South Carolina Department of Education  
New or Modified Program Proposal Template for   
Public and Private Educator Preparation Providers

# Introduction:

## Instructions

Public and private institutions of higher education that propose new programs or make modifications to existing programs must complete this document. Providers should consult the South Carolina Commission on Higher education (public institutions) and the South Carolina Department of Education (SCDE) prior to writing a proposal. A [Statement of Intent Form for New or Modified Programs](https://ed.sc.gov/educators/educator-preparation/program-approval/) must be submitted sixty days prior to submission of the program proposal. All submissions must be made accessible for those with disabilities prior to final submission to the State Board of Education. An approved South Carolina Commission on Higher Education (CHE) proposal is to be submitted by public institutions in lieu of section II of the proposal. A private provider must submit a proposal with all sections (I-IV). The proposal must be paginated consecutively.

Please note the following for submission:

* Throughout the document, please remove or replace all italicized blue font.
* Final file name must follow the following format: Institution (short)\_Program (short)\_Level or Degree\_New or Mod. Example: StateU\_Elem\_BS\_New
* Note if this is a revised submission and add \_Revised to end of final name including the version number and include the revision chart, if required (e.g., Rv1, Rv2, etc.).

## Proposal Review Process

The SCDE receives the program proposal from the Educator Preparation Provider (EPP). Staff processes and disseminates the proposal once external peer reviewers are secured. These content experts will provide feedback to the EPP. The EPP must make the required revisions and note them on the provided revision chart. Next, the Professional Review Committee (PRC) will review the document and may request revisions before the proposal moves forward for State Board of Education (SBE) review. At any time during this process, the EPP may be asked to make revisions in the proposal and/or revision chart. Only approved program proposals that are Americans with Disabilities Act (ADA) accessible will move forward for SBE consideration.

# Section I: Coversheet

## Name of Program

*Type and Level of Degree*

## Name of College or University

*Choose an item*

## Date of Submission

*7/13/2022*

Electronic or Hand-written Signature of CEO of College/University

| **Proposal Contact Person Name** |  |
| --- | --- |
| **Title** |  |
| **Phone Number** |  |
| **Email Address** |  |

*Public Providers must insert the approved CHE proposal in lieu of Section II and then repaginate the proposal. All providers must complete Section II, Part A of this document.*

# Section II: Program Information

## Classification

| **Program Name** | *Modern Foreign Language Studies* |
| --- | --- |
| **SCDE certification field(s)** | *Select from Drop Down Menu* |
| **Clinical model** | *Select from Drop Down Menu* |
| **List all academic units involved** | *College of Arts and Humanities and the College of Education* |
| **Type and level of degree** | *e.g., Bachelor of Arts, Master of Arts in Teaching, etc.* |
| **Proposed date of implementation** | *Click or tap to enter a date* |
| **CIP code** |  |
| **Identification of program** | *Select from Drop Down Menu* |
| **Delivery mode (Select All that Apply)** | *Choose a Delivery Mode*  *Other: Please explain* |

## Justification for the Program

| Program purpose and long-range goals |
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| *Need for the program* |
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| Centrality of the program to the institutional mission |
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| *Relationship of the program to other programs within the institution* |
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| *Relationship of the program to other SC institutions of higher education (compare at least three programs from institutions from across the state)* |
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## Enrollment

| *Admissions: Admissions criteria specific to the program* |
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### Enrollment Chart

*Projected total enrollment for first five years with a rationale of how information was computed.*

| **Year** | **Projected Enrollment Fall** | **Rationale** | **Projected Enrollment Spring** | **Rationale** |
| --- | --- | --- | --- | --- |
| ***SAMPLE***  *20XX-XX* | *XXX* | *This is the number of students needed for initial program development. This number of students will be needed for the program to be self-sustaining.* | *XXX* | *XX new students* |
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## Curriculum: Plan of Study for New or Modified Programs

*Add/Remove rows as needed.*

| **Added or Deleted** | **Number / Prefix** | **Course Title (Credit Hrs)** | **Added or Deleted** | **Number / Prefix** | **Course Title (Credit Hrs)** |
| --- | --- | --- | --- | --- | --- |
| ***SAMPLE*** *Added* | *EDUC XXX* |  |  |  |  |
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| **Total Program Hours** | *XYZ HRS* | **Total Program Additional/Deletions Hours** | *XYZ HRS Deleted* | **Total Cumulative Change** | *XYZ HRS* |

## Faculty Chart

*Table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name). Add rows as needed.*

| **Faculty Member/Rank** | **Courses Taught in the Program** | **Academic Qualifications** |
| --- | --- | --- |
| ***SAMPLE***  *Associate Professor of Literacy* | * *EDUC XYZ: Diversity in Education* * *EDUC XYZ: Clinical Methods in Elementary Education* * *SPED XYZ: Behavior Development for Special Education Students* | * *Bachelor of Science: Elementary Education* * *Master of Education: Literacy* * *Doctorate: Reading and Literacy* * *SC Teaching Certification in Elementary Education and Early Childhood Education* * *Certified in Acme Professional Development Techniques* |
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## Physical Plant and Facilities Descriptions

| *Adequacy of existing facilities for the first five years of the proposed program* |
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| *Additional facility requirements, including any necessary modifications* |
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## Equipment Chart

*Major equipment items needed for first five years. Add/remove rows as needed.*

| **Year** | **Equipment** | **Rationale** |
| --- | --- | --- |
| ***SAMPLE*** *20XX-XX* | *14 Computers with EduLearn Software* | *To complete instructional design templates adopted by the School of Education this hardware and software will be needed for students* |
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## Library and Learning Resources Chart

*Specific library, media, or learning resources for program implementation. Add/remove rows as needed.*

| **Year** | **Equipment** | **Rationale** |
| --- | --- | --- |
| ***SAMPLE***  *20XX-XX* | *Acme Library Website for Teaching Reading* | *This website is used to teach students about phonemic awareness.* |
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## Articulation Descriptions

| *Entry path for students from two-year institutions into four-year institutions as possible* |
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| *Statement of how the proposed program leads to certification* |
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## Assurance of the Institutional Approvals Timeline

*Add/remove rows as needed.*

| **Approval** | **Date** |
| --- | --- |
| *Department Approval* |  |
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## Estimated Program Cost

### Sources of Financing for Program Year Table

*Table for estimated new expenditures necessary annually for the first five years.*

|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Grand Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **Tuition Funding** |  |  |  |  |  |  |
| **Specific Fees** |  |  |  |  |  |  |
| **Special State Appropriations** |  |  |  |  |  |  |
| **Reallocation of Existing Funds** |  |  |  |  |  |  |
| **Federal, Grant, or Other Funding** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

### Estimated Associated Costs Table

*Table for estimated Costs Associated with Implementing the Program by Year*

|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Grand Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Administration** |  |  |  |  |  |  |
| **Faculty/Staff Salaries** |  |  |  |  |  |  |
| **Facilities** |  |  |  |  |  |  |
| **Equipment, Supplies, and Materials** |  |  |  |  |  |  |
| **Library Resources** |  |  |  |  |  |  |
| **Other (specify)** |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

### Narrative for Calculations

| *Narrative description of calculations used in previous tables* |
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| *Statement as to whether “unique” costs or other special appropriations will be required or requested* |
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# Section III: South Carolina Provider Requirements

## South Carolina Provider Requirements Chart

*Description of the ways in which the program will meet all applicable* [*South Carolina Provider Requirements*](https://ed.sc.gov/educators/educator-preparation/guidelines/provider-requirements/)*as outlined in the* [*South Carolina Educator Preparation Guidelines: Standards, Policies, and Procedures*](https://ed.sc.gov/educators/educator-preparation/guidelines/)*, including the following:*

| **State Statutes and Regulations** | **Description** |
| --- | --- |
| *1.1 National Provider Standards*  Pursuant to SBE [Regulation 43-90](https://ed.sc.gov/index.cfm?LinkServID=65554999-0E13-7A81-5A0357667F6FA72A), the EPP must ensure that it meets all national provider standards adopted by the SBE. |  |
| *1.2 Criminal Records Check and Fingerprinting Requirements*  Pursuant to [S.C. Code Ann. § 59-25-115](https://www.scstatehouse.gov/code/t59c025.php), the EPP must ensure that each educator candidate completes the fingerprint-based criminal history review process and is approved by the SCDE prior to beginning the clinical or student teaching experience. The provider must advise each candidate that prior arrests or convictions of a serious nature could affect the individual’s opportunity to complete the clinical experience and qualify for teacher certification. |  |
| *1.3 Read to Succeed*  Pursuant to [S.C. Code Ann. § 59-155-180](https://www.scstatehouse.gov/code/t59c155.php), the EPP must ensure that all candidates enrolled in pre-service teacher education programs, including MAT degree programs, complete a sequence in literacy that must be approved prior to implementation and aligned with relevant literacy competencies and SCDE policies. The provider must verify on the recommendation for certification that each candidate has completed the appropriate Read to Succeed course sequence as part of the institution’s approved program. |  |
| *1.4 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)*  Pursuant to [S.C. Code Ann. § 59-26-30(B)](https://www.scstatehouse.gov/code/t59c026.php), the EPP must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective educators as articulated in the ADEPT performance standards for classroom teachers and service professionals. During field and clinical experiences, candidates must be evaluated relative to these standards and provided with formative and summative feedback. As supplemented by SBE [Regulation 43-205.1](https://ed.sc.gov/state-board/state-board-of-education/additional-resources/regulations-table-of-contents/state-board-of-education-regulation-43-205-1-assisting-developing-and-evaluating-professional-teaching-adept/#:~:text=An%20educator%20who%20holds%20a,year%20or%20a%20formal%20evaluation.), the provider must have an ADEPT implementation plan approved by the SCDE and submit annual assurances and candidate performance data according to published deadlines. The EPP must ensure that each candidate recommended for certification has successfully completed all requirements of the appropriate pre-service ADEPT evaluation process and maintain evidence of candidate performance during the pre-service evaluation process |  |
| *1.5 Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP)*  Pursuant to [S.C. Code Ann. § 59-24-40](https://www.scstatehouse.gov/code/t59c024.php) and [Regulation 43-165.1](https://ed.sc.gov/index.cfm?LinkServID=016B1F70-97D9-405F-1A85CA78DDAA624F) , the EPP offering preparation programs for school and district leaders must ensure through coursework and field and clinical experiences that candidates know and apply the qualities of effective leaders as articulated in the PADEPP performance standards. All leadership candidates must demonstrate a knowledge and understanding of the standards and the performance criteria and the translation of these into everyday practice. Candidates must also demonstrate the ability to design a personal professional development plan on the basis of the state performance standards and the school strategic plan. |  |
| *1.6 Family, School, and Community Engagement*  Pursuant to [SC Code Ann. § 59-28-140](https://www.scstatehouse.gov/code/t59c028.php), the EPP must ensure that all candidates in teacher and principal preparation programs know, understand, and are able to apply best practices in family, school, and community engagement. |  |
| *1.7 Safe Schools Climate Act*  Pursuant to [S.C. Code Ann. § 59-63-110 et seq.](https://www.scstatehouse.gov/code/t59c063.php), the EPP must ensure that all certification programs, initial and advanced, include instruction as it relates to the Safe Schools Climate Act and the identification and prevention of harassment, intimidation, and bullying. |  |
| *1.8 Education and Economic Development Act (EEDA)*  Pursuant to [S.C. Code Ann. § 59-59-10 et seq.](https://www.scstatehouse.gov/code/t59c059.php), the EPP must provide candidates in programs preparing teachers, school counselors, and school leaders with training in career exploration as appropriate to their roles and professional responsibilities. |  |
| *1.9 Student Health and Fitness Act*  Pursuant to [SC Code Ann. § 59-10-10 et seq.](https://www.scstatehouse.gov/code/t59c010.php), the EPP must ensure that candidates in Early Childhood and Elementary Education programs receive instruction in the importance of physical activity for young children and the relationship of activity and good nutrition to academic performance and healthy lifestyles as part of the Student Health and Fitness Act of 2005. |  |
| *1.10 Admission to Undergraduate Teacher Preparation Programs*  Pursuant to [S.C. Code Ann. § 59-26-30](https://www.scstatehouse.gov/code/t59c026.php), the EPP must ensure that candidates meet the basic skills assessment requirement or a qualifying exemption adopted by the SBE for full admission to an undergraduate teacher preparation program. |  |
| *1.11 PK-12 Academic Standards*  In support of [S.C. Code Ann. § 59-18-300](https://www.scstatehouse.gov/code/t59c018.php), the EPP must ensure that candidates are prepared to plan and implement instruction aligned with [South Carolina PK–12 academic standards](https://www.ed.sc.gov/instruction/standards-learning/) for the subject area and grade span of their certification program. |  |
| *1.12 Tuberculosis Screening and Evaluation*  Pursuant to [S.C. Code Ann. § 44-29-150](https://www.scstatehouse.gov/Archives/CodeofLaws2000/t44c029.php) and Department of Health and Environmental Control (DHEC) [Regulation 61-22](https://www.scstatehouse.gov/coderegs/Chapter%2061-18%20through%2061-58.17.pdf), the EPP must ensure that candidates, as defined in DHEC regulation, are screened prior to field placement and that prescribed documentation is maintained. Regulation 61-22 (II)(E) includes student teachers in the definition of “employee,” and Section (III)(C)(2) addresses required documentation. |  |

| **SBE Guidelines and SCDE Policy** | **Description** |
| --- | --- |
| *2.1 Field and Clinical Experiences*  The EPP must ensure that all field and clinical experiences meet the requirements established by the SBE.  In this context, field experiences refer to school-based opportunities and activities prior to the full student-teaching or clinical experience. The clinical experience refers to the full-time, culminating experience of a program preparing candidates for certification in teaching, service, or leadership fields. |  |
| *2.2 Professional Ethics and Decision-making*  The EPP must ensure through coursework and field and clinical experiences that candidates are provided with instruction in professional ethics as well as ethical principles and decision-making aligned with the standards of the [Model Code of Ethics for Educators](https://www.nasdtec.net/page/MCEE_Doc). |  |
| *2.3 Initial Program Approval*  The EPP must ensure that initial program proposals meet the specialty area program approval standards adopted by the SBE for the specific certification field. All new program proposals must gain SBE approval prior to implementation, recruitment, and admission of candidates. |  |
| *2.4 Continuing Program Recognition*  The EPP must ensure that each continuing program is fully recognized by a specialized accrediting agency, specialized professional association, or the state. Providers must gain full recognition for all SBE-approved educator preparation programs. |  |
| *2.5 Verification of Candidate Program Completion for Educator Certification*  The EPP must submit the verification of program completion for certification for each candidate seeking South Carolina educator certification. The verification signifies that a candidate has successfully completed all requirements of the provider's approved program for educator certification. The provider must also indicate if, at the time of program completion, the candidate has earned qualifying scores on required subject area and pedagogy exam assessments for certification purposes. |  |
| *2.6 Annual Reporting*  The EPP must ensure that it meets annual reporting requirements and deadlines related to Title II, accreditation, program recognition, ADEPT, and any other assurances that may be required by the SBE. |  |
| 2.7 *Technology for the Enhancement of PK–12 Student Learning*  The EPP must ensure that candidates are prepared to model and apply technology standards to enhance the learning of all PK–12 students. Candidates should be able to design instruction, implement lessons and activities, and assess learning using varied technology platforms, tools, and digital resources. Because South Carolina school districts must have approved instructional technology plans aligned with the standards of the International Society for Technology in Education (ISTE), EPPs must utilize the ISTE standards in preparing candidates for field and clinical experiences and classroom practice. |  |

# Section IV: National Accreditor and Specialized Programmatic Association Standards

Please review the assurances below. Providers that have received national accreditation must complete Part A. Providers that have not received national accreditation must complete Part B.

## National Accreditation: Statement of Accreditation

*Program proposals in certification fields that have achieved national recognition (e.g.: NASAD, NASM, etc.) must affirm the following:*

I affirm that the program is nationally approved by an accrediting agency recognized by the United States Department of Education or the Council for Higher Education Accreditation, and

I affirm that this proposal includes a letter from the national accreditor.

## Specialized Programmatic Association Requirements

*For Modified Program Proposals Only –**Program proposals seeking to modify a program must affirm the following:*

I affirm that the institution is seeking to modify a program, and

I affirm that this proposal includes a copy of the most recent specialized programmatic report and any response to conditions in the appendices.

## Specialized Programmatic Association Requirements (Cont.)

*For New Program Proposals Only – Program proposals seeking to add new programs must complete all sections below:*

| *Descriptions of any state or institutional policies that may influence the application of standards.* |
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| *Descriptions of field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.* |
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### Chart of Assessments

*In this section, list the 6-8 assessments that are being submitted as evidence for meeting the programmatic standards. All programs must provide all six assessments. If a state licensure test in the content area is not required, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.*

1. *Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).*
2. *Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).*

|  | **Assessment Title** | **Form1** | **Course or Timing within the Program2** |
| --- | --- | --- | --- |
| **Assessment 1: Content** |  |  |  |
| **Assessment 2: Content** |  |  |  |
| **Assessment 3: Planning** |  |  |  |
| **Assessment 4: Instruction** |  |  |  |
| **Assessment 5: Student Learning** |  |  |  |
| **Assessment 6** |  |  |  |
| **Assessment 7 (Optional)** |  |  |  |
| **Assessment 8 (Optional)** |  |  |  |

### Relationship of Assessments to Standards

*For each program specific standard, identify the assessment(s) that address the standard. One assessment may apply to multiple standards. This alignment should match the standard alignment section in the individual assessment templates and rubrics.*

|  | **A1** | **A2** | **A3** | **A4** | **A5** | **A6** | **A7** | **A8** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***SAMPLE***  *Standard I: Art Teacher Preparation Programs Focus on the Content of the Visual Arts*  *Teacher education programs in the visual arts should:*  *• Enable candidates to study and engage in the processes of art-making involving traditional and contemporary studio approaches;*  *• Enable candidates to concentrate in one or more studio area;*  *• Engage candidates in inquiry in the history of art, enable them to acquire knowledge of the context in which works of art have been created, and foster respect for all forms of art; and*  *• Include study of a diverse set of traditional and contemporary artists.* | *X* |  |  |  | *X* |  |  |  |
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### Use of Assessments

*Assessment Templates used in the Continuing Program Review should be submitted as separate documents. Abbreviated versions without data are available for use. No data are required for this documentation.*

| *Planned use of assessment results to improve candidate and program performance* |
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### Changes of Additions to the Program

| *Commentary for program (modifications only)* |
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### List of Assessments

*Please list all assessments required by the institution that align with the* [*Specialty Area Program Approval Standards*](https://ed.sc.gov/educators/educator-preparation/guidelines/specialty/) *(i.e., content, pedagogy, etc.)*

Assessment 1 –

Assessment 2 –

Assessment 3 –

Assessment 4 –

Assessment 5 –

Assessment 6 –

Assessment 7 –

Assessment 8 –

If the program uses the following optional assessments, please use the templates below:

*Please note: These are not required assessments.*

[Optional Assessment A – Praxis](https://docs.google.com/document/d/17v3dH4tXYJLo2c7i7fcIkyxWqlfVSms8/edit?usp=sharing&ouid=116672051429143176988&rtpof=true&sd=true)[Subject Assessment](https://ed.sc.gov/educators/educator-preparation/program-approval/program-review/optional-assessment-a/)

[Optional Assessment B – Course Grades](https://ed.sc.gov/educators/educator-preparation/program-approval/program-review/optional-assessment-b/)

[Optional Assessment C – Transcript Analysis](https://ed.sc.gov/educators/educator-preparation/program-approval/program-review/optional-assessment-c/)

[Optional Assessment D – Related Program Assessment (for related program concentrations)](https://ed.sc.gov/educators/educator-preparation/program-approval/program-review/optional-assessment-d/)

All assessments must be included in this section as part of the final submission.

### Appendices

*Please attach a letter of approval (e.g., SACS, SC Commission on Higher Education (CHE), etc.) from other bodies as appropriate. Documents linked within the proposal may be inserted as appendices (e.g., rubrics, applicable syllabi, etc.).*

*Appendix A: South Carolina Commission on Higher Education Program Approval Letter*