

APPROVAL OF PROFESSIONAL PREPARATION PROGRAMS

PART Ed 601 DEFINITIONS

Ed 601.01 Definitions A-F.

(a) “Action plan” means a plan created by a professional educator preparation program (PEPP) during its term of approval outlining steps to address concerns that have arisen with regard to program approval standards.

(b) "Approved educator preparation program (AEPP)" means a professional educator preparation program (PEPP) approved by the state board under Ed 505.04. The term also includes “educator preparation provider (EPP).”

(c) “Appeal process” means the process an institution shall take to appeal a non-approval designation on its accreditation status.

(d) “Assessment system” means the system used by an institution to assess and evaluate program(s) and candidates. The term includes the processes and instruments used by an institution’s PEPP to collect, synthesize, and evaluate data for the purpose of continuous improvement.

(e) “Baccalaureate program” means a program that leads to a bachelor’s degree.

(f) “Best practice” means an objective and measurable method or technique that has been generally accepted by the educational professional associations as superior to any alternatives because it produces results that are superior to those achieved by other means.

(g) “Candidate” means a student who is enrolled in a PEPP for the purpose of acquiring New Hampshire educator licensure.

(h) “Candidate assessment” means the processes by which a PEPP monitors and evaluates the acquisition of knowledge, skills, and dispositions by each candidate as a candidate progresses through a PEPP.

(i) “Certification officer” means the individual or the designee, identified by the institution of higher education for the New Hampshire department of education, who verifies completion of PEPP(s) by licensure candidates.

(j) “Clinical experiences” means the ongoing opportunities that immerse candidates in the learning community enabling them to develop and demonstrate competence in the professional role for which they are preparing.

(k) “Clinical experience educator” means individuals from PEPPs and pre-k through 12 school-based licensed teachers, specialists, or administrators, who meet the requirements of Ed 604.03, including educators who assess, support, evaluate, and develop a candidate’s knowledge, skills, or professional disposition.

(l) “Clinical experience coordinator” means a faculty member or designee who is responsible for coordinating and managing a candidate’s clinical experience.

(m) “Clinical experience supervisor” means a person designated by the PEPP to supervise and evaluate a candidate during the culminating clinical experience.

(n) “Clinical practice” means student teaching, practicum, or internship opportunities that provide candidates with an intensive and extensive culminating set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates’ progressive development of the professional knowledge, skills, and dispositions to be effective educators.

(o) “Commissioner” means the commissioner of the New Hampshire department of education.

(p) “Competency” means mastery of learning outcomes based on standards defined in Ed 505.02 and Ed 608 as appropriate.

(q) “Core competencies” means the competencies delineated in Ed 505.02.

(r) “Curriculum” means the structure and design of coursework and other learning experiences which a PEPP provides for each candidate to gain the knowledge and skill required by the applicable educator program standards.

(s) “Department” means the New Hampshire department of education (NHED).

(t) “Director” means the director of the division of educator support and higher education.

(u) “Dispositions” mean the personal qualities or characteristics that are possessed by an educator, including attitudes, interests, appreciations, values, commitments, professional ethics, and modes of adjustment which strongly influence the impact the educator will have on student learning, motivation, and development.

(v) “Division” means the division of program support, NHED.

(w) “Diversity” means ethnicity, race, socio-economic status, gender, exceptionalities, language, learning styles, religion, sexual-orientation, and geographical area.

(x) “Educator program standards” means the requirements of Ed 607 and Ed 608.

(y) “Evidence” means everything provided by an institution that is used to determine or demonstrate the truth of claims made about the institution’s program assessment system.

(z) “Facilitation” means the act of assisting or making easier the progress, improvement, and ownership of student learning in traditional and non-traditional environments.

(aa) “Focused review” means monitoring based on PEPP progress in implementing the action steps resulting from a program approval visit.

Ed 601.02 Definitions G-Z.

(a) “Good standing” means that all of an institution’s PEPPs have full approval from the state board.

(b) “Interim review” means a review that takes place during the term of a PEPP’s approval to address concerns that have arisen with regard to program approval standards.

(c) “Institution(s)” means a college, university, or other educational agency of higher education which is accredited by a regional or national agency recognized by the U.S. Department of Education, the council for higher education accreditation, or both. The term includes “institution of higher education (IHE).”

(d) “Institutional coordinator” means the person designated by an institution responsible for ensuring that there are structures, processes, and procedures in place to provide oversight and coordination of all PEPP(s) at the institution.

(e) “Licensure” means the official permission granted by the state board pursuant to RSA 21-N:9, II(s) that an individual meets the qualifications for their applicable license type and is approved to practice in area(s) in which they are licensed.

(f) “Mastery” means a high level of demonstrated proficiency with regard to a competency.

(g) “Memorandum of understanding (MOU)” means a written agreement between the IHE and NHED that provides guidance for all participants in the program approval process.

(h) “National accreditation” means approval from a U.S. Department of Education accepted national accrediting agency for educator preparation programs.

(i) “New Hampshire council for teacher education (NHCTE)” means the advisory body established in RSA 190:1.

(j) “Pedagogical” means relating to the art of facilitating learning.

(k) “Post-baccalaureate program” means a program that can be a licensure-only pathway or lead to a graduate degree but requires a candidate to already possess a bachelor’s degree upon entry into the program.

(l) “Principal administrator” means the chief administrative officer of an institution.

(m) “Program administrator” means the person(s) at an institution responsible for administration of the PEPP(s) undergoing review.

(n) “Program approval coordinator” means the person at an institution who is responsible for preparing for a program approval review and the main contact person for the department during the PEPP approval process.

(o) “Progress report” means a narrative describing action steps taken and planned toward meeting unmet standards as identified during the program review.

(p) “Professional educator preparation program” (PEPP) means a program approved by the state board under Ed 600 that is offered at an institution in New Hampshire for the purpose of preparing teachers, instructional specialists, educational specialists, and administrators, for licensure by the state of New Hampshire through the AEPP process.

(q) “Professional community” means those who participate and collaborate in the preparation of PEPP candidates, including but not limited to PEPP faculty, content area faculty, pre-k through high school personnel, and professional organizations involved in developing a program assessment system.

(r) “Reactor” means a member of the NHCTE who analyzes and provides clarifying questions on the final review team report for recommendations under Ed 602.04(b) and gives their feedback.

(s) “Resources” means the assets provided by an institution to continuously support all aspects of a PEPP.

(t) “Review” means the process that occurs in cooperation with a PEPP for the purpose of making a recommendation on program approval with regard to program approval and reaccreditation from a regional accrediting agency, a national accrediting agency, or both.

(u) “Review team” means a team of selected educators that examines the self-study, site review report, and other approval and review documents related to an EPP’s approval request.

(v) “Review visit” means an on-site visit, an electronic review, or a hybrid version of the 2 options in which reviewers conduct their summative review of a PEPP’s report and evidence.

(w) “Reviewer” means qualified volunteers who examine program standards and specialized educator licensure areas against the standards of educator preparation administrative rules and provide feedback to the NHCTE and department.

(x) “Self-assessment report” means a description of the processes conducted continuously by an institution which serves as an analysis of the progress of a program toward meeting the state standards for a PEPP.

(y) “Specialist area” means the area in which licensure is granted to a person who has successfully completed an Ed 608 licensure program in a PEPP in accordance with the requirements in Ed 600. This term also includes “administrator area.”

(z) “State board” means the state board of education created by RSA 21-N:10.

(aa) “Substantive change” means any alteration of a currently approved PEPP that changes, modifies, or expands the IHE’s or PEPP’s scope as outlined in Ed 602.16 and has the potential to impact candidates or licensure requirements from how the PEPP was previously reviewed and officially approved through the state board. Substantive changes only apply to existing programs.

(ab) “Teach-out plan” means a written document that describes the process for the equitable treatment of candidates when a PEPP ceases to operate a program before all candidates have completed their courses of study.

PART Ed 602 PROCEDURES FOR APPROVAL

Ed 602.01 Scope of Approval Process. An institution shall request approval for PEPPs through which it prepares education candidates for licensure in New Hampshire under Ed 505.04, taking into consideration the recommendation, if any, from the NHCTE, to review and make approval recommendations to the state board for action.

Ed 602.02 Evaluation Requirements. Each institution that offers one or more PEPPs shall have in place an assessment system and continuous improvement data cycle that evaluates the curriculum, clinical practice and partnerships, and resources for the institution’s PEPP that enable the oversight and coordination for the preparation of effective educators as described in Ed 607 and relevant sections of Ed 608.

Ed 602.03 Demonstrated Competencies. To promote the learning of all NH students, each PEPP shall require every graduate of the PEPP to demonstrate evidence of the competencies in Ed 607 and relevant sections of Ed 608 at the level of a beginning educator within each endorsement area.

Ed 602.04 Approval Requirement.

(a) The NHCTE shall design a rigorous review process for consistency by each category and a training process to be administered prior to each PEPP review visit.

(b) There shall be 4 options of PEPP considered for approval:

(1) Option 1, review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for the program;

(2) Option 2, review of a proposed new PEPP, not currently approved, that is to be offered at an institution that does not have any approved PEPPs;

(3) Option 3, review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s); and

(4) Option 4, review of an institution that has sought national accreditation for one or more of their PEPPs.

Ed 602.05 Application Fees for Program Review.

(a) The application fee as set forth in Table 602-1 below shall be submitted to the department along with the completed request for a review:

Table 602-1 Program Approval Fee Schedule

Type	Description	Fee Charged
Option 1	The review of an existing approved PEPP(s) at an institution with approved program(s)	\$2,500 for unit review and \$150 for each licensure area
Option 2	The review of a proposed new program(s) at an institution without any approved programs	\$2,000 for proposed unit, and \$500 for each licensure area
Option 3	The review of a proposed additional PEPP level at an institution with an approved PEPP(s)	\$500 for each proposed PEPP
Option 4	Review of a PEPP that has achieved national accreditation	\$50 for each PEPP

(b) The procedure to request a review shall be used when requesting approval under Options 1- Options 4 in Ed 602.06-Ed 602.09.

(c) Each institution shall provide the following information as specified below:

- (1) Institution requesting review;
- (2) Institutional program coordinator;
- (3) Coordinator's title;
- (4) Phone number and email address;
- (5) Institution mailing address;
- (6) Street address;
- (7) City;
- (8) State;

- (9) Zip code;
- (10) Type of review requested;
- (11) Requested dates for the review;
- (12) The program or programs for which approval is sought;
- (13) Signature of applicant requesting on-site review;
- (14) Title of applicant; and
- (15) Date signed.

Ed 602.06 Option 1.

(a) Option 1 shall be the review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s), which results in one of the following:

- (1) Approval for up to and not to exceed 7 years;
- (2) Conditional approval for up to and not to exceed 3 years with the following:
 - a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by the division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval.

(b) Timelines for the review process of a PEPP under option 1 shall be:

- (1) No later than 18 months prior to expiration of the approval period of the PEPP, the department shall:
 - a. Notify the institutional coordinator and the principal administrator of the PEPP(s) that the program(s) are due for review;
 - b. Provide the institutional coordinator with the review date request outlined in Ed 602.05; and
 - c. Provide information regarding the required fee pursuant to Ed 602.05;

- (2) At least 17 months prior to the date program approval expires and no later than 12 months prior to a review, the institutional coordinator shall provide the department with a completed review date request and the application fee pursuant to Ed 602.05;
- (3) At least 15 months prior to the date program approval expires and no later than 12 months prior to a review, the department shall:
 - a. Schedule with the institutional coordinator and the principal administrator a pre-site visit; and
 - b. Provide the institutional coordinator with guidance for the development of a PEPP self-assessment report;
- (4) At least 12 months prior to the date program approval expires, the NHCTE shall select one or 2 chairs determined by the size of the institution for the review team;
- (5) Within 2 weeks upon selection by the NHCTE, the department shall notify the institutional coordinator and the principal administrator of the review dates and the name(s) and address(es) of the team chair(s);
- (6) No later than 11 months prior to a review, the review team chair(s) shall meet with the institution to establish an MOU related to the elements, design, and access procedures of the PEPP's assessment system;
- (7) Prior to review team training, the department shall:
 - a. Identify individuals to serve on the review team; and
 - b. Notify the program approval coordinator for the applicant PEPP of the review team members within 2 weeks of such appointment. The institution shall have 2 weeks after receipt of this notification to concur or suggest an alternative review team member;
- (8) At least 2 months prior to the visit, the department shall provide the team with training, guidance, and tools, including an electronic review team template, for reviewing and evaluating evidence;
- (9) At least 2 months prior to the visit, the director or designee shall electronically provide the review team with the following:
 - a. Guidance for electronic access to the institution's self-assessment report; and
 - b. Completed PEPP matrices; and

(10) At least 4 weeks prior to the visit, the review team chair(s) and the department shall establish with the institutional coordinator a review team schedule, including but not limited to:

- a. Appointments with individuals or groups to be interviewed;
- b. Work times for the team;
- c. Specified time for team members to discuss issues and questions with the co-chairs;
- d. Closing meeting time with the institution; and
- e. Information on:
 1. Lodging;
 2. Parking;
 3. Directions to the institution; and
 4. Meals.

(c) The self-assessment report required in (b)(3)b. shall include but not be limited to the following:

(1) A description of the ways in which the institution addresses the program review standards in Ed 603 through Ed 606 including, but not limited to:

- a. A description of the process by which the institution gathers, evaluates, and uses data for quality candidate assessment and continuous program improvement; and
- b. An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in Ed 607 and Ed 608, and the review elements for each PEPP;

(2) A completed NHCTE-approved matrix for each PEPP for which the institution is seeking approval; and

(3) A copy of the previous PEPP reaccreditation final review team visit report and any additional progress reports submitted to the department that defined progress toward meeting unmet standards as well as steps the institution has taken to move toward implementation of the standards.

(d) The institution, through the program approval coordinator, may request that any proposed review team member, identified in (b)(7), not serve as a reviewer, on the basis of one or both of the following concerns:

(1) Conflict of interest, including but not limited to:

- a. Affiliation as an employee, board member, former student, or graduate of the institution;
- b. Having a close relative or partner affiliated with the IHE under review;
- c. An affiliation with a related IHE consortium or professional organization; or
- e. A former employee; or

(2) Capacity to complete the work, including but not limited to the ability to:

- a. Participate in training sessions(s) and review evaluation activities;
- b. Complete program review(s) in advance of deadlines assigned by the review team co-chair(s); or
- c. Keep all review-related information confidential.

(e) The department shall review the request to determine whether the institution has demonstrated that the concerns listed in (1) or (2) above disqualify a review team member. The department shall be responsible for final decisions regarding the membership of the review team.

(f) In addition to any chair(s) selected by the NHCTE under (b)(4) above, a review team shall consist of the following specialist(s) with expertise in the area(s) to be reviewed:

- (1) Faculty member(s) from an education department of another in- or out-of- state institution(s); and
- (2) A licensed teacher, specialist, or administrator representing education at the pre-k through 12 levels.

Ed 602.07 Option 2.

(a) Option 2 shall be the review of a proposed new PEPP, not currently approved, that is to be offered at an institution that does not have any approved PEPPs which results in one of the following:

- (1) Approval for up to and not to exceed 3 years;
- (2) Conditional approval for up to and not to exceed 3 years with the following conditions:
 - a. Submission to and approval by NHCTE of a progress report made on program approval standards not met; and

b. Review by division director or designee focusing on progress made on program approval standards not met; or

(3) Non-approval.

(b) The process for program review under Option 2 shall be as follows:

(1) The institution shall submit information and application fee for a program review as outlined in Ed 602.05 to the department and the NHCTE;

(2) The PEPP shall develop and complete a self-assessment report, for which the department shall offer technical assistance and provide the institution coordinator with a copy of the relevant standards and guidance;

(3) The NHCTE shall select one chair for the review team and the department shall identify a qualified reviewer;

(4) The department shall notify the program approval coordinator for the applicant PEPP of the review team members within 2 weeks of such appointment, and the institution shall have 2 weeks after receipt of this notification to concur or suggest an alternative review team member;

(5) No later than 2 months after concurrence on the review team, the institution, the department, and the review chair(s) shall establish a MOU documenting the timeline and required elements of the review;

(6) When the institution notifies the department that all required materials are compiled and ready, the department shall provide the reviewer with training, guidance, and tools, including an electronic review team template, for reviewing and evaluating evidence;

(7) Based on the timeline established in the MOU, the program approval coordinator shall electronically provide the reviewer and chair with the following:

a. Guidance for electronic access to the institutional self-assessment report; and

b. Completed PEPP matrix; and

(8) Based on the timeline established in the MOU, the review team shall report to NHCTE with:

a. An initial recommendation; or

b. A request for a one-day on-site visit.

(c) The self-assessment report described in (b)(2) shall include but not be limited to the following:

- (1) A description of the ways in which the institution addresses the program review standards in Ed 603 through Ed 606 including, but not limited to:
 - a. A description of the process by which the institution will gather, evaluate, and use data for quality candidate assessment and continuous program improvement; and
 - b. An explanation of the system through which the proposed PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in Ed 607, Ed 608, and the review elements for a PEPP; and
 - (2) A completed NHCTE-approved matrix for the proposed PEPP for which the institution is seeking approval.
- (d) The institution, through the program approval coordinator, may request that any proposed review team member identified in (b)(3) and (b)(4) not serve as a reviewer, on the basis of one or both of the following concerns:
- (1) Conflict of interest, including but not limited to:
 - a. Affiliation as an employee, board member, former student, or graduate of the IHE;
 - b. Having a close relative or partner affiliated with the IHE under review;
 - c. An affiliation with a related IHE consortium or professional organization; or
 - e. A former employee of the IHE; or
 - (2) Capacity to complete the work, including but not limited to the ability to:
 - a. Participate in training sessions(s) and review evaluation activities;
 - b. Complete program review(s) in advance of deadlines assigned by the review team co-chair(s); or
 - c. Keep all review-related information confidential.
- (e) The department shall review the request to determine whether the institution has demonstrated that the concerns listed in (1) or (2) above disqualify a review team member. The department shall be responsible for final decisions regarding the membership of the review team.
- (f) NHCTE shall consider the recommendations under option 2 as follows:
- (1) In the case of (b)(8)a. above:

a. Prior to the first available regularly scheduled NHCTE meeting, an NHCTE member who has been selected to serve as reactor shall become familiar with the PEPP description and closely analyze the final review team report; and

b. At least 2 weeks before the first available regularly scheduled NHCTE meeting, the department shall invite the review team chair, the program approval coordinator, and additional representatives designated by the applicant institution's principal administrator to attend the meeting; and

(2) In the case of (b)(8)b. above, a one-day visit shall be scheduled at the earliest convenience of the review team and the institution.

Ed 602.08 Option 3.

(a) Option 3 shall be the review of a proposed additional PEPP, not currently approved, that is to be offered at an institution that currently has one or more other state board approved PEPP(s), which results in one of the following:

(1) Approval for up to and not to exceed 3 years;

(2) Conditional approval for up to and not to exceed 3 years with the following conditions:

a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and

b. Review by division director or designee focusing on progress made on program approval standards not previously met; or

(3) Non-approval.

(b) Timelines and the review process of a proposed PEPP under option 3 shall be:

(1) The institution shall submit the information and application fee as outlined in Ed 602.05 for a program review to the department and the NHCTE;

(2) The PEPP shall develop and complete a self-assessment report, for which the department shall offer technical assistance and provide the institution coordinator with a copy of the relevant standards and guidance;

(3) The NHCTE shall select from its members one chair for the review team, and the department shall identify a qualified reviewer;

- (4) The department shall notify the program approval coordinator of the applicant PEPP of the members of the review team within 2 weeks of such appointment, and the institution shall have 2 weeks after receipt of this notification to concur or suggest an alternative review team member;
 - (5) No later than 2 months after concurrence on the review team, the institution, the department, and the review chair(s) shall establish a MOU documenting the timeline and required elements of the review;
 - (6) When the institution notifies the department that all required materials are compiled and ready, the department shall provide the reviewer with training, guidance, and tools, including an electronic review team template, for reviewing and evaluating evidence;
 - (7) Based on the timeline established in the MOU, the program approval coordinator shall provide the reviewer and chair with the following:
 - a. Guidance for electronic access to the institution’s self-assessment report; and
 - b. Completed PEPP matrix; and
 - (8) Based on the timeline established in the MOU, the review team shall report to NHCTE with:
 - a. An initial recommendation; or
 - b. A request for a one-day on-site visit.
- (c) The self-assessment report required in (b)(2) shall include but not be limited to the following:
- (1) A description of the ways in which the institution addresses the program review standards Ed 603-Ed 606, including but not limited to:
 - a. A description of the process through which the institution will gather, evaluate, and use data for quality candidate assessment and continuous program improvement; and
 - b. An explanation of the system through which the proposed PEPP shall evaluate progress toward preparing quality candidates for professional practice based on the competencies in Ed 607, Ed 608, and review the elements for a PEPP;
 - (2) A completed NHCTE approved matrix for the proposed PEPP for which the institution is seeking approval; and
 - (3) Copies of previous PEPP review reports, any additional progress reports, or other historical supporting reports and state board decisions relating to any current or previously existing PEPPs at the IHE; and

(4) Any other documents requested by the department related to the proposed additional PEPP.

(d) The institution, through the program approval coordinator, may request that any proposed review team member identified in (b)(3) and (b)(4) not serve as a reviewer, on the basis of one or both of the following concerns:

(1) Conflict of interest, including but not limited to:

- a. Affiliation as an employee, board member, former student, or graduate of the IHE;
- b. Having a close relative or partner affiliated with the IHE under review;
- c. An affiliation with a related IHE consortium or professional organization; or
- e. A former employee of the IHE; or

(2) Capacity to complete the work, including but not limited to the ability to:

- a. Participate in training sessions(s) and review evaluation activities;
- b. Complete program review(s) in advance of deadlines assigned by the review team co-chair(s); or
- c. Keep all review-related information confidential.

(e) The department shall review the request to determine whether the institution has demonstrated that the concerns listed in (1) or (2) above disqualify a review team member. The department shall be responsible for final decisions regarding the membership of the review team.

(f) NHCTE shall consider the recommendations under option 3 as follows:

(1) In the case of (b)(8)a. above:

- a. Prior to the first available scheduled NHCTE meeting, 2 NHCTE members who have been selected to serve as reactors shall become familiar with the PEPP description and closely review the final review team report; and
- b. Within 2 weeks before the first available scheduled NHCTE meeting, the department shall invite the review team, the program approval coordinator, and additional representatives designated by the applicant institution's principal administrator to attend the meeting; and

(2) In the case of (b)(8)b. above, a one-day visit shall be scheduled at the earliest convenience of the review team and the institution.

(g) Institutions shall be in good standing with the state board in order to submit any applications for review under option 3.

Ed 602.09 Option 4.

(a) Option 4 shall be the review of institutions that have received national accreditation for individual PEPPs which results in approval, not to exceed the national accreditation expiration date by more than 3 months.

(b) The timelines for the review process of PEPP(s) under option 4 shall be:

(1) No later than 18 months prior to expiration of the national accreditation of the PEPP(s), the department shall:

a. Notify the institutional coordinator and the principal administrator of the PEPP(s) that the program(s) are due for re-approval; and

b. Provide the institutional coordinator with information regarding the required fee pursuant to Ed 602.05; and

(2) At least 17 months prior to the date PEPP approval expires and no later than 12 months prior to a review, the institutional coordinator shall provide the department with the information and application fee as outlined in Ed 602.05 for program review through national program accreditation.

(c) PEPP(s) not approved for national accreditation shall use the process for PEPP approval under Option 1, 2, or 3.

Ed 602.10 Review Report and Approval Recommendations.

(a) The review process team members' draft reports and approval recommendations under options 1-3 shall include the following:

(1) A review of the PEPP's assessment system and evidence that demonstrates how their candidates meet the requirements of Ed 607.03, Ed 607.04, and Ed 608;

(2) Consultation with review team chair(s) if the evidence provided is not conclusive or is open to interpretations; and

(3) A completed reviewer worksheet and a draft report submitted to the team chair(s), which includes:

a. A summary of findings, and review of the PEPP's:

1. Candidate assessment system;

2. Program assessment system;
3. Clinical partnerships and practice; and
4. How specific licensure rules are being met; and

b. A recommendation regarding the approval category for each PEPP the team member is responsible for reviewing, which shall be one of the following:

1. Approval for up to but not to exceed 7 years for option 1;
2. Approval for up to but not to exceed 3 years for options 2 or 3;
3. Conditional approval for up to and not to exceed 3 years; or
4. Non-approval.

(b) The review team chair(s) shall review the institution self-assessment report, reviewer individual program, reports, and reviewer worksheets to write a comprehensive review report that:

- (1) Assesses the processes that are used to monitor the extent to which the assessment systems demonstrate compliance with Ed 607.02 and Ed 608.01; and
- (2) Identifies any patterns, trends, strengths, or deficiencies in the items listed in (3)a. above which suggest a need for program improvement in relevant sections of Ed 603-Ed 607.

(c) Only evidence submitted by the PEPP during the review period or visit shall be considered by the review team during the approval process.

(d) Each review chair and team member shall submit to the department a complete approval recommendation summary for each PEPP reviewed.

(e) The draft comprehensive review report shall be prepared, reviewed, and revised as follows:

- (1) Within 3 weeks following the review, the chair(s) of the review team and the department shall review, compile, and edit team member summaries, and the chair shall either:
 - a. Indicate concurrence with the observations and recommendations; or
 - b. Suggest modifications in writing;
- (2) Within 5 weeks following the review, the department shall send a draft comprehensive review report to the institution for an assessment on accuracy of content;

- (3) The institution shall return the draft comprehensive review report to the chair(s) within 2 weeks of receipt; and
 - (4) Within 2 weeks after the institution has reviewed the report, the chair(s) and the department shall review the institution's assessment on accuracy of content, then complete the comprehensive review report for submission to the NHCTE.
- (f) NHCTE shall consider the final comprehensive review report and approval recommendations as follows:
- (1) Once the NHCTE completes the review, the final comprehensive review report with team recommendations shall be considered at the first available scheduled NHCTE meeting;
 - (2) The process for consideration of the report shall be as follows:
 - a. Prior to the first available scheduled NHCTE meeting, 2 NHCTE members who have been selected to serve as reactors shall become familiar with the PEPP description and review the final comprehensive review report; and
 - b. Within 2 weeks before the first available regularly scheduled NHCTE meeting, the department shall invite the following to attend the meeting:
 1. The review team chair(s);
 2. The program approval coordinator; and
 3. Additional representatives designated by the applicant institution's principal administrator;
 - (3) At the NHCTE meeting, the following steps shall be followed:
 - a. Review team chair(s) shall compile and summarize the final comprehensive review report, including approval recommendation(s) for each PEPP reviewed and the rationale for approval recommendation(s);
 - b. Following the review team chairs' presentation, only the reactors shall give their feedback and ask questions of the institutional representatives and team chairs; and
 - c. After the question-and-answer session described in b. above, any member of the NHCTE may ask questions;
 - (4) Following the question-and-answer session described in (3) above, the NHCTE shall vote on its recommendation(s) regarding program approval to the state board;

(5) The department shall share with the institution the next steps in the process; and

(6) The department shall submit the NHCTE's recommendations to the state board. The NHCTE may accept the comprehensive review report or propose approval recommendations different from those made by the review team. Such recommendations shall be accompanied by a written explanation submitted to the state board.

Ed 602.11 Department Responsibility. If the NHCTE is unable to perform the functions described in Ed 602.10 above, the commissioner or designee shall:

- (a) Establish the review dates;
- (b) Appoint 2 chairs of the review team;
- (c) Notify the program approval coordinator of the on-site review dates and the names and addresses of the team chairs;
- (d) Provide technical assistance to the PEPP regarding the review process;
- (e) Coordinate review logistics;
- (f) Coordinate the review;
- (g) Complete the comprehensive review report;
- (h) Perform all functions relating to the review; and
- (i) Make a recommendation to the state board regarding approval.

Ed 602.12 Time and Expiration Date Extension Request.

(a) At least 6 weeks prior to the visit, the director or designee shall determine whether the institution has provided sufficient evidence for the review to proceed as scheduled as follows:

- (1) If yes, the process will continue; or
- (2) If no, the institution shall request an approval expiration date extension.

(b) If the institution fails to request an extension prior to expiration of approval, the institution's PEPP(s) whose approval has expired shall become unapproved.

(c) If an institution anticipates that it will need an extension of time to prepare for an anticipated review date for a program eligible for review, the institutional coordinator may request an extension in accordance with (d) or (f) below.

(d) If the NHCTE has agreed to conduct the review of a PEPP, a request for an extension shall be received at least 2 weeks before a regularly scheduled meeting of the NHCTE and at least 3 weeks before a regularly scheduled state board meeting and anticipated review date.

(e) The NHCTE and director or designee shall collaborate in complying with the following procedures:

(1) The department shall provide a copy of the request to the NHCTE, at least one week prior to its regularly scheduled meeting;

(2) At the meeting, any member of the NHCTE may ask representatives of the department or institution clarifying questions;

(3) Following the question-and-answer session described in (e)(2) above, the NHCTE shall vote on its recommendation regarding the extension; and

(4) The department shall submit the NHCTE's recommendation to the state board.

(f) If the NHCTE has not scheduled the review of a PEPP, a request for an extension shall comply with the following procedures:

(1) The request for extension shall be received at least one week prior to the next regularly scheduled state board meeting and at least one week prior to the scheduled review date; and

(2) The department shall make a recommendation to the state board at the state board meeting regarding the request for extension.

(g) The state board shall consider the request for extension and shall grant the request if the state board determines that, without the extension, a review team visit would be premature because one or more of the following conditions exist:

(1) Significant changes in the oversight and coordination of PEPP(s) at the institution or in personnel involved in the PEPP(s) including, but not limited to, cuts in personnel or the existence of vacant positions;

(2) Financial conditions at the institution to prepare for the review team visit;

(3) State or federal requirements imposed on the institution during the PEPP's approval period that have resulted in the institution's inability to prepare on time for the review team visit; or

(4) An unexpected and unpreventable situation that has resulted in an inability to prepare on time for the review team visit.

(h) The department shall communicate all state board extension request decisions in writing to the principal administrator, the institutional coordinator, and the program approval coordinator.

(i) If the recommendation by the division director to the state board is substantively different from the recommendation by the NHCTE regarding a request for extension, the department shall notify, in writing, the NHCTE and the institution.

(j) When the state board approves an extension, the state board shall set a new expiration date for the program approval. The program approval shall not expire before the date of the state board meeting when the state board takes action on the final review team report.

Ed 602.13 Interim Review of Approved Programs.

(a) All approved programs shall retain their approval status until expiration of the approval, except when there is a concern about its continued compliance with the program standards as outlined in Ed 603 - Ed 608.

(b) In cases where the department determines that there is concern about compliance, the department shall advise the NHCTE that an action plan or interim review is needed.

(c) The interim review shall lead to one of the following:

- (1) Full approval continued through the remainder of the approval term;
- (2) Conditional approval for up to but not to exceed 3 years; or
- (3) Non-approval.

Ed 602.14 Progress Reports.

(a) Each PEPP that receives conditional approval shall develop a progress report. The NHCTE shall specify, in the approval motion, specific contents and timelines for the progress report, and the report shall be submitted to the department within 6 months of a state board approval.

(b) The department shall provide guidance and a template for completing a progress report which contains at least the following:

- (1) Concerns mentioned in the conditional approval motion;
- (2) Subsequent actions to address these concerns; and
- (3) Updated and completed matrix for cited PEPP(s).

(c) Upon submission of the progress report to the NHCTE, the review team chair from the most recent review shall be contacted to review the progress report.

(d) The department shall designate a substitute reviewer if the:

- (1) Review team chair raises the issue of unfairness; or
- (2) Original reviewer is unable or unwilling to respond to the progress report.

(e) At the first available scheduled NHCTE meeting, both the progress report and the team member's subsequent review shall be considered.

(f) The NHCTE shall then vote to:

- (1) Accept the progress report but continue the conditional approval with specific concerns that will be addressed in a future progress report as recommended in team members' review of the initial progress report; or
- (2) Accept the progress report and recommend, through the department to the state board, a motion for full approval.

Ed 602.15 Annual Reports. An approved PEPP, during each year of its term of approval, shall submit to the department and NHCTE an annual report, containing the following information:

(a) Candidate data, including:

- (1) Number of candidates admitted by PEPP;
- (2) Number and list of candidates enrolled by academic year; and
- (3) Number and list of program completers by academic year;

(b) Program data, including:

- (1) Total enrollment of PEPP candidates; and
- (2) Pass rate by assessment;

(c) Completion data, including totals for:

- (1) Initial licensure;
- (2) Additional endorsements added;
- (3) The following levels:

- a. Undergraduate;

- b. Graduate; and
- c. Licensure only;
- (d) Programs with zero completers, including:
 - (1) Reason for zero completers;
 - (2) Plan(s) for increasing enrollment and number of program completers; and
 - (3) Evidence and brief explanation of actions taken to address zero completion PEPPs;
- (e) Goals and priorities, including:
 - (1) Prior year goals;
 - (2) Progress on prior year goals;
 - (3) Current goals; and
 - (4) Any anticipated changes for the upcoming academic year, including but not limited to additional PEPPs, elimination of PEPPs, or mergers; and
- (f) Update on review findings, including:
 - (1) Evidence and explanation of how the PEPP is in compliance with any administrative rule change(s);
 - (2) Evidence and explanation of revisions and improvements made to programming as a result of candidate and program assessment; and
 - (3) Evidence and explanation regarding any unmet standards from conditional approval(s) and unmet standards from a recent program review.

Ed 602.16 Substantive Program Changes during the Approval Period.

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the licensure standards for which the PEPP is designed.

(c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a substantive change request to the department using one or more of the following criteria:

- (1) Changes in the published mission or objectives of the institution or PEPP;
- (2) The addition, subtraction, or combining of courses or programs that represent a significant departure in terms of either content or delivery from those that were offered when the PEPP was most recently approved;
- (3) A change from contracting with other providers for direct instructional services, included any teach-out agreements;
- (4) A hold, discontinuation, or suspension of a PEPP;
- (5) Institutional reorganization that effects PEPP oversight; or
- (6) Elimination of a PEPP.

(d) If the department and NHCTE determine that the changes do not affect the terms or conditions of the original approval of the program, the PEPP shall retain approval through the existing expiration date.

(e) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice, which shall result in one of the following:

- (1) Retain approval through the existing expiration date; or
- (2) Use the process for PEPP approval under Option 1, 2, or 3.

Ed 602.17 Action by State Board; Appeal.

(a) At least 2 weeks in advance of the state board meeting, the department shall send written notice of this meeting to:

- (1) The program approval coordinator;
- (2) Certification officer;
- (3) Institution's president;
- (4) Institution's vice president of academic affairs or designee; and
- (5) The institution's principal administrator or designee.

(b) The state board shall review the recommendations and the comprehensive review report and determine the official program approval status.

(c) The state board shall vote for approval in accordance with the categories and approval periods in Ed 602.06, Ed 602.07, Ed 602.08, and Ed 602.09 or for non-approval, and request for extension in Ed 602.12(f) as follows:

(1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;

(2) Conditional approval for up to and not to exceed 3 years with the following:

a. Submission to and approval by NHCTE of a progress report made on program approval standards not previously met; and

b. Review by division director or designee focusing on progress made on program approval standards not previously met; or

(3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

(d) All interested parties shall be notified of the board's final decision in writing and provided with a copy of the decision by mail within 10 days after the date such decision is made, including:

(1) The principal administrator;

(2) Institution's president;

(3) Institution's vice president of academic affairs or designee;

(4) Certification officer; and

(5) The program approval coordinator.

(e) For all decisions of the state board, the following procedures shall apply:

(1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;

(2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and

(3) An administrative decision of the board shall be considered final:

a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or

b. At the conclusion of action required by Ed 213.02.

(f) Failure to comply with PEPP administrative rules and state laws shall be grounds for the state board to rescind its approval of the PEPPs and shall lead to:

- (1) Conditional approval for one year; or
- (2) Elimination of specific PEPP(s) with a teach-out plan.

Ed 602.18 Maintaining Records.

(a) The department shall keep on file for 10 years:

- (1) A PEPP's self-assessment;
- (2) The comprehensive review report;
- (3) The review team report with recommendations of the NHCTE;
- (4) Program improvement plans; and
- (5) A record of the actions of the state board.

(b) A PEPP preparing educators shall keep records regarding candidates and program approval for 10 years.

Ed 602.19 System of Notification.

(a) The department shall implement an ongoing system of notification to each institution with at least one PEPP regarding changes in administrative rules related to program approval.

(b) Notification and implementation guidance shall be sent to both the institution's designated contact person and the certification officer.

PART Ed 603 CURRICULUM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS

Ed 603.01 Curriculum at the Post-Baccalaureate and Baccalaureate Levels.

(a) The PEPP's curriculum shall provide a variety of meaningful learning experiences to support a candidate's development of the skills and competencies in the standards that apply to all licensure area(s) for which the PEPP is designed, including:

- (1) The general education studies requirements of Ed 607.02;
 - (2) The professional education requirements of Ed 607.04;
 - (3) The area of concentration requirements of Ed 608.01; and
 - (4) The specific program preparation requirements of Ed 608.02 through Ed 608.04.
- (b) The PEPP's curriculum shall be aligned with the PEPP's mission, goals, objectives, and conceptual framework for professional educator preparation.
- (c) The PEPP's curriculum shall be research-based, developmentally sequenced, and designed to improve learning opportunities and achievement for pk-12 learners.
- (d) A test shall not be used in place of curriculum.
- (e) The PEPP shall use institutional data and input from the professional community during curriculum development.

Ed 603.02 Candidate Advising.

- (a) The program shall be designed to ensure that a PEPP assesses how candidates are advised and counseled throughout the program.
- (b) The program shall include an advisory process that ensures each candidate:
- (1) Understands the criteria for successfully meeting the requirements of the licensure program;
 - (2) Receives support in meeting the required criteria; and
 - (3) When necessary, is counseled out of educator preparation and advised into exploration of other career options and programs of study.

PART Ed 604 CLINICAL PRACTICE AND PARTNERSHIP STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALAUREATE AND POST-BACCALAUREATE LEVELS

Ed 604.01 Clinical Practice.

- (a) The PEPP shall design a sequence of varied, early, and ongoing clinical experiences of sufficient depth, breadth, diversity, coherence, and duration that help candidates integrate the requirements of Ed 607 as well as the skills, knowledge, and dispositions related to their area of endorsement.

(b) The PEPP shall ensure that candidates, in their clinical practice, have sufficient opportunities to:

- (1) Practice and assume the full range of teaching, specialist, or administrative area activities, roles, and responsibilities;
- (2) Demonstrate the knowledge, skills, and dispositions of a beginning educator as described in Ed 607 and Ed 608; and
- (3) Have an immersive, culminating experience in the licensure area(s) for which they are seeking, which includes:

- a. Direct, authentic experiences in the learning community that provide opportunities to demonstrate competence in the professional role for which the candidate is preparing;
- b. Allowing the candidate to practice and apply the knowledge, skills, and dispositions delineated within the educator preparation standards, including organized and sequenced engagement of candidates in a setting which provides opportunities to observe, practice and fully understand the knowledge, skills, and dispositions required;
- c. Experiences are systematically designed and sequenced to increase the complexity and levels of engagement with which the candidates apply, reflect upon, and expand their knowledge and skills; and
- d. A partnership among a PEPP candidate, the clinical supervisor and clinical educator, clinical partnerships, and faculty and staff of district schools which provides experience in the setting and role as a representation of the capstone of an educator preparation program where candidates have the opportunity to fully demonstrate a.-c. above.

(c) The PEPP shall collaborate with clinical practice sites to ensure shared responsibilities are understood, agreed upon, and fulfilled.

(d) The PEPP shall designate one or more persons to be responsible for coordinating and managing clinical practice, including the orientation and professional development of clinical educators as mentors following clearly articulated, written criteria for mentoring practices.

Ed 604.02 Clinical Partnerships.

(a) A PEPP shall develop clinical partnerships with pk-12 schools that are mutually beneficial and share responsibility for candidate development.

(b) A PEPP shall designate one or more persons to develop partnerships with school districts.

Ed. 604.03 Clinical Educators. Each PEPP shall have an explicit process and work collaboratively with each partner school to ensure that school-based clinical educators shall have the following:

- (a) In the content, specialist, or administrator area in which the practitioner mentors the candidate:
 - (1) A license, as outlined in the relevant section of Ed 507; or
 - (2) A comparable license from a state other than NH, as determined by the bureau of credentialing;
- (b) At least 3 years of experience in schools in the content, specialist, or administrator area in which the practitioner mentors the candidate;
- (c) Recommendations by their peers, administrators, or institution faculty and staff; and
- (d) Current employment in the role in which the practitioner mentors the candidate.

Ed 604.04 Clinical Supervision.

(a) During appropriate clinical experiences with institutional personnel and clinical educators, a PEPP shall ensure the following for each candidate:

- (1) Frequent supervision;
 - (2) Direct observation;
 - (3) Evaluation; and
 - (4) Ongoing support.
- (b) The clinical supervisor, clinical educator, and candidate shall all understand the requirements in Ed 607 and Ed 608 and the supervisory criteria. Both clinical supervisors and clinical educators shall collaborate in the evaluation of candidates.
- (c) The clinical supervisor shall document a demonstration of a candidate's competency in the depth and range of knowledge, skills, and dispositions detailed in Ed 607 and Ed 608 for the endorsement area(s) for which the program is designed.
- (d) Clinical supervisors are selected based on their ability to:

- (1) Recognize effective learning facilitation;
- (2) Help candidates integrate academic content and pedagogy;
- (3) Mentor and support candidates, including appropriate feedback; and

- (4) Evaluate a candidate’s performance as it relates to learning facilitation and student learning.

Ed 604.05 Criminal History Records Check Credential.

(a) A professional educator preparation program (PEPP) candidate shall apply for a criminal history records check clearance credential as outlined in Ed 504.12. A criminal history records check clearance credential shall be required for any candidate who has been selected or admitted into a state board approved PEPP.

(b) PEPPs shall not place candidates in or allow candidates to commence any unsupervised field experience as described in Ed 604 without the candidate first obtaining a criminal history records check clearance credential.

(c) Failure by a candidate to obtain a state board-issued criminal history records check clearance credential due to a finding under Ed 512.01(a)(3) shall result in a denial of admission into the PEPP’s program.

(d) A candidate may appeal a denial of a credential in accordance with Ed 512.01(b).

PART Ed 605 RESOURCE STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS AT THE BACCALUAREATE AND POST-BACCALAUREATE LEVELS

Ed 605.01 Resources at the Post-Baccalaureate and Baccalaureate Level. An institution shall have a system in place for determining the resources necessary to satisfy the requirements enumerated in Ed 602 through Ed 608.

Ed 605.02 Faculty and Staff Resources. An institution and PEPP that prepares educators shall provide or adjust for adequate personnel including administration, faculty, and staff, necessary to ensure:

(a) Recruitment of diverse faculty who possess academic credentials and have experiences appropriate for:

- (1) Teaching pedagogical methods;
- (2) Preparing educators; and
- (3) Supervising candidates;

(b) Workload assignments are commensurate with faculty and staff job descriptions and are reasonable in order to fulfill the requirements of the PEPP;

(c) Appropriate academic advising for candidates in a PEPP;

(d) Appropriate support for employment; and

(e) Sufficient support to all faculty, staff, and clinical educators for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit, tenure, or both for collaboration with pk-12 schools.

Ed 605.03 Funding and Financial Accountability. For each PEPP, an institution shall have demonstrated financial responsibility to a regional or national accrediting agency.

Ed 605.04 Facilities. An institution shall have a system in place to:

(a) Identify and provide for the facilities, technology, and curricular materials necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the licensure standards for the license(s) sought by the candidate;

(b) Ensure that all facilities, materials, and equipment of an institution that prepares educators shall conform to applicable state and federal health and safety regulations; and

(c) Ensure that the PEPP is following school district best practices regarding the technology, facilities, and curricular materials being used in the classroom, and making these resources available to all enrolled candidates.

PART Ed 606 ASSESSMENT SYSTEM STANDARDS FOR PROFESSIONAL EDUCATOR PREPARATION PROGRAMS

Ed 606.01 Candidate Assessment System Standards.

(a) A PEPP shall have a candidate assessment system necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the licensure standards for the license sought by the candidate.

(b) The PEPP's candidate assessment system shall ensure that:

(1) Except as described in Ed 505.01(g), each candidate seeking an initial teacher or instructional specialist license shall pass a basic academic skills assessment, including, but not limited to, the praxis core academic skills for educators administered by Educational Testing Service (ETS) or comparable out-of-state test as determined by the bureau of credentialing;

(2) The program identifies key assessment points and defines levels of performance, indicating a candidate's sufficient progress through the program towards demonstration of licensure standards outlined in Ed 607 and Ed 608; and

(3) Assessment of candidate performance consists of multiple measures with clearly articulated written performance criteria.

(b) In addition to the standards outlined in (a) above, post-baccalaureate PEPPs shall have a data collection system that includes:

(1) A determination of the extent to which each candidate can demonstrate licensure standards as outlined in Ed 607 and Ed 608; and

(2) A process to evaluate each candidate's transcript and other evidence of degrees, including a bachelor's degree.

Ed 606.02 Program Assessment System.

(a) A PEPP shall have a program assessment system that:

(1) Continuously and systematically gathers data to monitor and improve the:

- a. Curriculum;
- b. Clinical experience;
- c. Assessment of candidates; and
- d. Overall quality of programs;

(2) Demonstrates a process to make judgments based on the data collected;

(3) Uses the process for continuous program improvement to ensure the quality of individual candidate preparation;

(4) Includes data on program completers; and

(5) Includes information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation.

Ed 606.03 Verification of a Candidate's Completion of a PEPP.

(a) The system for verification by the certification officer or a designee of each candidate's successful completion of a PEPP shall include a body of evidence that includes the successful:

(1) Demonstration on a nationally approved basic academic skills assessment of proficiency in reading, writing, and mathematical skills;

- (2) Process in place to demonstrate each candidate has passed a criminal records check, based on statute;
 - (3) Completion of the appropriate degree required by the licensure standard(s);
 - (4) Documentation of each candidate's acquisition of the knowledge, skills, and dispositions articulated in Ed 607 and Ed 608;
 - (5) Completion of a culminating clinical experience, involving both the clinical supervisor(s) and the clinical educator(s) in the evaluation of each candidate's satisfactory demonstration of Ed 607.03 and Ed 607.04; and
 - (6) Completion of the appropriate degree required by the licensure standard(s).
- (b) If a PEPP at the post-baccalaureate level accepts knowledge gained through life experiences to satisfy PEPP requirements, the PEPP shall have a system to ensure that:
- (1) No more than 1/3 of the total studies and experiences required for the PEPP shall be satisfied by life experience;
 - (2) The candidate provides documentation for any knowledge gained through life experience which is used to satisfy PEPP requirements; and
 - (3) All documentation of life experience shall be:
 - a. Related to specific standards, as specified in Ed 608 and Ed 506-Ed 508; and
 - b. Based upon clearly articulated, written criteria.

PART Ed 607 INSTITUTION OF HIGHER EDUCATION (IHE) RESPONSIBILITY

Ed 607.01 Institutional Accreditation and Degree Granting Requirement.

- (a) Each institution that prepares educators shall be in good standing with the U.S. Department of Education recognized regional or national accrediting agency.
- (b) Each institution that offers degrees to a candidate enrolled in a PEPP shall be in good standing with the New Hampshire higher education commission.

Ed 607.02 General Education Content Requirements.

- (a) Each institution that provides a PEPP shall ensure that each candidate has completed a program of general studies as part of a bachelor's degree.
- (b) The general education program shall include the core competencies outlined in Ed 505.02.

Ed 607.03 Code of Conduct Requirements. Each PEPP shall require each candidate of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510. The institution shall determine the method of assessment within their candidate assessment system.

Ed 607.04 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the competencies outlined in Ed 505.03 and Ed 505.04 as applicable.

PART Ed 608 STANDARDS RELATING TO PROGRAMS AND AREAS OF CONCENTRATION

Ed 608.01 Area of Concentration.

(a) As part of the assessment system requirements in Ed 606, each institution with one or more PEPPs shall have an ongoing system of assessment for each area of concentration that uses multiple assessments and data to inform the following:

- (1) Construction of an organized study of content knowledge that is specifically designed to meet individual candidate needs;
- (2) Advisory process of candidates in the selection of courses to align with a nationally approved content knowledge test;
- (3) Development of content area competencies delineated in the relevant sections of Ed 505.03, Ed 505.04, and Ed 506-Ed 508; and
- (4) Empowerment of candidates to engage students in a culture of learning.

(b) Each candidate enrolled in a PEPP at the baccalaureate level shall earn a degree from a regionally accredited institution as indicated in Ed 607.01.

Ed 608.02 Teachers. Each teacher preparation program shall provide the following, through a combination of academic and supervised clinical experiences:

- (a) The skills, competencies, and knowledge outlined in Ed 505.03; and
- (b) The skills, competencies, and knowledge required for the individual's endorsement as outlined in the relevant section within Ed 507.

Ed 608.03 Educational Specialists and Instructional Specialists. Each preparation program for educational specialists or instructional specialists shall provide the following, through a combination of academic and supervised practical experiences:

- (a) The skills, competencies, and knowledge as outlined in Ed 505.03 and Ed 505.04, as applicable; and
- (b) The skills, competencies, and knowledge required for the individual's endorsement as outlined in the relevant section within Ed 508.

Ed 608.04 Educational Leadership and Administration. Each educational leadership and administration preparation program shall provide the following, through a combination of academic and supervised practical experiences:

- (a) The skills, competencies, and knowledge as outlined in Ed 505.03 and Ed 505.04; and
- (b) The skills, competencies, and knowledge required for the individual’s endorsement as outlined in the relevant section within Ed 506.

Appendix I

Rule	Specific Statute Rules Implement
Ed 601	RSA 186:11, X(c)
Ed 602	RSA 21-N:9, II(r)
Ed 603	RSA 186:11, X(c)
Ed 604.01	RSA 186:11, X(c)
Ed 604.02	RSA 21-N:9, II(r); RSA 186:11, X(c)
Ed 604.03	RSA 186:11, X(c)
Ed 604.04	RSA 186:11, X(c)
Ed 604.05	RSA 189:13-c, (II)(b)
Ed 605	RSA 186:11, X(r)
Ed 606	RSA 186:11, X(c)
Ed 607.01	RSA 186:11, X(c)
Ed 607.02	RSA 21-N:9, II(r); 21-N:9, II(aa); RSA 186:11, X(c)
Ed 607.03	RSA 21-N:9, II(cc); RSA 186:11, X(c)
Ed 607.04	RSA 21-N:9, II(r); RSA 186:11, X(c)
Ed 608.01	RSA 186:11, X(c)
Ed 608.02	RSA 21-N:9, II(r); RSA 186:11, X(c)
Ed 608.03	RSA 186:11, X(c)
Ed 608.04	RSA 186:11, X(c); RSA 186:11, X(c)