

For Idaho Approved Educator Preparation Providers

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Introduction

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. The Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in State Board Policy III.G — Postsecondary Program Review and Approval. Additional information may be found on the Idaho State Board of Education's website at Postsecondary Program Approval | Idaho State Board of Education. Educator Preparation Providers seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

Statutory Authority and References

<u>Idaho Code 33-114</u>: supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

<u>Idaho Code 33-1207A</u>: The State Board shall review teacher preparation programs at the institutions of higher education.

<u>IDAPA 08.02.02.021:</u> Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

State Board Policy IV.D.: Educator Preparation and Certification

<u>IDAPA 08.02.02.015.01</u>: Instructional staff certification requirements.

IDAPA 08.02.02.015.02: Pupil service staff certification requirements.

<u>IDAPA 08.02.02.015.03:</u> Administrator certification requirements.

New Program Approval Process Steps

The new program approval process has a total of three steps as follows:

- 1. Preparation and Submission of the New Program Application
- 2. Review and Feedback
- 3. Determination of Approval Status

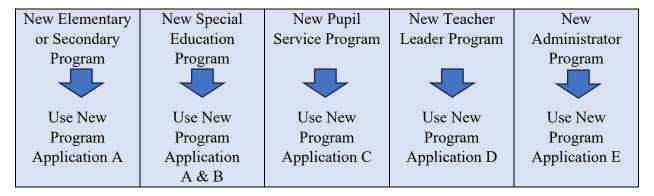


Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:

- New Elementary or Secondary Program Use New Program Application A
- New Special Education Program Use New Program Applications A and B
- New Pupil Service Program Use New Program Application C
- New Teacher Leader Program Use New Program Application D
- New Administrator Program Use New Program Application E
- New Endorsement Program Use New Endorsement Program Application

Flow Chart



The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board Office will assemble and facilitate a team to review the new program application materials, to include one member of the Professional Standards Commission and members from at least two of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff Certification Department



The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use review rubrics to guide input and make the determination if the program meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The Board Office will notify the Educator Preparation Provider of the date of the State Board meeting at which the new program proposal will be considered. The State Board will either approve or not approve the new program. Upon State Board approval or non-approval of the new program, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the new program is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the new program is not approved by the State Board, the application may be revised and resubmitted. Approved new programs will be reviewed at the same time as the Educator Preparation Providers state review that typically occurs on a seven-year cycle.



New Program Application A - Elementary or Secondary Program

New Program App	olication for	Idaho State Boa	ard Approved Ed	ducator Prep	paration Providers
N CE I			Data of Calandari		
Name of Educator Preparation Provider			Date of Submissi	on	
New Program Name (as applicable)			Certification/End	dorsement	
STANDARD ONE: PROF	FSSIONAL C	ONTENT AND PL	EDACOCICAL KNO	OWI FDCF	
Educator Preparation Prov					cents principles and
practices of their discipline					
1.1 CONTENT KNOWL	·			<u> </u>	
Educator Preparation P			e able to apply the	ir knowledge	in critical concepts,
principles, and practices					
Personnel, National Acc					
Student Content Standa					··············
Component		How is each stand	ard met? What is th	e plan to meet	the standard? Please
•					(E.g Course Titles,
		Course Numbers,	Course Credits, Syl	labi, Course Do	escription, Module
			ssment, Projects, Ev		
		Evidence Item (C	Only link to PDFs)	Narrative	Rationale for Meeting Standard
Idaho Teaching Standards					
The Learner and Learning					
• Standard 1: Learner De	velopment				
Idaho Teaching Standards					
The Learner and Learning					
 Standard 2: Learning D 					
Idaho Teaching Standards					
The Learner and Learning					
Standard 3: Learning E					
Idaho Teaching Standards					
Content	1 1				
 Standard 4: Content Kn Idaho Teaching Standards 					
Content					
 Standard 5: Application 					
Idaho Teaching Standards					
Instructional Practice					
Standard 6: Assessment					
Idaho Teaching Standards					
Instructional Practice	T44.'				
 Standard 7: Planning for Idaho Teaching Standards 					
Instructional Practice					
Standard 8: Instructional	al Strategies				
1.2 PROFESSIONAL KN					
Educator Preparation P		ire candidates are	able to apply the	ir knowledge	of the Idaho
Standards for Initial Ce			11 0	0	
Pupil Service Programs					
Component	, and the stat				the standard? Please
Component					(E.g Course Titles,
			Course Credits, Syl		
			ssment, Projects, Ev		
			ink Syllabus only		tionale for Meeting
		as a	PDF)	Standard	



Idaho Teaching Standards		
Professional Responsibility:		
Standard 9: Professional Learning		
and Ethical Practice		
Idaho Teaching Standards		
Professional Responsibility		
Standard 10: Leadership and		
Collaboration		
1.3 IDAHO EDUCATIONAL EXPECT	ATIONS	
Educator Preparation Providers inte		licies and procedures and Idaho
Rules Governing Uniformity into the		.
Component		the plan to meet the standard? Please
5 F		arrative, and evidence. (E.g Course
		dits, Syllabi, Course Description, Module
	Information, Assessment, Projects, I	
	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting
	(Standard
Idaho Teaching Standards		
State Specific Standards:		
Standard 11: American Indian		
Tribes in Idaho		
Idaho Teaching Standards		
State Specific Standards:		
 Standard 12: Code of Ethics for 		
Idaho Professional Educators		
Idaho Teaching Standards		
State Specific Standards:		
 Standard 13: Digital Technology 		
and Online Learning		
Idaho Comprehensive Literacy		
Standards		
Standard 1: Foundational Literacy		
Concepts		
Standard 1: Fluency, Vocabulary		
Development, and Comprehension		
Standard 3: Literacy Assessment		
Concepts		
Standard 4: Writing Process		
Standard 5: Diverse Reading and		
Writing Profiles – Reading and		
Writing Difficulties Certificate and Endorsement		
Requirements		
Requirements		
(IDAPA 08.02.02 & State Board Policy		
IV.D.)		
*Show how your sequence of		
courses/modules/evidence of student		
learning meet the requirements in policy		
and rule.		
STANDARD TWO: CLINICAL EXPER		
Educator Preparation Providers ensure of		es to develop knowledge, skills, and
professional dispositions in candidates an	d educators.	
2.1 CLINICAL PRACTICE		
Educator Preparation Providers incl		
enable candidates or educators to de		
Component	How is each standard met? What	is the plan to meet the standard?
		n, narrative, and evidence. (E.g
	Course Titles, Course Numbers,	Course Credits, Syllabi, Course



		Description, Module Information, As Student Learning)	ssessment, Proje	ects, Evidence of
		Evidence Item (Only link to PDFs)		ationale for Meeting Standard
Clinical preparation depth, brea coherence, and duration	adth,			
Comprehensive clinical experien	nce			
		Signatures		
Signature of the Program/College Chair, Director, or Other Designee			Date	
Signature of the College of Education Dean or Educator Preparation Provider Head Official			Date	



^{*}Applications without appropriate dated signatures will not be considered.

^{*} Public universities and colleges seeking a new degree or certificate program will also follow the process identified in <u>State Board Policy III.G – Postsecondary Program Review and Approval.</u>

^{*}The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.

New Program Application B - Specialized Populations Program (For use only with New Program Application A)

Name of Educator			Date of Submission	on	
Preparation Provider					
New Program Name			Certification/End	lorsement	
(as applicable)					
STANDARD ONE: PROFE	ESSIONAL.	CONTENT, AND PI	EDAGOGICAL KNO	OWLEDGE	
Educator Preparation Prov					ncepts, principles, and
practices of their discipline,	and are abl	e to use practices fle	xibly to advance the	learning of all	students.
1.1 Content Knowledge an	d Pedagogy		1.2 Professional K	<u>Inowledge</u>	
Educator Preparation Pr	roviders en	sure candidates	Educator Prepar	ation Provide	ers ensure candidates
are able to apply their ki	nowledge ir	ı critical	are able to apply	their knowle	dge of the Idaho
concepts, principles, and	practices a	s identified in	Standards for Ini	itial Certifica	tion of Professional
the Idaho Standards for	Initial Cer	tification of	School Personnel	, National Ac	creditation Standards
Professional School Pers	onnel, Nati	onal	of Pupil Service I	Programs, an	d the State Board
Accreditation Standards	of Pupil So	ervice Programs,	approved Idaho S	Student Cont	ent Standards.
and State Board approve	ed Idaho St	udent Content			
Standards.					
Component			rd met? What is the		
			n design, narrative, a		
			Course Credits, Sylla		
			sment, Projects, Evic		
		Evidence Item (C	only link to PDFs)	Narrative	/Rationale for Meeting Standard
Idaho Standards for Blende	d Forly				Stanuaru
Childhood Education/Early	•				
Childhood Special Education					
Teachers					
• Standard 1: Child Devel	opment				
• Standard 2: Embedding	•				
Instructional Strategies					
• Standard 3: Functional S	Skills				
 Standard 4: Integrated as 	nd				
Meaningful Learning					
Standard 5: Authentic A					
Standard 6: Laws, Rules	s, and				
Regulations	1 1				
Standard 7: Assistive Te					
 Standard 8: Coaching an Consultation 	la				
Standard 9: Family Parts	nershin				
Idaho Standards for Except					
Child Education Teachers					
• Standard 1: Special Edu	cation Law				
Standard 2: Specially De					
Instruction					
• Standard 3: Assistive Te	chnology				
• Standard 4: Eligibility A					
Standard 5: Support State					
Idaho Standards for Teach					
Blind and Visually Impaire					
Standard 1: Special Edu					
Standard 2: Support State Standard 3: Support State					
 Standard 3: Expanded C Curriculum 	ore				
Curriculum		ĺ		I	



•	Standard 4: Learning
	Media/Functional Vision
	Assessment
•	Standard 5: Assistive Technology
	for Blind/Visually Impaired
•	Standard 6: Braille Skills
•	Standard 7: Educational Access
•	Standard 8: Implication of
	Impairment
Ida	ho Standards for Teachers of the
Dea	af/Hard of Hearing
•	Standard 1: Special Education Law
•	Standard 2: Individualized
	Planning for Instruction
•	Standard 3: Assistive Technology
•	Standard 4: Eligibility Assessment
•	Standard 5: Support Staff
•	Standard 6: Literacy
•	Standard 7: Language
•	Standard 8: Culture



New Program Application C – Pupil Service Staff Program

Name of Educator Preparation Provider		Date of Submission	
New Program Name		Certification/Endorsement	
(as applicable)		Cortification/Endorsement	
STANDARD ONE: CONTENT, PEDAGO			
Educator Preparation Providers ensure cand			
practices of their discipline, and are able to u 1.1 Content Knowledge and Pedagogy	ise practices fle	1.2 Professional Knowledge	students.
Educator Preparation Providers ensure	candidates	Educator Preparation Provide	re ancura candidatas
are able to apply their knowledge in crit		are able to apply their knowled	
concepts, principles, and practices as ide		Standards for Initial Certification	
the Idaho Standards for Initial Certifica		School Personnel, National Ac	
Professional School Personnel, National		of Pupil Service Programs, and	
Accreditation Standards of Pupil Service	e Programs.	approved Idaho Student Conto	
and State Board approved Idaho Studen		approved runno student cont	one standards.
Standards.			
Components	Letter of nat	ional accreditation, other related in	formation)
Audiology and Speech Language		•	,
Pathologist – Council on Academic			
Accreditation (CAA), American Speech-			
Language-Hearing Association (ASHA)			
Nursing (School Nurse) – Commission on			
Collegiate Nursing Education (CCNE) School Counselor – Council for			
Accreditation of Counseling and Related			
Educational Programs (CACREP)			
School Psychologist – National Association			
of School Psychologists (NASP)			
School Social Worker – Council on Social			
Work Education (CSWE)	I ONG		
1.3 <u>IDAHO EDUCATIONAL EXPECTATE</u> Educator Preparation Providers integrate St		duantion policies and procedures or	nd Idaha Dulas
Governing Uniformity into the preparation of		ducation policies and procedures ar	iu iuano Kuies
Component		standard met? What is the plan to	meet the standard?
•	Please share	your program design, narrative, ar	nd evidence. (E.g. –
		s, Course Numbers, Course Credits	
		Module Information, Assessment, l	Projects, Evidence of
Idaho Teaching Standards	Student Lea	rning)	
State Specific Standards:			
 Standard 1: American Indian Tribes in 			
Idaho			
Idaho Teaching Standards			
• Standard 2: Code of Ethics for Idaho			
Professional Educators			
Idaho Teaching Standards			
Standard 3: Digital Technology and			
Online Learning			
Certificate and Endorsement Requirements			
(<u>IDAPA 08.02.02</u>)	1		
*Show how your sequence of			
courses/modules/evidence of student learning meet the requirements in policy and rule.			



Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and professional dispositions in candidates and educators.				
2.1 CLINICAL PRACTICE				
Educator Preparation Providers inclu	de cli	nical practice of depth, breadth, cohe	rence, and durati	on to enable
candidates or educators to demonstra	te pro	ficiency in their area of endorsement.		
Component		Letter of national accreditation, ho		
		requirements in IDAPA 08.02.02, o	ther related info	rmation
School Counselor – Council for				
Accreditation of Counseling and Relat	ted			
Educational Programs (CACREP)				
School Psychologist – National Associa	ation			
of School Psychologists (NASP)				
Nursing (School Nurse) - Commission				
Collegiate Nursing Education (CCNE				
Speech Language Pathologist - Counc				
Academic Accreditation (CAA), Amer				
Speech-Language-Hearing Association	1			
(ASHA)				
Audiology -Council on Academic Accreditation (CAA), American Speed	L			
Language-Hearing Association (ASHA				
School Social Worker – Council on So				
Work Education (CSWE)	Ciai			
WOLK Education (CSWE)				
		Signatures		
Signature of the			Date	
College/Program Chair,				
Director, or Other Designee				
Signature of the College of			Date	
Education Dean or				
Educator Preparation				
Provider Head Official				
1 I O TILCI II CAU O III CIAI				

^{*}Applications without appropriate dated signatures will not be considered.

^{*}Public universities and colleges seeking a new degree or certificate program will also follow the process identified in <u>State Board Policy III.G – Postsecondary Program Review and Approval.</u>

^{*}The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.

New Program Application D - Teacher Leader Program

Name of Educator Preparation Provider			Date of Submission		
New Program Name			Certification/Endo	rsement	
(as applicable)			Cer tilleation/ Endo	Scincia	
STANDARD ONE: CONT	ENT, PEDAGOGI	CAL, AND PI	ROFESSIONAL KNOV	VLEDGE	
Educator Preparation Pro	viders ensure candi	idates develop	an understanding of th	e critical co	
practices of their discipline					
1.1 CONTENT KNOWL			1.2 PROFESSIONAL		
Educator Preparation P					ers ensure candidates
are able to apply their k	.,		are able to apply the		
concepts, principles, and the Idaho Standards for	-		Standards for Initia		
Professional School Pers		1011-01	of Pupil Service Pro		creditation Standards
Accreditation Standards	· ·	Programs	approved Idaho Stu		
and State Board approv			approved Idano Stu	uent Conti	ent Standards.
Standards.	cu Iuano Student	Content			
Componer	nt	How is each	standard met? What is	the plan to i	meet the standard?
	-		your program design, r		
			s, Course Numbers, Co		
			Module Information, A	ssessment, l	Projects, Evidence of
		Student Lea		NI	·/D · 4* · · · 1 · 6 · · M · · 4* · ·
		Evidence Ite	m (Only link to PDFs)	Narrativ	e/Rationale for Meeting Standard
Standard 1: Understanding	g Adults as				
Learners to Support Profe	ssional Learning				
Standard 2: Accessing and					
to Improve Professional Pi					
Standard 3: Supporting Pr	ofessional				
Learning					
Standard 4: Facilitating In	nprovements in				
Instruction and Student Lo	earning				
Standard 5: Using Assessn	nents and Data				
for School and District Imp	provement				
Standard 6: Improving Ou	itreach and				
Collaboration with Familie					
Community					
Standard 7: Advocating fo					
Community, and the Profe	ession				
Standard 8: Understanding	g Systems				
Thinking					
1.3 IDAHO EDUCATION	NAL EXPECTATION	ONS			
Educator Preparation Pro			ducation policies and pr	ocedures ar	nd Idaho Rules
Governing Uniformity into					
Componer	ıt		standard met? What is your program design, r		
			s, Course Numbers, Co		
			Module Information, A		
		Student Lear			J
			m (Only link to PDFs)	Narrativ	e/Rationale for Meeting Standard
Certificate and Endorseme	ent Requirements				
	-				
		1		•	



(IDAPA 08.02.02 & State Boa IV.D.) *Show how your sequence of courses/modules/evidence of str	-				
meet the requirements in policy	U				
STANDARD TWO: CLINICAL Educator Preparation Provide professional dispositions in ca	ers ensure diver	rse high-quality clini	cal experiences to	o develop knowl	edge, skills, and
		Signatures			
Signature of the				Date	
College/Program Chair,					
Director, or Other					
Designee					
Signature of the College		<u> </u>		Date	
of Education Dean or					
Educator Preparation					
Provider Head Official					



^{*}Applications without appropriate dated signatures will not be considered.

^{*}Public universities and colleges seeking a new degree or certificate program will also follow the process identified in <u>State Board Policy III.G – Postsecondary Program Review and Approval.</u>

^{*}The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.

New Program Application E - Administration Program

Name of Educator		Date of Submission		
Preparation Provider				
New Program Name		Certification/Endo	rsement	
(as applicable)		Cer timeation, Endo	Scincia	
STANDARD ONE: CONTENT, I	PEDAGOGICAL, AND PI	ROFFSSIONAL KNOV	VLEDGE	
Educator Preparation Providers				ncents, principles, and
practices of their discipline, and a				
1.1 CONTENT KNOWLEDGE		1.2 PROFESSIONA		
Educator Preparation Provide	rs ensure candidates	Educator Preparati	on Provide	ers ensure candidates
are able to apply their knowled	dge in critical	are able to apply th	eir knowle	dge of the Idaho
concepts, principles, and pract		Standards for Initia	l Certifica	tion of Professional
the Idaho Standards for Initia	Certification of	School Personnel, N	lational Ac	creditation Standards
Professional School Personnel	National	of Pupil Service Pro	grams, and	d the State Board
Accreditation Standards of Pu	pil Service Programs,	approved Idaho Stu		
and State Board approved Ida		**		
Standards.				
Component	How is each s	tandard met? What is t	he plan to m	eet the standard?
-		our program design, n		
		, Course Numbers, Cou		
		Module Information, As	sessment, P	rojects, Evidence of
	Student Lear		3 7 (1	/D // 1 0 15 //
	Evidence Iter	m (Only link to PDFs)	Narrative	e/Rationale for Meeting Standard
Idaho Standards for School Princ	inals			Standard
Standard 1: Mission, Vision	•			
Beliefs	on, una			
Standard 2: Ethics and Pro	ofessional			
Norms				
Standard 3: Equity and Cu	ıltural			
Responsiveness				
Standard 4: Curriculum,				
Instruction, and Assessme				
Standard 5: Community o	f Care of			
Support for Students	7:4			
 Standard 6: Professional 0 of School Personnel 	гараспу			
Standard 7: Professional				
Community for Teachers				
Standard 8: Meaningful				
Engagement of Families a	and			
Community				
Standard 9: Operations an	d			
Management				
Standard 10: Continuous 3	School			
Improvement				
Idaho Standards for Superintendo				
Standard 1: Mission, Vision D. U. C. On the standard of	on, and			
Beliefs • Standard 2: Ethics and				
Standard 2: Ethics and Professionalism				
Standard 3: Equity and Cu	ıltural			
Responsiveness	#1tu1 a1			
Standard 4: High Expecta	tions for			
Student Success				
Standard 5: High Expecta	tions for			
Professional Practice				



-			
Ī	 Standard 6: Advocacy and 		
	Communications		
	Standard 7: Operations and		
	Management		
ı	Standard 8: Continuous		
	Improvement		
ļ	Standard 9: Governance		
	Idaho Standards for Directors of Special		
	Education		
	 Standard 1: Mission, Vision, and 		
	Beliefs		
	Standard 2: Ethics and Professional		
	Norms		
	Standard 3: Equity and Cultural		
	Responsiveness		
	Standard 4: Curriculum,		
	Instruction, and Assessment		
	• Standard 5: Community of Care of		
	Support for Students		
	 Standard 6: Professional Capacity 		
	of District and School Personnel		
	 Standard 7: Professional 		
	Community for Teachers		
	Standard 8: Meaningful		
	Engagement of Families and		
	Community		
	Standard 9: Operations and		
	Management		
	Standard 10: Continuous School		
۱	Improvement		
1	mprovement		
ļ	13 IDAHO EDUCATIONAL EXPECTAT	TONS	
	1.3 IDAHO EDUCATIONAL EXPECTAT		as and muscadones and Idaha
	Educator Preparation Providers integra	ate State Board of Education polici	es and procedures and Idaho
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	ate State Board of Education policion reparation of candidates.	
	Educator Preparation Providers integra	ate State Board of Education policiceparation of candidates. How is each standard met? What is t	he plan to meet the standard?
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	nte State Board of Education policice reparation of candidates. How is each standard met? What is to Please share your program design, no	he plan to meet the standard? arrative, and evidence. (Eg Course
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	nte State Board of Education policice reparation of candidates. How is each standard met? What is to Please share your program design, no Titles, Course Numbers, Course Cree	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description,
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Pr	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description,
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Pr	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description,
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr Component Certificate and Endorsement	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr Component	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr Component Certificate and Endorsement Requirements	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Educator Preparation Providers integra Rules Governing Uniformity into the pr Component Certificate and Endorsement Requirements (IDAPA 08.02.02)	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
	Certificate and Endorsement Requirements (IDAPA 08.02.02) *Show how your sequence of	reparation of candidates. How is each standard met? What is to Please share your program design, not Titles, Course Numbers, Course Cree Module Information, Assessment, Proceedings of the National States o	he plan to meet the standard? arrative, and evidence. (Eg Course dits, Syllabi, Course Description, ojects, Evidence of Student
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		Description, Module Information, Assessment, Projects, Evidence of Student Learning)					
		Evidence Item (Only link to Narrative/Rationale for I		-			
		PDFs)	Standard				
Clinical preparation depth, breadth,							
coherence, and duration							
Comprehensive clinical experience							
Signatures							
Signature of the			Date				
College/Program Chair,							
Director, or Other							
Designee							
Signature of the College			Date				
of Education Dean or							
Educator Preparation							
Provider Head Official							



^{*}Applications without appropriate dated signatures will not be considered.

^{*}Public universities and colleges seeking a new degree or certificate program will also follow the process identified in State Board Policy III.G – Postsecondary Program Review and Approval.

^{*}The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.

New Endorsement Program Application

Name of Educator			Date of Submission				
Preparation Provider	ler						
New Program Name			Certification/Endorsement				
(as applicable)							
Component		How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning) Evidence Item (Only link to PDFs) Evidence Item (Only link to PDFs)					
		Evidence Item	(Only link to PDFs)	Evidence Ite	em (Only link to PDFs)		
**List the endorsement requirements here and align your evidence to the specific endorsement language. (IDAPA 08.02.02)							
Signatures							
Signature of the College/Program Chair Director, or Other Designee	,			Date			
Signature of the College of Education Dean or Educator Preparation Provider Head Official				Date			



^{*}Applications without appropriate dated signatures will not be considered.

^{*}Public universities and colleges seeking a new degree or certificate program will also follow the process identified in <u>State Board Policy III.G – Postsecondary Program Review and Approval.</u>

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