

**Educator Preparation Support and Assessment  
New Program Review Form**

**Public Institutions of Higher Education**

**Institution** \_\_\_\_\_ **Proposed Program** \_\_\_\_\_

**Review Team** \_\_\_\_\_, **Chair** Signature  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

**Review Date** \_\_\_\_\_

**Overall Finding (Team Consensus)**

Approved

Approved with Conditions

Not approved

**Note:** Sections I and II have been previously approved by CHE and are included only to provide context to SCDE reviewers.

| Components  | Met | Met With Conditions | Not Met |
|---|-----|---------------------|---------|
| <b>I. Cover Sheet</b><br><br>A. Name of proposing institution<br>B. Title of the proposed program<br>C. Date of submission<br>D. Signature of CEO of institution<br>E. Contact person – Title/Email/Phone/Fax   | N/A | N/A                 | N/A     |
| <b>II. Program Overview</b><br><br>A. Classification<br>1. name of proposed program<br>2. academic unit involved<br>3. designation, type and level of degree<br>4. proposed date of implementation<br>5. classification of Instructional Programs (CIP) code<br>6. identification of program as <i>new</i> or <i>modification</i><br>7. delivery mode   | N/A | N/A                 | N/A     |
| B. Justification for the program<br>1. program purpose and long range goals<br>2. need for the program<br>3. centrality of the program to the institutional mission<br>4. conceptual framework summary<br>5. relationship of the program to other programs within the institution and to other SC institutions of higher education<br>6. similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation | N/A | N/A                 | N/A     |
| C. Enrollment<br>1. admissions criteria specific to the program<br>2. table for projected total enrollment for first five years<br>3. discussion of process by which estimates were made<br>4. table for estimated new enrollment by headcount & credit hours   | N/A | N/A                 | N/A     |
| D. Curriculum<br>1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses<br>2. brief explanation of assessments of student learning outcomes<br>3. a list, with catalog descriptions, for all new courses that will be added   | N/A | N/A                 | N/A     |

| Components   | Met | Met With Conditions | Not Met |
|--|-----|---------------------|---------|
| E. Faculty <ol style="list-style-type: none"> <li>1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name)</li> <li>2. enumeration and discussion of necessary qualifications of new faculty</li> <li>3. proposed changes in assignments of existing faculty</li> <li>4. institutional plan for faculty development as it relates to proposed program</li> <li>5. institutional definition of full-time equivalents (FTE)</li> <li>6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program</li> </ol> | N/A | N/A                 | N/A     |
| F. Physical plant <ol style="list-style-type: none"> <li>1. adequacy of existing physical plant for the first five years of the proposed program</li> <li>2. additional physical plant requirements, including modifications</li> </ol>  | N/A | N/A                 | N/A     |
| G. Equipment – major equipment items needed for first five years   | N/A | N/A                 | N/A     |
| H. Library resources   | N/A | N/A                 | N/A     |
| I. Accreditation, Approval, Licensure, or Certification <ol style="list-style-type: none"> <li>1. brief description of the accreditation or approval process</li> <li>2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates</li> <li>3. brief description of how the proposed program addresses national SPA standards (See #4)</li> <li>4. brief description of how the proposed program addresses state P-12 content standards</li> <li>5. concise description of how advanced programs address the core propositions of the NBPTS</li> </ol>                                | N/A | N/A                 | N/A     |
| J. Articulation <ol style="list-style-type: none"> <li>1. entry path for students from two-year institutions into four-year institutions as possible</li> <li>2. statement of how the proposed program leads to a terminal degree</li> </ol>   | N/A | N/A                 | N/A     |
| K. Estimated Cost <ol style="list-style-type: none"> <li>1. table for estimated new expenditures necessary annually for the first five years</li> <li>2. statement as to whether or not “unique costs” or other special state appropriations will be required or requested</li> </ol>  | N/A | N/A                 | N/A     |
| L. Institutional approvals (academic provost approval, etc.)   | N/A | N/A                 | N/A     |

| Components  | Met | Met With Conditions | Not Met |
|---|-----|---------------------|---------|
| <p><b>III. South Carolina State Department of Education Requirements</b></p> <p>Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i>, including the following:</p> <ul style="list-style-type: none"> <li>A. ADEPT</li> <li>B. PADEPP (If applicable)</li> <li>C. EEDA</li> <li>D. Standards of Conduct Assessment Plan</li> <li>E. South Carolina Safe School Climate Act</li> <li>F. PreK-12 Academic Standards</li> <li>G. Admission Requirements- Initial and Advanced</li> <li>H. Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP</li> <li>I. Eligibility for Initial Certification</li> <li>J. Annual Reports (AACTE/NCATE and Title II submission)</li> <li>K. Commitment to Diversity Assurance</li> <li>L. Professional Development Courses (if applicable)</li> <li>M. Advanced Programs for Teachers Alignment with NBPTS</li> <li>N. Experimental or Innovative Programs (if applicable)</li> <li>O. ISTE Alignment</li> </ul> |     |                     |         |
| <p><b>IV. NCATE and SPA Standards, and Assessments</b></p> <p>Download the NCATE Program Report for the content area and complete the following using the program standards:</p> <ul style="list-style-type: none"> <li>A. Context</li> <li>B. List of assessments (completion of chart)</li> <li>C. Relationship of assessments to standards (completion of chart)</li> <li>D. Planned evidence for meeting standards (assessment documents)</li> <li>E. Planned use of assessment results to improve candidate and program performance</li> <li>F. Changes or additions to the program (<b>For program modifications only</b>)</li> </ul>   |     |                     |         |

**Comments:**