LFC Requester:	

AGENCY BILL ANALYSIS - 2026 REGULAR SESSION

WITHIN 24 HOURS OF BILL POSTING, UPLOAD ANALYSIS TO
AgencyAnalysis.nmlegis.gov and email to **billanalysis@dfa.nm.gov**
(Analysis must be uploaded as a PDF)

SECTION I: GENERAL INFORMATION

{Indicate if analysis is on an original bill, amendment, substitute or a correction of a previous bill}

Date Prepared: *1/28/2026*
Bill Number: *SB0029*

Check all that apply:
Original Correction __
Amendment X Substitute __

Sponsor: William P. Soules, Debra M. Sariñana

Agency Name and Code Number: New Mexico Institute of Mining and Technology 962

Person Writing fsdfs Analysis: The VPAF Office

Short Title: MATH REQUIREMENTS FOR TEACHING LICENSE

Phone: 575-835-5606 **Email:** VPAF@nmt.edu

SECTION II: FISCAL IMPACT

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY27	**FY28**		
Not identified	Not identified		

(Parenthesis ( ) indicate expenditure decreases)

REVENUE (dollars in thousands)

Estimated Revenue			Recurring or Nonrecurring	Fund Affected
FY27	**FY28**	**FY29**		
No revenue identified	No revenue identified			

(Parenthesis ( ) indicate revenue decreases)

ESTIMATED ADDITIONAL OPERATING BUDGET IMPACT (dollars in thousands)

	FY27	FY28	FY29	3 Year Total Cost	Recurring or Nonrecurring	Fund Affected
Additional faculty compensation	$20.2	$21.3	$22.3	$63.8	Recurring	General Funds
Faculty professional development	$10.0	$10.0		$20.0	Nonrecurring	General Funds
Total	$30.2	$31.3	$22.3	**$83.8**		General Funds

(Parenthesis ( ) Indicate Expenditure Decreases)

Duplicates/Conflicts with/Companion to/Relates to:
Duplicates/Relates to Appropriation in the General Appropriation Act

SECTION III: NARRATIVE

BILL SUMMARY

Synopsis:

- Relating to public education;
- Increasing mathematics requirements for teaching licensure or endorsement;
- Providing for a mathematics instructional leadership framework, professional learning plans, screening assessments, support plans, multilevel supports and other means to improve student success in mathematics;
- Providing powers and duties.

FISCAL IMPLICATIONS

This bill requires that NMIMT offer an additional six credit hours (two new Mathematics Methods courses). It would cost an estimated additional $63,838 for faculty to teach two new Math Methods courses over three years. Additionally, a total of $200,000 is expected to be needed over three years for quality instructional materials and professional development stipends.

SIGNIFICANT ISSUES

Section 5. B: NMIMT **supports** the intent of improving math outcomes with an addition of six credit hours of mathematics methods coursework for candidates seeking an **elementary teaching license**, as these candidates may not have sufficient mathematics content preparation within their bachelor's degrees.

However, **NMIMT recommends removing the clause** *"and, if seeking a mathematics endorsement, six hours of mathematics methods courses"* in Secondary preparation for the following reasons:

1. **Recent Research Findings**
   Legislative Education Study Committee (LESC) SB29 bill analysis has cited the

National Center for Teacher Quality (NCTQ) research on deficiencies for math content and pedagogy **only** for **"elementary teacher preparation programs in NM".**

2. **Sufficient Content Preparation**
   The New Mexico Public Education Department requires a minimum of **36 credit hours in mathematics** to obtain a secondary mathematics endorsement. (By comparison, NMIMT requires **48 mathematics credits** for its B.S. in Mathematics.) As a result, candidates pursuing secondary mathematics endorsements already possess substantial mathematics content knowledge.

3. **Existing Methods and Clinical Preparation**
   NMIMT and other New Mexico institutions of higher education already require **at least three credit hours in Methods and Practices of Teaching**. In addition, during the student teaching (clinical practice) semester, secondary candidates with mathematics endorsements focus specifically on mathematics pedagogy. Therefore, requiring an additional six credit hours in mathematics methods would be **duplicative and redundant**.
4. **Impact on Time to Degree and Teacher Pipeline**
   NMIMT offers an **Undergraduate Minor in Secondary Education** rather than a bachelor's degree in education. Students earn a STEM degree, complete required education coursework, and participate in a **full-time semester of student teaching** as part of the minor. Adding six additional credit hours of mathematics methods would increase time to degree completion, discouraging students from pursuing teacher licensure and further exacerbating the state's shortage of highly qualified mathematics teachers.

Recommendation:
While NMIMT supports strengthening mathematics preparation for elementary educators, the bill applies identical requirements to secondary mathematics candidates, where the evidence does not support such changes. NMIMT recommends removing the clause: "and, if seeking a mathematics endorsement, six hours of mathematics methods courses."

PERFORMANCE IMPLICATIONS

ADMINISTRATIVE IMPLICATIONS
For many of the proposed changes, NMIMT will need more personnel and financial support to implement, oversee, establish, and report on initiatives outlined in this bill. Without additional resources, it is unclear if NMIMT can sustain its efforts in this area. Both instructors and STEM Education Center staff will need to be trained on the new program, which would involve a cost of travel costs and time.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

TECHNICAL ISSUES

OTHER SUBSTANTIVE ISSUES
If the expectation is to incorporate this into the curriculum, will programs be permitted to increase the number of credits in their program (recognizing this may extend the time to degree, along with

the need to hire additional personnel with the appropriate expertise)? Otherwise, will there be direction on which component of the curriculum may be removed?

With New Mexico's current teacher shortage, specifically in Math, this bill is creating more roadblocks to getting qualified teachers in the classroom and less incentive to have interested STEM undergraduates join the teaching workforce by completing our Undergraduate Minor in Secondary Education.

ALTERNATIVES

Educational programs and courses will be delivered as normal, with minimal changes if necessary. Allow institutions flexibility to demonstrate equivalency through existing methods coursework and clinical practice for secondary mathematics endorsements.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

AMENDMENTS