

Any entity preparing educators in the State of North Carolina must be authorized. In order to be authorized by the NC State Board of Education (NCSBE), an educator preparation entity must meet the same accountability standards required of NC Educator Preparation Programs (EPP) as outlined in NCSBE policy TCED-013. An entity's application should address the specific details of the proposal as outlined below (insert tables, charts, or narrative where appropriate)

Each application should include a cover page with the following information:

- Name of Program
- Program Provider
- Name of Program Leader
- Mailing Address of Program Leader
- Name of Contact for Proposal
- Contact Telephone and Email Address
- Date of Proposal Submission

SECTION I: INTRODUCTION

- A. Provide a brief rationale for establishing the new program.
- B. Identify the intended specific license area offerings. Note that individual program approval is a secondary process subsequent to EPP approval.
- C. Describe the needs assessment process conducted by the applying entity and describe how the applying entity will address recruitment for high-needs areas, recruiting access, and stakeholder involvement.

SECTION II: PROGRAM CONTENT

- A. Provide a description of the proposed course of study and how the program will specifically align to and address the following:
 - [North Carolina Standard Course of Study](#),
 - [North Carolina Professional Teaching Standards](#),
 - [North Carolina Specialty Area Standards](#),
 - [North Carolina Digital Learning Competencies](#), and,
 - prepare students toward the attainment of college- and career-readiness

SECTION III: ASSESSMENT

An entity applying to become a recognized EPP is encouraged to submit evidence, if available, in this section of this application demonstrating the entity's ability to meet NC accountability standards. The NCSBE may recognize an entity without sufficient data and grant it initial authorization. All approved EPPs are subject to the EPP Accountability and Regular Reporting Requirements outlined in SBE policy TCED-013. Applicants must submit:

- A. A description of the criteria for admission to the program in compliance with NCSBE policy TCED-009.
- B. A description of the criteria for exit from the program including assurances that students are prepared to teach effectively in order to be recommended for licensure.
- C. A description of the key assessments that are required of candidates in the program and include a discussion of how the assessment data will demonstrate candidates' mastery of the identified standards in field and clinical practice. By the 2019-2020 school year, all recognized EPPs must administer the EdTPA or PPAT assessment to all candidates.
- D. A description of the entity's proposed quality assurance system including metrics for:
 - evidence for students' and completers' positive impact on elementary and secondary student learning and development;
 - the evaluation of completers' effectiveness;
 - enhancing program elements and capacity, and;
 - the testing of innovations to improve students' and completers' impact on elementary and secondary student learning and development.

SECTION IV: FIELD AND CLINICAL EXPERIENCES

- A. A description of the required field experiences and clinical practice including the standards and requirements set forth in NCSBE policy EVAL-024.

SECTION V: SUPPORTING EVIDENCE

- A. Evidence of the entity's current regional or national (CAEP) accreditation, if available
- B. Other relevant documentation or materials to support the application

NOTICE REGARDING PROGRAM EFFECTIVENESS

Per G.S. 115C-296(b), entities that wish to prepare educators in North Carolina must provide evidence of the impact of program completers on elementary and secondary student learning and development, classroom instruction, and schools. Additionally, entities must provide evidence of program completer satisfaction with the relevance and effectiveness of their preparation.

The Department of Public Instruction collaborates with EPPs annually on reporting requirements to review, on an annual basis, the following data points for all educator preparation programs:

- A. Teacher effectiveness data for all program completers
- B. Surveys of program completers
- C. Surveys of employers