

**THE MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF CERTIFICATION AND ACCREDITATION
PROGRAM APPROVAL AND ASSESSMENT BRANCH**

Proposal Guidelines for New/Modified Educator Preparation Programs

Directions: At the time you choose to submit a new program for educator preparation or if you are making major modifications to an existing approved program, please write a letter requesting Maryland State Department of Education approval. Attach a proposal using the following guidelines.

CERTIFICATION AREA (S)

- Identify certification area(s) which the new program addresses.
- Identify degree (e.g., B.A., B.S., M.S., M.Ed., M.A.T.).

RATIONALE

- Describe theoretical framework and program philosophy.
- Discuss why needed and for whom (make reference to needs assessment done to determine this).

TEACHER PREPARATION PROGRAMS: MARYLAND REDESIGN OF TEACHER EDUCATION

- Explain the relationship between the college/university and schools.
- Explain the relationship of theory and practice.
- Demonstrate how the program will meet the *Redesign of Teacher Education* performance criteria.
- For programs using the Resident Teacher Certificate: Demonstrate how the *Guidelines for Implementing Alternative Preparation Programs* are being met.

SUPERVISOR AND PRINCIPAL PREPARATION PROGRAMS: MARYLAND INSTRUCTIONAL LEADERSHIP FRAMEWORK

- Explain the relationship between the college/university and schools.
- Explain the relationship of theory and practice.
- Demonstrate how the program will meet the *Maryland Instructional Leadership Framework* performance criteria.

PROGRAM DESCRIPTION

- Specify program entry and exit requirements (for Post-Baccalaureate students, describe the process used to assess the academic content background of candidates).
- Identify state and/or state-recognized national, performance-based standards for program development, program delivery, and program evaluation.
- Provide program goals, objectives, and outcomes.
- Provide a course/experience chart showing course numbers and titles by semester; include clinical experiences.
 - Undergraduate programs - show where activities will occur from freshman through senior year. List all course work including general education and elective opportunities.
 - Post-Baccalaureate programs - show where activities will occur within the program.
- Provide course syllabi which include course objectives, student outcomes, and how the courses map to the standards.
- Describe how the program will self-assess for continuous improvement.

CAPACITY

- List participating faculty and provide curriculum vitae or other appropriate evidence of qualifications to support program goals, objectives and outcomes.
 - College/university
 - Clinical (e.g., teachers, principals)
- List other relevant resources for student learning and faculty development, such as library holdings and special facilities to implement program goals, objectives, and outcomes.

SPECIAL ISSUES/CIRCUMSTANCES

- Append letters of support in situations which significantly involve other organizations (e.g., school systems, other colleges and universities, community colleges, state, and community agencies).
- In dual certification programs, provide documentation of joint faculty planning and other indicators of collaboration and integration.