

South Carolina Department of Education New or Modified Program Proposal Guidelines for Educator Preparation Programs for Public and Private Institutions of Higher Education

The intent of these guidelines is to provide guidance for both public and private institutions when proposing new or modified programs and to assure that these programs meet NCATE, SCDE, and CHE requirements. If at any point you have questions, please contact the Office of Educator Services for additional guidance. **These guidelines are effective November 1, 2010.**

The Policy Guidelines for South Carolina Educator Preparation Units describes in general the process used by the South Carolina State Board of Education (SBE) to approve new or modified educator preparation programs. Since the approval process differs for public and private institutions, proposing institutions should carefully review and observe the appropriate process and timeline.

- **PUBLIC INSTITUTIONS**

The South Carolina Department of Education (SCDE) and the South Carolina Commission on Higher Education (CHE) will coordinate to assist educator preparation units at public institutions in submitting new or modified program proposals; **however, the process must begin with the CHE.** Since the CHE program approval process involves several levels of review, public institutions should be fully aware of CHE requirements and timelines. **The Certification Authority of new or modified program proposals from public institutions will not be considered by a SCDE peer review team until full program approval is granted by the CHE.** However, to facilitate the approval process, a draft of sections III and IV will be reviewed by SCDE staff at the time of the CHE Final Proposal submission. This will allow drafts to be assessed for completeness and compliance prior to review. An outline of the SCDE proposal format may be found at the end of this document.

The CHE will evaluate program proposals from public institutions in light of issues such as state need, supply and demand, articulation and alignment, and expected productivity. If the CHE determines that the program does not satisfy the necessary requirements, or if a moratorium is placed on new programs, the program approval process will be automatically discontinued. Once a new or modified program is fully approved by CHE, public institutions should submit copies of their complete proposal (four hard copies in three-ring binders) to SCDE. **Once the proposal is approved by the peer review team, institutions must provide a CD of the approved proposal prior to submission to the PRC.**

- **PRIVATE INSTITUTIONS**

Private institutions proposing a new or modified program should consult initially with the Office of Educator Preparation, Support, and Assessment (EPSA) in the Division of Educator Quality

and Leadership at the SCDE. The proposal format for private institutions may found at the end of this document. **Private institutions, after initial consultation with EPSA personnel, should submit copies (four hard copies in three- ring binders) of the complete proposal directly to the SCDE. Once the proposal is approved by the peer review team, institutions must provide a CD of the approved proposal prior to submission to the PRC.**

- **ANNUAL DEADLINES**

Public Institutions: The CHE accepts program proposals on February 15, May 15, November 15, and August 15 each year. Since the CHE and SCDE review new and modified program proposals from public institutions in an integrated manner, the CHE deadlines and the SCDE deadlines are one and the same.

Private Institutions: The SCDE will accept proposals from private institutions on February 15 and September 15 of each year. Institutions are strongly encouraged to submit new or modified program proposals at least one year prior to the proposed implementation date.

- **FINAL APPROVAL PROCESS FOR PUBLIC AND PRIVATE INSTITUTIONS**

The SCDE will convene peer review teams to review program proposals from public and private institutions and make recommendations to the Professional Review Committee (PRC). **If the peer review team identifies conditions that must be addressed prior to approval, the IHE must resubmit a response to conditions by italicizing the changes in the proposal.** Once the proposal is approved by the peer review team, the findings of the team will be presented to the PRC at its November or June meeting. Upon the recommendation of the PRC, final approval for new programs shall be made by the State Board of Education. Programs may not be implemented prior to SBE approval.

Program proposals/modifications are limited to 50 pages, excluding appendices.

New or Modified Program Proposal Components for Public and Private Institutions

I. Cover Sheet

- a) Name of proposing institution
- b) Title of proposed program
- c) Date of submission
- d) Signature of CEO of institution
- e) Institutional Contact – Title/E-Mail/Telephone/Fax

II. Program Overview

- a) Classification

- (1) Name of Proposed Program
 - (2) Academic unit 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 modified
 - (7) Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards (YES or NO)
 - (8) Delivery mode (Traditional, Distance Learning, or Blended)
- 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) Conceptual framework summary (Public IHEs Only)
 - (5) Relationship of the program to other programs within the institution and to other South Carolina institutions of higher education
 - (6) Similarities or differences between the proposed program and those with like objectives offered at other institutions, including discussion of like programs within the state, region, and nation (Public IHEs Only)
- c) Enrollment
- (1) Admissions criteria specific to the program
 - (2) Table for projected enrollment for the first five years
 - (3) Discussion of the process by which estimates were made (Public IHEs Only)
 - (4) Table of estimated new enrollment by headcount and credit hours (Public IHEs Only)
- d) Curriculum
- (1) Program of Study for undergraduate programs and for graduate programs that will use a required core of courses
 - (2) Brief explanation of the assessments of student learning outcomes (Public IHEs Only)
 - (3) A list, with catalog descriptions, of all new courses that will be added
- e) Faculty
- (1) Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name
 - (2) Enumeration and discussion of necessary qualifications of new faculty (Public IHEs Only)
 - (3) Proposed changes in assignments of existing faculty (Public IHE's Only)
 - (4) Institutional plan for faculty development as it relates to proposed program (Public IHEs Only)
 - (5) Institutional definition of full-time equivalents (FTE) (Public IHEs Only)
 - (6) Table of headcount and FTE for administrators, faculty, and staff for the first five years of the proposed program (Pubic IHEs Only)

- f) Physical Plant
 - (1) Adequacy of existing physical plant for the first five years
 - (2) Additional physical plan requirements, including modifications
- g) Equipment – major equipment items needed for first five years
- h) Library Resources
- i) Accreditation, Approval, Licensure, or Certification (Public Institutions Only)
 - (1) Brief description of the accreditation or approval process and when accreditation can be expected
 - (2) Brief description of the ways in which the proposed program will ensure that certification will be achieved by graduates
 - (3) Brief description of how proposed program will address national SPA standards
 - (4) Brief description of how and when the proposed program will address state PK- 12 content standards
 - (5) Concise description of how and when advanced programs will address core propositions of NBPTS.
- j) Articulation
 - (1) Entry path for students from two-year institutions into four-year institutions, as appropriate
 - (2) Statement if the proposed program leads to a terminal degree (Public IHE's Only)
- k) Estimated costs (Public IHEs Only)
 - (1) Table for estimated new expenditures necessary annually for the first five years
 - (2) Statement as to whether or not “unique cost” or other special state appropriations will be required or requested
 - (3) Specify sources of funding
- l) Assurances of Institutional Approvals

III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

- A. ADEPT
- B. PADEPP (Applicable to Educational Leadership Programs Only)
- C. Education Economic Development Act (EEDA)
- D. South Carolina Standards of Conduct
- E. South Carolina Safe School Climate Act
- F. PreK-12 academic standards
- G. Admission Requirements -Initial and Advanced (Assurance of compliance)
- H. Field and Clinical Experiences Requirements
- I. Eligibility for Initial Certification (Assurance of compliance)

- J. Annual Reports (AACTE/NCATE and Title II)
- K. Commitment to Diversity Assurance
- L. Professional Development Courses
- M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS
- N. Experimental or Innovative Programs Policy (Assurance of compliance)
- O. ISTE National Educational Technology for Teachers (NETS.T) Standards Alignment

IV. SPA or Other National Specialized and/or Professional Association Standards

Each new program must present evidence that it is aware of the relevant national standards for the new program and has a plan for achieving national recognition once the program has ten completers or at the time program reports are due for a unit accreditation visit. *Download the program report template for the relevant program and complete the template to the best of your ability at this time.

Using the applicable program report template, this section should include:

- A. Context (institutional/State policies that may influence application of standards)
- B. List of assessments (completion of chart to reflect 6-8 assessments)
- C. Relationship of assessments to standards (completion of chart)
- D. Planned evidence for meeting standards (description of assessment and its use, directions to candidates, the rubric or scoring guide, and a discussion of any other evidence to be collected in support of the standards)
- E. A plan for the use of assessment results to improve candidate and program performance

It should be clear to a peer review team that the program is very likely to achieve national recognition once data from actual candidate and program performance is added to the report.

*There are a few certification programs that either do not have a SPA or have a SPA that will not conduct a program review. In that case, the program should consult with the Education Associates in Educator Preparation, Support and Assessment who will provide a generic template and conduct a program review that will lead to state recognition.