

**South Carolina Department of Education
New or Modified
Program Proposal Requirements**

Instructions:

Public and private institutions of higher education that propose new programs or make modifications to existing programs complete these requirements. Providers should contact the South Carolina Department of Education (SCDE) prior to writing a proposal for consultation. A [Statement of Intent Form for New or Modified Programs](#) should be submitted sixty days prior to the program proposal. An approved South Carolina Commission on Higher Education proposal is to be submitted by public institutions in lieu of sections I and II of the proposal.

Submissions:

All submissions should be made accessible for those with disabilities prior to submission. Statement of Intent Forms, proposals, revised proposals, and revision charts should be sent to jritter@ed.sc.gov and edprep@ed.sc.gov. The proposal document should be labeled as: Institution (short), Program (short), Level or Degree, New or Mod. Revised documents should include the “Rv” and version number at the end of the revised document title.

Example: StateU_Elem_BS_New_Rv2

The provider must submit a proposal for each new program with the following sections:

- I. Cover sheet
 - A. Name of proposing institution
 - B. Title of the proposed program with degree designation
 - C. [SCDE Official Certification Field](#) (must match program)
 - D. Residency or Non-Residency Program
 - E. Date of submission
 - F. Signature of CEO of institution
 - G. Contact person – Title/Email/Phone
- II. Program overview
 - A. Classification
 - 1. Name of proposed program
 - 2. Academic unit(s) involved
 - 3. Designation, type and level of degree
 - 4. Proposed date of implementation
 - 5. Classification of instructional programs (cip) code
 - 6. Identification of program as new or modification
 - 7. Delivery mode(s) (face-to-face, hybrid, online)
 - B. Justification for the program
 - 1. Program purpose and long-range goals
 - 2. Need for the program

3. Centrality of the program to the institutional mission
4. Relationship of the program to other programs within the institution
5. Relationship of the program to other sc institutions of higher education
- C. Enrollment
 1. Admissions criteria specific to the program
 2. Table for projected total enrollment for first five years with a rationale of how information was computed
- D. Curriculum
 1. Curriculum for undergraduate programs and for graduate programs that will use a required core of courses
 2. A list, with catalog descriptions, of all courses that will be added
 3. Statement of change—how many courses have been added/deleted including a cumulative number of credits changed for modified programs
- E. Faculty
 1. Table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name)
- F. Physical plant
 1. Adequacy of existing facilities for the first five years of the proposed program
 2. Additional facility requirements, including any necessary modifications
- G. Equipment – major equipment items needed for first five years
- H. Library resources- specific library or media resources for program implementation
- I. Articulation
 1. Entry path for students from two-year institutions into four-year institutions as possible
 2. Statement of how the proposed program leads to a certification
- J. Assurance of institutional approvals timeline (faculty, academic provost, etc.)
- K. Estimated program cost
 1. Table for estimated new expenditures necessary annually for the first five years
 2. Statement as to whether “unique” costs or other special appropriations will be required or requested

III. SCDE Requirements

This section includes a description of the ways in which the program will meet all state requirements as outlined in the [South Carolina Educator Preparation Guidelines: Standards Policies, and Procedures, South Carolina Provider Requirements](#), as applicable. These will include:

- A. Requirements Related to State Statutes and Regulations
 - 1.1. National provider standards
 - 1.2. Criminal records check and fingerprinting requirements
 - 1.3 Read to succeed (include courses)
 - 1.4 Assisting, developing, and evaluating professional teaching—ADEPT
 - 1.5 Program for assisting, developing, and evaluating principal

performance—PADEPP (Leadership programs only)

1.6 Family, school, and community engagement

1.7 Safe School Climate Act

1.8 Education and Economic Development Act (EEDA)

1.9 Student Health and Fitness Act (Early Childhood Education and Elementary Education programs only)

1.10 Admission to undergraduate teacher preparation programs (Basic Skills Requirement)

1.11 PK–12 academic standards

1.12 Tuberculosis screening and evaluation

B. Requirements Related to SBE Guidelines and SCDE Policy

2.1 Field and clinical experiences

2.2 Professional ethics and decision-making

2.3 Initial program approval

2.4 Continuing program recognition (modified/continuing programs only)

2.5 Verification of candidate program completion for educator certification

2.6 Annual reporting

2.7 Technology for the enhancement of PK–12 student learning

IV. National accreditor and SPA standards, and assessments

Provide *one of the following* to ensure programmatic accreditation/recognition:

A. A current accreditation approval letter from the Specialized Professional Association (e.g., NASM, NASAD, etc.), or

B. A program report for the content area for the program standards to include:

1. Context

2. List of assessments (completion of chart)

3. Relationship of assessments to standards (completion of chart)

4. Planned evidence for meeting standards (assessment documents)

5. Planned use of assessment results to improve candidate and program performance

6. Changes or additions to the program (For program modifications only)