



Undergraduate and Post-baccalaureate Program Initial Application Process

Program providers wishing to offer a teacher certification program must complete an application for the program providers will complete an initial application that will be available on the Pennsylvania Department of Education's (PDE) electronic application system. All approved programs will be added to the provider's annual and major review reports.

Note: Until the electronic application is available, program providers are required to complete and submit the following:

PDE Notification

The formal process for adding a program:

1. The institution informs PDE's liaison of its interest.
2. The program must then complete a self-study, the components of which can be found below. The initial discussion with PDE's liaison should take place at least 90 days prior to forwarding the self-study to PDE. This initial 90 days will allow for discussion and possible revision of the materials, as well as the identification of team members. As a guide, the institution should plan for the initial program approval process to take approximately eight months from notifying PDE notification to receipt of the approval decision.

In developing a timeline for all of the required series of events to take place, the institution should plan to have the on-site review at least 90 days prior to when it would like to begin the program. At least 30 days prior to the review date, the institution should plan to send three completed self-studies to PDE's liaison. **Self-studies should be submitted in a PDF format.** Two of the self-study reports will be forwarded to the reviewers assigned to evaluate the program.

Even though every effort will be made to complete the review process in this time-frame, institutions should not advertise the offering of a professional educator program prior to formal notification of program approval from PDE.

Instructions for Completing a Self-Study

Program providers seeking initial program approval are required to conduct and prepare a self-study that identifies how the program design meets the state's program approval requirements. The institution should review the Pennsylvania Department of Education [General Standards and Specific Program Guidelines](#) for State Approval of Professional Educator Programs prior to beginning the self-study development process.

Self-Study Components:

Program Information

- Provide the program mission statement
- Indicate where the mission statement is published
- Indicate how often the mission statement will be reviewed
- Describe evidence to support that the ten general standards required by PDE are reflected in the mission statement.
- Identify the stakeholders, by name and title, who developed the mission statement

Needs Assessment

- Indicate the reason for developing a new program at this time
- Describe the justification for the new program (i.e.; meeting a high-need content area or regional shortage)
- Provide data (in summary form) supporting the need for the program

Admissions Criteria

- Identify the criteria that will be used for formal admission into the program and include a statement about when formal admission will occur
- Indicate how the program will collaborate with the arts and science departments and other program providers which frequently send transfer students

Program Design

- Provide a detailed outline of the components of the new program including information on the total number of credits, the number of years to complete the program and the following specific items:
 - ✓ Credits needed for student teaching, internship and practicum
 - ✓ Briefly describe how the program implements nine credits or 270 hours of accommodations and adaptations for students with disabilities
 - ✓ Briefly describe how the program will implement three credits or 90 hours to meet the needs of English language learners
 - ✓ Describe how candidates are instructed and evaluated. Candidates should have the knowledge and skills to assist students in achieving academic standards under Chapter 4 of the State Board of Education's regulations, as required by the program framework guidelines.
- Attach a student advising sheet to the self-study which indicates all required courses, required PDE testing and timelines, and the minimum grade point average for admission and completion

- ✓ Describe how the program will address Chapter 4 Standards and Assessment Anchors for public school students in Pennsylvania
- Include a matrix that aligns all program competencies to courses and assessments. Refer to the [subject area guidelines and course competencies](#) on our website.
- Educational technology
 - ✓ Describe how candidates will be prepared to integrate technology into instruction and curriculum
 - ✓ Describe how candidates will be prepared to use technology to collect, manage and analyze data
- Non-duplication of courses
 - ✓ Describe how the program will ensure non-duplication of courses
- Program delivery
 - ✓ Describe how distance learning is utilized in the program
 - ✓ Indicate the percentage of the program that will use face-to-face delivery
 - ✓ Indicate the percentage of programs that will use distance learning
 - ✓ If distance learning will be used, describe the planned methods of communication between candidates and faculty
 - ✓ If distance learning will be used, describe ways that candidates will receive support and/or guidance from program personnel, and describe how performance based competencies will be assessed
- Advising and monitoring
 - ✓ Describe the procedure for monitoring a candidate's progress, from entrance to completion, through multiple assessments
 - ✓ Describe performance-based candidate assessment models, including the criteria for skills mastery (Chapter 354.32(a)(1))
 - ✓ Describe the career planning services that will be offered to program candidates
 - ✓ Provide examples of documents used to provide clear and specific certificate program expectations

Courses

- Applicants are required to provide course descriptions and syllabuses that detail how competencies will be instructed and assessed

Dual Certification

- Special education (if applicable)
 - ✓ Indicate the total credits required for dual certification with special education
 - ✓ Provide the rationale for the design of the dual certification program including the process for verification of subject area certification

- ✓ Include the special education/content area dual program advisement sheet

Field Experience

- Information on field experiences Stage 1 and 2
 - ✓ Indicate the total number of hours of field experience (Stage 1 and 2, if applicable)
 - ✓ Describe site placements that will be used for the field experiences
 - ✓ Indicate the number of placement sites that collaborated in the design of the field experiences
 - ✓ Describe the evidence that indicates field experiences have been aligned with PDE's required competencies
 - ✓ Describe the field experience evaluation form to be used
 - ✓ Provide an example of the evaluation form
- Information on field experience Stage 3
 - ✓ Indicate the total number of hours of field experience
 - ✓ Describe site placements that will be used for the field experiences
 - ✓ Indicate the number of placement sites that collaborated in the design of the field experiences
 - ✓ Describe the evidence that indicates field experiences have been aligned with PDE's required competencies
 - ✓ Describe the field experience evaluation form to be used
 - ✓ Provide an example of the evaluation form

Student Teaching

- Indicate the number of weeks of student teaching, intern placement or practicum required by the program
- Indicate how often student teachers and interns will be assessed by the program
- Indicate how often student teachers and interns will meet with the cooperating teacher or mentor to collaborate
- Indicate how often the program supervisor and cooperating teacher or mentor will meet to collaborate
- Indicate how often the program plans to train cooperating teachers
- Describe how the program plans to initially train and support cooperating teachers or mentors over time
- Describe the plan the program has in place to measure the impact of student teachers or teacher interns on classroom student achievement
- Provide an example of evidence that student teachers and teacher interns will focus instruction and support activities on Chapter 4 of the Pennsylvania academic standards

- Provide an example of the student teaching and practicum evaluation form
- Describe the site placements that will be used for the student teaching experience

Exit Criteria

- Indicate the minimum GPA required to successfully complete the program
- Indicate where the program provider will make available the exit criteria and certification requirements
- Indicate how the program will ensure all required testing is taken for compliance with PDE's requirements
- Describe plans to support graduates (including post-baccalaureate) in their first two years of employment
- Include an example of graduate support planning

Faculty Summary

- Describe the procedure used to confirm faculty members are qualified for their assignment
- Describe how the program will ensure faculty members are actively engaged in the professional education community
- Provide your faculty professional development plan
- Indicate how often faculty will be evaluated by program leadership
- Describe the process by which faculty will be trained in educational technology
- Describe the program's expectation of faculty integration of educational technology into courses
- Describe how the program will recruit, hire and retain a diverse faculty
- Indicate the program's plan to offer professional education to faculty
- Describe your assessment system for full-time faculty
- Describe your assessment system for part-time or adjunct faculty

Faculty Information

- Provide documentation that includes the following for each faculty member:
 - ✓ Education degree, major and certification
 - ✓ Workload
 - ✓ Prior employer, prior position and subject areas taught
 - ✓ Courses assigned to each faculty member
 - ✓ Vitae for each faculty member