Program Proposal Guidelines for Conceptual and Final Approval by the Purdue University Teacher Education Council

The Purdue University Teacher Education Council (TEC) encourages diversity, imagination, and innovation in the designing and/or revising of teacher education programs. These programs must be aligned with institutional, state, and professional association standards. TEC participation and flow of approval can be found at: http://www.teach.purdue.edu/tec/Guidelines_Policies.html

In alignment with and as defined by the Council for the Accreditation of Educator Preparation (CAEP), Purdue University teacher education programs are “a planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools.”

The following guidelines have been developed to ensure quality programs which are consistent with institutional, state, and professional association standards as well as to facilitate the approval of programs by the TEC. Conceptual approval is obtained first, followed by status reports and then final approval by the TEC.

The program proposal includes the following documentation (two page limit):

Conceptual Approval
For conceptual approval provide the following:
1. A cover memo introducing the program proposal to the TEC;
2. A letter from the department head that will have oversight of the program. This letter of support must include an explanation of how this program fits into the college, school, or department strategic plan as well as the identification and provision of resources for all aspects of the program’s implementation and deliverance; and
3. Documentation of the interest/demand for this program or change, as shown by marketing analyses, needs assessment surveys, national trends, etc.

Final Approval
For final approval provide the following:
1. A cover memo summarizing the program proposal to the TEC;
2. Documentation (mapping) of how this proposal/revision is related to state standards (K-12 and educator) and national (professional association, P-12, educator, and program) standards and how the proposal relates to CAEP unit standards, including the conceptual framework;
3. Explanation of how this proposal meets the CAEP requirement of collaboration with P-12 schools;
4. Identification of the methods being used to assess candidate knowledge, dispositions, and skills (over time);
5. Statement of how the proposed program fits with the Unit Gate system (if applicable);
6. Description of P-12 student learning outcome assessments, i.e., describe opportunities to assess P-12 student learning outcomes in a variety of ways using formative and summative measures and candidate’s ability to practice developing, delivering, and analyzing assessment results in clinical and field based experiences (if applicable);
7. Statement of how the proposal meets the requirement of integration with other disciplines;
8. If this is a new program or a substantive change, statement of the impact this program/change has in the allocation of unit resources, resources in other colleges and/or the proposing department (quota, more sections of courses, etc.). In other words, declaration of adequate resources available to deliver the program;
9. Identification of the resulting degree and/or license; and
10. Other comments the program faculty may wish to include.

Approved February 14, 2005
Revised Approved September 8, 2014