**

Here is a brief outline of the program approval process for EPPs submitting for major revisions or for consideration of a new program (detailed information on application and materials submission, et cetera is below this outline):

1. EPPs create and submit application/notification materials to the PED for PPSC meeting for approval/acknowledgement per deadlines listed above in this manual. EPPs must submit complete

application materials separately for each proposed curricular program. For example, if an EPP wishes to develop and offer alternative licensure programs in elementary and special education, they will submit 2 for review.

2. PED reviews application(s) and notifies EPPs of whether the reviewed submission(s) is/are considered complete or incomplete. EPPs submitting complete applications and materials will be notified at this time of the next PPSC meeting where the EPP will present the program(s) for approval.
3. PPSC reads/reviews application package; scores the rubric prior to the PPSC meeting.
4. EPP presents program proposal information to PPSC and stands for questions/clarifications during their assigned quarterly PPSC meeting.
5. PPSC will recommend one of the following (See Glossary in Appendix 1 for definitions):
  - . Approve
  - . Approve with conditions
  - . Recommend resubmittal
  - . Disapprove/denied.

## **EPP APPLICATION REQUIREMENTS FOR NEW PROGRAMS AND MAJOR AND MINOR PROGRAM REVISIONS**

### **PPSC Presentation and Application Submission**

New programs and programs with both major revisions and minor revisions will find a Presentation Guide in the Appendices (i.e., Appendix 6) that will provide the EPP with a guide for what to expect during the presentation to the PPSC. In addition, there are checklists and application templates (outlining steps and required components/materials the PPSC will need in order to review the program proposal) located in the Appendices.

### **New Programs and Programs with Major Revisions**

In the following Appendices, EPPs will find the template for the Program Application and Materials for New Programs and/or Programs with Major Revisions (Appendix 7). Please follow this template when constructing your application(s) for submission. Examples of application submission components may also be found in Appendix 11.

### **New Program Application and Materials Outline**

For EPPs seeking approval for new programs, you will need to provide the following information (please also see the template in Appendix 7 for specific information/guidelines):

- **Program Information:**
  1. EPP
  2. Contact(s)
  3. Accreditation
  4. Type of Program

- **Required Information and Documentation**
  - 5. Description of the Proposed Program**
  - 6. A Listing of Applicable PED Rule(s);**
  - 7. Explanation of Credit Level(s)** for the Proposed Program
    - *Applicable explanation of the level of credits offered (i.e., lower/upper division; graduate) and their transferability to either undergraduate or graduate programs;*
  - 8. Rationale** for the proposed program, including:
    - needs assessment to demonstrate the need for the program in the community/region the institution serves;
    - Data supporting the program need; and
    - a Theory of Action that describes how the EPP plans to prepare highly effective candidates (see Appendix 11 for examples of these requirements).
  - 9. EPP Assessment System** information, including:
    - description of the system;
    - examples of data currently/will be collected to assess program quality and candidate performance and dispositions;
    - examples of how data has or will be used to develop successful continuous improvement of the program and inform decisions about candidates' progression through the program (can ideally connect to Theory of Action);
    - Current assessment data demonstrating success of current approved EPPs (examples include: demographics, graduation rates, enrollment trends, Title II data, student teaching/residency observation ratings, student teaching projects/signature assessments demonstrating student learning, exit surveys, alumni surveys, employer surveys, et cetera).
  - 10. Program Progression Requirements (Entry, Midpoint, Exit)** Outline/describe program entry, midpoint, and exit requirements and how these inform decisions about candidate progression through program;
  - 11. Evidence of Meeting Licensure Requirements.** Evidence new program will meet licensure requirements (e.g., number of hours to degree/program completion, internship, portfolio/NM PED approved licensure exams);
  - 12. Brief Course Descriptions.** Provide brief course descriptions for new and/or existing courses for the program.
  - 13. Course and NMPED Competency Matrix.** Include a matrix that illustrates alignment between required courses and appropriate NMPED competencies (see Appendix 2 to link to New Mexico Administrative Code); and InTASC Standards.
  - 14. Course Syllabi.** Include syllabi for courses (must comply with syllabus template found in Appendix 10);
  - 15. Faculty Vitae** (must comply with the CV template found in Appendix 9).

**Major Revision(s) to Program Application Submission Outline**

For EPPs seeking approval for programs with major revisions, you will need to provide the following information (please also see the template in Appendix 7 for specific information/guidelines):

- **Program Information:**
  1. EPP
  2. Contact(s)
  3. Accreditation
  4. Type of Program
- **Required Information and Documentation**
  - 5. Summary of Program Changes (with rationale and theory of action supporting changes).**

## **6. Summary of Assessment Data**

- A one-to two-page summary of assessment data demonstrating successes and/or weaknesses of current approved program and how program will be modified in response to assessment data (i.e., show how data was used to inform program decisions/changes; examples of data found in template–Appendix 11);

**7. Program Progression Requirements (Entry, Midpoint, Exit)** Outline/describe program entry, midpoint, and exit requirements and how these inform decisions about candidate progression through program;

**8. Course and NMPED Competency Matrix.** Include a matrix that illustrates alignment between required courses and appropriate NMPED competencies (see Appendix 2 to link to New Mexico Administrative Code); and InTASC Standards.

**9. Curriculum/Pedagogy Matrix:** Matrix demonstrating pedagogies, learning materials, field experiences, grading systems, and major assessment required in and reflective of the syllabi;

**10. Course Syllabi.** Include syllabi for courses (must comply with syllabus template found in Appendix 10);

**11. Faculty Vitae** (must comply with the CV template found in Appendix 9).

## **Programs with Minor Revisions**

EPPs must notify the PPSC through the PED of minor changes to a program. Examples of minor changes may include alignment to new standards, changes in course credit hours, or minor curricular changes (not just course title or catalog description). Please review the template in Appendix 8 to determine if your changes exceed those that the PPSC and PED consider minor. If you determine the changes are minor in nature, fill in the template with the information requested and email to [educator.pathways@ped.nm.gov](mailto:educator.pathways@ped.nm.gov) with the subject line that follows this format:

SUBJECT: Institution Name’s Reporting of Minor Curricular Changes in XYZ Program

## **NM PED COMPREHENSIVE STATE ACCREDITATION, PROCESS,**

Following initial approval of an educator preparation program by the PPSC, all EPP’s that provide programs that lead to educator licensure in the state of New Mexico will participate in The New Mexico Comprehensive State Accreditation Process. This process has an overarching goal to improve the educational outcomes for students in New Mexico. It is a process that is (1) focused on PK-12 outcomes; (2) oriented toward continuous improvement with feedback mechanisms to spur ongoing internal improvement; and (3) authentic, frequent, and impactful. NMAC 6.65.3 outlines regulations guiding Educator Preparation Program Accountability.

This process includes a Comprehensive State Approval Site Visit conducted by a certified review team. The comprehensive state approval process determines if an EPP earns approval for continued operation, is placed on probation, or has its approval revoked. Comprehensive state approval site visits occur every three years on a calendar determined by the PED, unless the status of a program as outlined in 6.65.3.12 NMAC, changes in a way that merits more frequent visits. EPPs that receive probationary approval must develop an improvement plan and will have more frequent PED monitoring, and/or annual site visits while on probationary status. EPPs also submit an annual Educator Accountability report to the PED.

PED may consult with the PPSC at times on program approval, especially in cases where an EPP is recommended for revocation of approval status for continued operations.

EPPs are welcome to pursue additional accreditation with national organizations/entities as well.

**CONTACT INFORMATION**

Please submit materials in electronic format to [educator.pathways@ped.nm.gov](mailto:educator.pathways@ped.nm.gov) .



## **APPENDICES**

Appendix 1–Glossary of Terms

Appendix 2– New Mexico Administrative Code (NMAC) Specific Licensure Requirements

Appendix 3–EPP Overview

Appendix 4–Educator Preparation Program Approval Cycle

Appendix 5– Comprehensive State Accreditation Manual for EPP Program Renewal

Appendix 6–Presentation Guide for New Programs/Major Program Revisions

Appendix 7–New Program Application and Materials Required Template

Appendix 8–Minor Program Revisions Notification Template

Appendix 9–Faculty Curriculum Vitae Template

Appendix 10—Syllabus Template

Appendix 11—Program Application Component Exemplars

Appendix 12 – PPSC Program Application Review Rubric

## Appendix 1: Glossary of Terms

### GLOSSARY OF TERMS

**Authentic Assessment:** Evaluation of student performance that is beyond the assignment of “grades”, but rather bases feedback to students on their performance on concrete definitions, evidence and/or observation.

**Day-One Ready Educator** – Per NMAC 6.65.3.7, means a teacher who positively impacts measurable student success from the first day the educator begins teaching by have a deep understanding of the diverse cultural and linguistic needs of all students, demonstrating deep content knowledge, and having the ability to support all students’ social and emotional needs, motivate and actively engage all students, and personalize learning based on students’ needs, including the needs of indigenous students, students with disabilities, bilingual students, and English language learners, and a willingness to engage in continuous efforts to improve teaching abilities.

**EARS:** Education Assessment Reporting System. An educator accountability report is required annually and is designed to create a uniform statewide accountability report system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico’s educator workforce.

**EPP-** Education Program Provider. An educational preparation program that is intended to lead to teacher licensure upon candidate’s successful completion of the program.

**EPP application** – a written request on a department-approved form, to the PPSC, to the PPSC to be a department approved EPP.

**HED-**Higher Education Department

**Initial Approval** – The first time an EPP provider sought and was granted approval from the PSS to create a new EPP in the state of New Mexico.

**InTASC Standards** – The Interstate Teacher Assessment and Support Consortium (InTASC) through the Council of Chief State School Officers (CCSSO) developed the [Model Core Teacher Standards](#) which includes ten standards that articulate what effective teaching and learning looks like in a transformed public education system.

**LESC-** Legislative Education Study Committee

**Pedagogy** - Often defined as both the art and science of teaching, this word refers to both method and subject matter knowledge. Plural: pedagogies indicate that there is more than one technique.

**Program Revision** – Per NMAC 6.65.3.7, means the addition of new licensure programming or modifications made to an existing department-approved EPP, including changes to standards.

**PPSC-** Professional Practices & Standards Council

**PPSC Recommendations:**

- Approve—program(s) approved to move forward and the EPP can begin offering courses in the next viable semester or term.

- Approve with conditions—program(s) approved with conditions outlined specifically in the PPSC report out/rubric where the program may have a deadline to provide additional information; typically, EPP can begin offering the courses for the program under consideration concurrently while addressing any additional information, data, or other requests as outlined in the PPSC disposition/rubric of the program application.
- Recommend resubmittal—program(s) information is present but not all information needed for a clear recommendation is made; EPP will need to review, revise, and resubmit to the PPSC for another presentation (as early as the next quarterly meeting of the PPSC)
- Disapprove/denied—the EPP will need to reapply with a new program application submission no earlier than 6 months from the denial date. This will ensure EPPs time needed to conduct additional research and data analysis if necessary.

**Regional Accreditation**—Accreditation by a group other than the New Mexico Public Education Department

**Theory of Action:** “a rationale behind your strategies and articulate your thinking by generating an evidence-based story,” including citations, that explains the instructional approaches, recruitment strategies, hiring practices, progress monitoring and assessment practices, and other factors the program will implement to improve teaching and learning. Appropriately, you may include series of statements.” (Center for Educational Leadership, University of Washington)

Example: IF we require that students start early in their education to observe master teachers, THEN they will have effective role models to emulate.

These evidence-based and integrated steps are those the EPP believes that it or its candidates need to take for the candidates to become Day-One Ready Educators as of the time they complete the program. EPPs will make strategic decisions in alignment with their theories of action and can provide evidence of strategic planning and problem solving to support this" ([Comprehensive State Accreditation Manual for Educator Preparation Program Renewal](#))

**Appendix 2: New Mexico Administrative Code (NMAC) Specific Licensure Requirements**

**New Mexico Administrative Code (NMAC)**

**Specific License Requirements for Instructors and Administrators**

Title 6 – Chapter 61 – School Personnel – Specific License Requirements for Instructors

6.61.1 NMAC	<a href="#">GENERAL PROVISIONS [RESERVED]</a>	
6.61.2 NMAC	LICENSURE IN ELEMENTARY EDUCATION, GRADES K-8	<a href="#">pdf version</a>
6.61.3 NMAC	LICENSURE IN MIDDLE LEVEL EDUCATION, GRADES 5-9	<a href="#">pdf version</a>
6.61.4 NMAC	LICENSURE IN SECONDARY EDUCATION, GRADES 7-12	<a href="#">pdf version</a>
6.61.5 NMAC	LICENSURE FOR GRADES PRE K-12	<a href="#">pdf version</a>
6.61.6 NMAC	LICENSURE IN SPECIAL EDUCATION PRE K-12	<a href="#">pdf version</a>
6.61.7 NMAC	LICENSURE IN SECONDARY VOCATIONAL-TECHNICAL EDUCATION	<a href="#">pdf version</a>
6.61.8 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH-GRADE 3	<a href="#">pdf version</a>
6.61.9 NMAC	CERTIFICATES OF ENDORSEMENT WAIVER	<a href="#">pdf version</a>
6.61.10 NMAC	TEACHERS OF STUDENTS WITH BLINDNESS/VISUAL IMPAIRMENT B-12	<a href="#">pdf version</a>
6.61.11 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, BIRTH - PRE-K	<a href="#">pdf version</a>

6.61.12 NMAC	LICENSURE IN EARLY CHILDHOOD EDUCATION, PRE K - GRADE 3	<a href="#">pdf version</a>
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Title 6 – Chapter 62 – School Personnel – Specific License Requirements for Administrators

6.62.1 NMAC	General Provisions [Reserved]	
6.62.2 NMAC	<u>Licensure For Educational Administration, Grades Pre K-12</u>	<a href="#">pdf version</a>

## Appendix 3: EPP Overview

**Goal: Increase the quality, number, and diversity of new teachers in New Mexico through a streamlined approval of EPPs.**

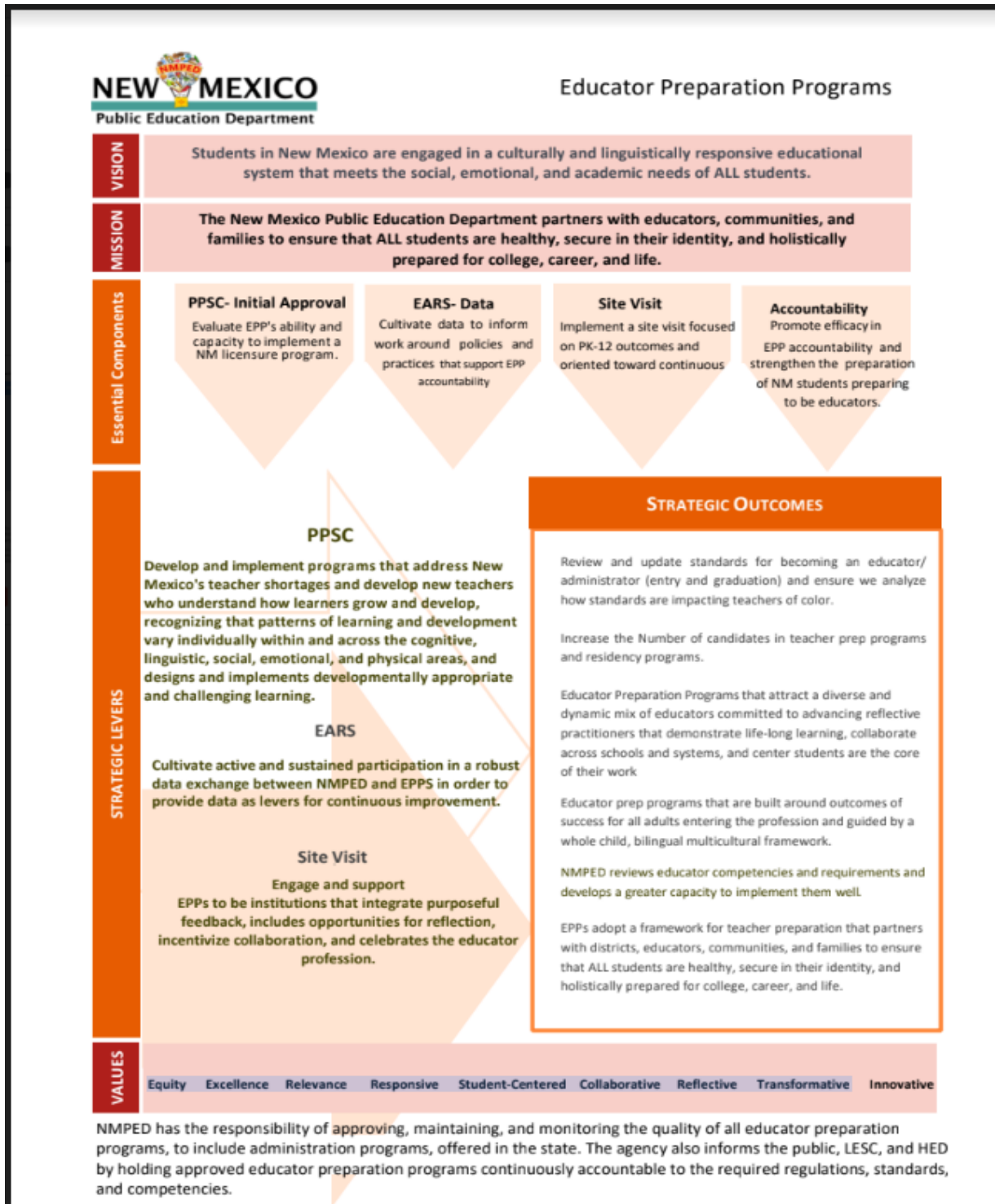
PPSC Approval Process	EARS	Site Visit	Continuous Improvement
<p>EPP alignment between PED competencies and licensure program</p> <p>EPP meets licensure requirements</p> <p>EPP meets student teaching requirements</p> <p>EPP demonstrates assessment methods linked to competencies</p> <p><b>PPSC goal:</b> Increase the number of candidates in teacher prep programs by providing more viable pathway options to students who want to be teachers.</p>	<p>Measure and Track Educator Candidates</p> <p>EARS Report provides stakeholders with high-level overview of EPPS</p> <p>EARS provides data for site visit</p> <p>Meet the statutory requirement to provide statewide educator accountability reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation</p> <p><b>EARS goal:</b> Provide the department and EPPS with data that will inform the work of the EPPS.</p>	<p><i>Focused on PK-12 outcomes:</i> Establishing meaningful links between and ways of measuring the impact of EPP inputs on PK-12 student performance</p> <p><i>Oriented toward continuous improvement:</i> Creating feedback mechanisms to spur ongoing internal improvement</p> <p><i>Authentic, frequent, and impactful:</i> Streamlining the process to minimize burden on EPPs and review teams while maximizing the results.</p> <p><b>Site Visit Goal:</b> Provide consistency in the state approval process of EPPs and strengthen the preparation of NM educators.</p>	<p>Using site visit outcomes to provide data/feedback that will improve EPP approval process.</p> <p>Keep accountability in approval and renewal, including outcomes data through the PPSC process and site visit processes</p> <p>Review and update as needed the processes that NMPED uses to approve EPPs and ensure that NMPED supports and collaborates with EPPs throughout the process.</p>

NMPED has the responsibility of approving, maintaining, and monitoring the quality of all educator preparation programs, to include administration programs, offered in the state. The agency also informs the public, LESC, and HED by holding approved educator preparation programs continuously accountable to the required regulations, standards, and competencies.

Strong educator preparation is a strategy that New Mexico must continue to advance. The state has the authority to oversee and set the standards for educator preparation, foster innovation, provide support/training, and hold programs accountable. By improving the depth and quality of preparation for our new educators, NMPED will improve retention rates for school districts, and improve student outcomes.

A full-page pdf version of this document can be found on the PED website at the following link: [EPP Overview](#)

## Appendix 4: Educator Preparation Approval Cycle



**Appendix 5: Comprehensive State Accreditation Manual for EPP Program Renewal**

Link: [Comprehensive State Accreditation Manual for Educator Preparation Program Renewal](#)



## **Appendix 6 -Presentation Guide for New Programs/Programs with Major Revisions Professional Practices and Standards Council**

### **Educator Preparation Program Presentation Guidelines**

**Purpose:** The presentation is an opportunity to clarify, answer questions that may have arisen when your documents were first submitted or highlight special parts of your program.

Examples of questions that you might answer in your presentation:

- What specific student needs or LEA requests illustrate the need for your program or program change?
- How will this new or significantly changed program lead to Day One Ready Educators?
- Will your new or changed program result in added costs or savings for students, institutions, or LEA's?
- Does your program prepare educators to use technology in ways or with skills that respond to the post-pandemic changes in education delivery?
- How will you assess students over multiple environments and with effective tools?

#### **Format:**

**While your presentation is not required to address these questions, use these questions to further expand the information you could give about your program.**

- **Duration:** 20-minute program presentation
- **Question and Answer:** Approximately 30 minutes
- **Power Point/Slide Deck:** 15 slides max

#### **Content**

##### **1. New Programs**

- Overview of program
- Summary of rationale for program (i.e., summary of needs assessment and supporting data)
- Theory of Action
- Overview of entry, midpoint, and exit requirements
- Assessment System
- Summary and examples of major program/course assessments
- Anticipated strengths
- Anticipated challenges and how you intend to address them

##### **2. Existing Programs/Program Revisions:**

- Overview of Program: How has this changed?
- Theory of Action: How has this changed?
- Overview of entry, midpoint, and exit requirements: How has this aspect of your program changed?
- Assessment System
- Summary and examples of major program/course assessments
- Summary of changes/revisions to program with rationale for changes made.
- The data collected illustrates the need for the change, based on areas of strength; areas for improvement.
- Goals for addressing areas for improvement.

## **Appendix 7-Template Application for Consideration of New Programs/Major Program Revisions**

(for submission to the PPSC for review, deliberation, and level of approval/disapproval)

### **Required Application Package for Consideration of New Programs**

#### **Part A – Instructions:**

Carefully review each of the following sections. Address the information below in a narrative. Please reference the appendices in your application and include them with the application materials.

#### **Part B- Program Information**

1. **EPP:** (name, address, website)
2. **Contact(s):** list 1-3 appropriate contacts and their titles, email addresses, and office phone number(s)
3. **Accreditation:** (evidence of accreditation for college/university EPPs—for example: HLC, CAEP, AAQEP)
4. **Type of Program:** (i.e. initial licensure, traditional licensure program, alternative licensure program, etc.)

#### **Part C – Required Information/Documentation**

Include a description and /or response for each of the items below.

5. **Program Description:** (brief paragraph to describe proposed program)
6. **Applicable PED Rules for Proposed Program:**
7. **Explanation of Credit Level(s) for Proposed Program:** (lower/upper division; graduate; transferability to other approved programs in the state)
8. **Rationale for Proposed Program:** include: needs assessment; supporting data; a Theory of Action
9. **EPP Assessment System:** include a description of system, examples of data that is or will be collected to assess quality of program as well as candidate dispositions and performance; example of how data to be used to develop successful continuous improvement of the program/inform decisions about candidates' progression through program; and current assessment data demonstrating success of current approved programs.
10. **Program Requirements** – (include below how entry, midpoint, and exit requirements inform decision about candidate progression through program). A description of the program entry, midpoint, and exit requirements, and how these inform decisions about candidate progression throughout the program. Indicate how required teacher assessments (Praxis, Comprehensive Licensure Portfolio) are addressed. Ensure that NMAC general requirements identified in NMAC 6.65.3.9 are included within the description of entry and exit requirements
11. **Evidence of Meeting Licensure Requirements:** describe how a program will meet NMPED licensure requirements for this particular program.
12. **Brief Course Descriptions:** include new and/or existing courses that will be part of the proposed program.

**13. NMPED, NMAC and InTASC Competency Required Coursework Matrix:** include a table/matrix on which NMAC licensure competencies (See Appendix 2) and [InTASC standards](#) are met in each particular course.

**Part D: Appendices to Include in Application:**

- **Course Syllabi:** (utilize the syllabus template found in Appendix 10 and include all below or as an appendix)
- **Faculty Vitae:** (utilize the CV template found in Appendix 9 and include all below or as an appendix)
  - **Include on Vitae ELEVATE NM for those who supervise in the field.**

## Appendix 8-Template -Required Notification to PED of Minor Program Revisions

### Template: Required Notification to PED and PPSC of Minor Program Revisions

#### Part A – Instructions:

Institutions seeking approval/notification for minor program revisions of approved must provide the information and materials below

#### Part B- Program Information

1. **EPP:** (name, address, website)
2. **Contact(s):** list 1-3 appropriate contacts and their titles, email addresses, and office phone number(s)
3. **Type of Program:** (i.e. initial licensure, traditional licensure program, alternative licensure program, etc.)

#### Part C – Required Information/Materials Supporting Minor Program Revisions

4. **Summary of Program Changes:** Include a summary of program changes with rationale and a theory of action supporting these changes.

5. **Summary of Assessment Data:** Include a one-to-two-page summary of the assessment data\* demonstrating evidence of success or weaknesses of current approved EPPs and how the program has or will be modified in response to the assessment data (i.e. examples of how data has been used to inform program decisions and/or changes) and evidence of how the program has been or will be modified in response to assessment data.

\*Examples of assessment data: demographics, graduation rates, enrollment trends, Title II data, student teaching observation ratings, student teaching projects or signature assignments demonstrating student learning, exit surveys, employer surveys, student satisfaction data, assessments) and evidence of how the program has been or will be modified in response to assessment data.

6. **Candidate Entry/Midpoint/Exit Requirements:** Include a description of the program entry, midpoint, and exit requirements, and how these inform decisions about candidate progression throughout the program, noting any changes based on the minor program revision. Indicate how required teacher assessments (Praxis, Comprehensive Licensure Portfolio) are addressed. Indicate any changes/revisions made from the prior approval of the program. Address NMAC requirements identified in NMAC 6.65.3.9 for entry and exit requirements.

7. **Course Catalog Descriptions for New and Existing Courses:** Include brief course catalog descriptions for new and existing courses. Indicate any changes from the previous approval in the new and existing courses.

8. **Matrix: PED, NMAC and InTASC Competency Required Coursework Matrix:** include a table/matrix on which PED, NMAC licensure competencies (See Appendix 2) and [InTASC standards](#) are met in each particular course. Indicate clearly where there are any changes from the previously approved program.

**9. Matrix Curriculum/Pedagogy Requirements:** Include a matrix that demonstrates the pedagogies, learning materials, field experiences, grading systems, and major assessments employed in the coursework required and reflective of the syllabi (described in below in # 10).

**10. Syllabi:** Include a brief statement/table of needed syllabi adjustments or changes occurring based upon the minor program revisions. Include syllabi which are revised from the prior approval (utilize the syllabus template found in Appendix 10 and include all below or as an appendix)

**11. Faculty Vitae.** Indicate in a statement if there are any changes from the prior approval of the program in program faculty and identify those changes in faculty occurring from the minor program revision. Include faculty vitae supporting the minor revision changes (utilize the CV template found in Appendix 9 and include all below or as an appendix)

- **Include on Vitae ELEVATE NM for those who supervise in the field.**

# Appendix 9 - Faculty Curriculum Vitae Template

## Curriculum Vitae Template

<b>Faculty Name</b>	
<b>Rank</b>	
<b>College or School/Department</b>	

### Earned Degrees (Highest Degree First)

<b>Degree</b>	<b>Field of Study</b>	<b>Institution</b>	<b>Year Conferred</b>

### Current Teaching License(s)

<b>Grade Level(s)</b>	<b>Content/Area</b>	<b>Issuing State</b>	<b>Expiration/Term</b>

### Teaching Experience—Higher Ed

<b>Year(s)</b>	<b>Rank and Teaching Areas</b>	<b>Intuition</b>

### Teaching Experience—K12

<b>Year(s)</b>	<b>Grade(s) and Teaching Areas</b>	<b>School/District</b>

### Scholarship (Limit last 5 years)—APA Format

**Other Relevant Experience/Trainings/Certifications**

**Elevate NM Certification –[Required If You Supervise in the Field (List years certified below)]**

# Appendix 10: Syllabus Template

## SYLLABUS TEMPLATE

**Institution Information:**

**Course Level:** UG—UD or LD GR

**Course Number:**

**Course Title:**

**Course Description:**

**Course Objectives as Linked to InTASC Standards and NMAC:**

Course Objectives:	InTASC Standards

**Course Requirements:** (assignments)

**Assignment/Assessment Alignment to InTASC Standards and Course Objectives:**

Assignment	InTASC Standards	Course Objectives

**Grading Scale:**

Grade	Final Points	Percentage
A		
B		
C		
F		

**Learning Materials:**

List LMS, websites, and apps here



**Required Readings:**

Textbook(s), manuals, articles, etc.

**Instructional and Assessment Methods:**

**As Applicable:**

**Field Experience:** (Describe the course related field experience expectations, requirements and associated contact hours)

**Contact Hours:**

## **Appendix 11: Program Application Component Exemplars**

Contact the PPSC Chair for program application component exemplars.

## **Appendix 12: PPSC EPP Program Application Review Rubric**

See the next page/section for the rubric

### PPSC Program Proposal Rubric Revised 7.10.24

Criteria	2 Target	1 Approaching Target	0 Unacceptable
<b>Needs Assessment &amp; Supporting Data</b>	A detailed narrative establishes a compelling need for the program supported by relevant data.	Narrative articulates a need for the program but is not supported by relevant data.	A need for the program cannot be established – a narrative and/or supporting data is not provided or is insufficient.
<b>Theory of Action</b>	Theory of action clearly articulates what the EPP does (inputs) to achieve the preparation of day one ready and culturally responsive educators (outputs). There is a clear and logical connection between the program inputs and outputs, citing relevant research supporting the approach to instruction and practices.	A theory of action is provided but does not clearly articulate inputs and/or outputs and/or theoretical underpinnings are not evident.	A theory of action is not provided or does not provide sufficient detail to understand the program’s inputs, outputs and theoretical underpinnings.
<b>Assessment System</b>	A description of the EPP’s assessment system is provided and reflects systematic collection, disaggregation, analysis and use of data to inform and improve candidate performance, provide remediation, and document program quality.	There is some evidence that data is being collected, but it is not clear how data is being used to inform and improve candidate performance, provide remediation, and document program quality.	There is no evidence that data is being collected and used to inform and improve candidate performance, provide remediation, and document program quality.

<p><b>Continuous Improvement</b></p>	<p>Examples of use of data to improve program quality and candidate performance are provided (existing programs) or a plan for using data to inform program quality and candidate performance are provided (new programs) extending into the first year of completers' practice.</p>	<p>Examples of use of data to improve program quality and candidate performance are not provided and/or do not clearly reflect candidate performance (existing programs) or a plan for using data to inform quality and candidate performance (new programs) extending into the first year of completers' practice.</p>	<p>There is no evidence that data is being collected and used to inform candidate performance and program improvement.</p>
<p><b>Program Gateways</b></p>	<p>Entry, Midpoint and Exit requirements are clearly delineated and described to ensure the recruitment, selection and preparation of high potential educator candidates. Entry and exit requirements meet appropriate NMAC requirements (see NMAC 6.65.3.9) Measurable assessments of candidate performance at key points in the program are clearly delineated and clear guidelines for continued candidacy are included.</p>	<p>Entry, Midpoint and Exit requirements are clearly delineated and/or it is not clear how they ensure the recruitment, selection and training of high potential educator candidates or they do not meet appropriate NMAC requirements. Measurable assessments of candidate performance at each key point in the program are unclear. Guidelines for continued candidacy are unclear.</p>	<p>Entry, Midpoint and Exit requirements are not delineated or not present.</p>

<p><b>Assessment of Candidate Performance/ Proficiency</b></p>	<p>It is evident that candidate performance and proficiency of the relevant standards (InTASC*) and candidate dispositions are assessed and monitored at key progressions throughout the program. Examples of key assessments and corresponding rubrics are provided (i.e., classroom observations and dispositional assessments).</p>	<p>Candidate proficiency and performance of the relevant standards (InTASC*) and/or candidate dispositions are assessed, but not at key progressions throughout the program. Examples lack detail and/or rubrics.</p>	<p>There is no evidence that candidate performance and proficiency of the relevant standards (InTASC*) and/or dispositions are being assessed.</p>
<p><b>Clinical Experiences</b></p>	<p>The scope and sequence of clinical experiences are clearly delineated (structure, requirements, and candidate assessment). Student teaching/Internship requirements per appropriate NMAC are met. Clinical experiences and classroom experiences are monitored at progressions throughout the program so that candidates have opportunities to develop proficiency, improve their performance and receive feedback over the course of the program</p>	<p>The scope and sequence of clinical experiences is not clear - structure, requirements, and assessment are not well articulated. It is not evident that candidates have opportunities to develop proficiency, improve their performance and receive feedback over the course of the program.</p>	<p>Minimal or no information about clinical experiences are provided.</p>

<p><b>Program Alignment - Matrix</b></p>	<p>A matrix is provided that establishes alignment with the relevant standards (InTASC*). Progressions (Introduced, Applied, and Mastery) are clearly delineated for each substandard on the matrix – providing evidence of scaffolding.</p>	<p>A matrix is provided that establishes some alignment with the relevant standards (InTASC*). Progressions (Introduced, Applied, and Mastery) are not completely delineated for each substandard on the matrix – with some evidence of scaffolding.</p>	<p>A matrix is not provided, or the matrix provided does not establish alignment with the relevant standards (InTASC*). Progressions (Introduced, Applied, and Mastery) are not delineated for each substandard on the matrix – no evidence of scaffolding.</p>
<p><b>Program Alignment - Syllabi</b></p>	<p>Course syllabi reflect full alignment with the relevant standards (InTASC*) as delineated in the matrix. Course objectives are clear, concise, appropriate, and measurable. Progressions (Introduced, Applied, and Mastery) are also evident in syllabi.</p>	<p>Course syllabi partially align with the matrix and/or objectives may not be clearly defined and measurable. Progressions are not clear in syllabi.</p>	<p>Course syllabi do not align with matrix and/or course objectives are not clear, concise, appropriate, or measurable. Progressions are not evident in syllabi.</p>

\*or relevant NMPED competencies (e.g. early childhood entry level competencies for early childhood programs)

[InTASC Standards](#) and [InTASC Progressions](#)

[NMAC 6.65.3 Requirements for Educator Preparation Program Accountability](#)

[NMAC Chapter 61 – School Personnel Specific License Requirements for Instructors](#)