**Use this document as a guide for compiling necessary documentation for a new program proposal. Submit the individual components on the Educator Preparation Program Review Portal at** [**http://development.k12.wv.us/OPP\_HEPC/**](http://development.k12.wv.us/OPP_HEPC/)**.**

**General Information:**

Name of Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Public \_\_\_ Private\_\_\_

Name of Proposed Educator Preparation Program of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Classification of Instructional Programs* (CIP) code:

Semester and the year the institution plans to begin the program:

Name and contact information of the primary writer of the proposal. (On the day of the WV EPPRB meeting in which the proposal will be evaluated, the primary writer of the proposal may be contacted to answer questions by phone and/or e-mail).

Endorsement(s) for which completers will be recommended for licensure:

**Official Authorizations:**

* 1. Official correspondence from the head of the institutional governing board which indicates that the board has granted official authorization to offer the program.
  2. Official correspondence from the president of the institution which indicates that the president has granted approval and the institution will provide the necessary resources to offer the program. NOTE: If no additional funding is necessary to offer the program, provide an explanation as to why additional funding is not necessary.
  3. Excerpts from minutes of meeting(s) that indicate involvement of faculty (Educator Preparation Provider (EPP), content and institutional levels) in the development and the approval of the proposed program. (Include date, body, and action taken). If possible, highlight the pertinent sections of the minutes, if providing full minutes from any meeting. Minutes should include discussion of the rationale for offering the new program and some details of its structure.
  4. If applicable, indicate that *West Virginia Higher Education Policy Commission (HEPC)* has granted official authorization to offer the program & include the letter of approval. Public Institutions Only

Completed charts for Five-Year Projection of Total Operating Resource Requirements, if applicable. (See attachment A for an example) Public Institutions Only

**Development and Implementation. Include the following:**

* 1. A list of other WV institutions that offer similar programs.
  2. A needs assessment that includes sufficient data to justify the development and implementation of the proposed program. Surveys, letters of support, community inquiries, and other data from P-12 public schools should be used to justify the need for the program, inclusive of demographic information for the institution’s service area.
  3. Data that demonstrates a demand for and student interest in the proposed program.

**Program of Study/Syllabi**

1. Program of Study that indicates the sequence in which a student should take courses, by year and semester, to complete the proposed program as advertised by the institution.
2. A Curriculum Summary Sheet that contains:

* Proposed program title
* List of the proposed program course titles, numbers, and credit hours
* Educator Preparation Program Advisory Committee (EPPAC) review date of proposed program
* Name of the individual preparing the Curriculum Summary Sheet
* List of all required Policy 5100 exams (CASE/exemption, Praxis II content and PLT)
* List of prerequisites or entry requirements (e.g., master’s degree in education or related field, previous certification, three years of teaching experience)
* Statement that the program conforms to the content hour requirement of HEPC Policy Series 11 (applicable only to public institutions).

1. Syllabi:

* Course syllabi for all courses listed on the proposed program Curriculum Summary Sheet.
* Syllabi contain the following information:
* Course title and number that matches the Curriculum Summary Sheet
* Credit hours listed per course
* Instructor name(s)
* Prerequisite(s)
* Rationale/course description
* Outcomes/goals/objectives (must support the standards)
* Standards covered in the course (See Policy 5100)
* National association (e.g.., ACEI, NCSS) (Reference Policy 5100, Appendix E)
* Praxis II content (Reference Policy 5100, Appendix E)
* Praxis II PLT for professional education (Reference Policy 5100, Appendix E)
* ISTE (Reference Policy 5100, Appendix C)
* WV Professional Teaching Standards (Reference Policy 5100, Appendix A)
  + - Outline/topics
    - Assignments/requirements show alignment with the standards, learning outcomes, and outline of topics.
      1. Assessments show alignment with the standards, learning outcomes, and outline of topics)
      2. Resources/materials

NOTES:

1. If courses are cross listed as both undergraduate and graduate, syllabi should indicate the differences between the two levels.
2. The course syllabi must include all course requirements, including assignments, and show alignment to assessments. The syllabi may use any effective format, including narrative, list, or table(s). The expandable table below is an effective format that may be used.

|  |  |  |  |
| --- | --- | --- | --- |
| Course Learning Objectives | Standards | Learning Activities | Assessments for the Learning Activities |
| 1. |  |  |  |

OR (if showing alignment with several sets of standards)

|  |  |  |
| --- | --- | --- |
| Course Learning Objectives | Learning Activities | Assessments for the Learning Activities |
| 1. |  |  |

AND

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Learning Objectives | WVPTS | National Association Standards | Praxis II Content Topics | PLT or TPA | ISTE |
| 1. |  |  |  |  |  |

**Matrices: (Submit matrices in the same order as reflected on syllabi).**

Matrices list the required standards in Policy 5100 and crossmatch those with the courses in which these standards will be delivered. For initial licensure program proposals, include a PLT matrix. Assessments (A) of each standard, as indicated in the matrices should be clearly indicated in relevant syllabi or key program assessment(s).

* Required Standards in policy 5100 aligned with the courses in which these standards are delivered.
* For initial licensure programs, include a PLT matrix.
* Alignment of the SPA standards, if reviewed by a SPA
* Alignment with College & Career-Ready Standards

**Field Experiences:**

1. Signed agreements with area school systems to deliver appropriate field and clinical experiences.
2. A narrative about the manner in which field and clinical experiences will be conducted and to what extent the proposed program will be delivered online.
3. A description of the proposed program's field based/clinical experiences that fulfill programmatic level requirements (e.g., K-4, 5-9, 9-Adult) in Policy 5100. Include the objectives for each of the field experiences, the length of time for each field experiences and the assessment instrument(s) (clearly identified) used to evaluate each of the experiences.
   * \* If field/clinical experience is associated with a specific course, please identify on the appropriate course syllabus.
   * \* Specify if the field/clinical experience is specific to the content area or a general experience.
   * \* Indicate how the program will track teacher experiences with diverse, at-risk, and special needs learners. A chart, matrix or other acceptable instrument indicates how the institution/program will track candidate interactions.
     + If any field experience(s) will be used in combination with clinical experience, teacher residency or student teaching to fulfill programmatic level requirements (e.g., K-4, 5-9, 9-12) in Policy 5100, include this additional documentation to support the programmatic requirements in the description.
4. A plan for ensuring individuals complete a field/clinical experience commensurate with the new specialization and/or programmatic level if the program serves as an additional endorsement for licensed teachers.
5. An explanation of the institution's assessments of 21st century technology for candidates, professional and instructional use, as well as effective student use of technology in the classroom. Include a matrix aligned to ISTE standards that identifies points of delivery and assessments.

**Clinical Experiences:**

* A narrative about the manner in which field and clinical experiences will be conducted, if the proposed program will be delivered primarily online. Enter N/A if appropriate.
* A description of the proposed program’s field-based/clinical experiences that fulfill programmatic level requirements (e.g., K-4, 5-9 or 9-Adult) in Policy 5100. Include the objectives for each of the field experiences, the length of time for each field experience and the assessment instrument(s) (clearly identified) used to evaluate each of the experiences.
* If field/clinical experience is associated with a specific course, please identify on

appropriate course syllabus.

* Specify if the field/clinical experience is specific to the content area or a general

experience.

* Indicate how the program will track teacher experiences with diverse and at-risk learners as well as learners with special needs. A chart, matrix or other acceptable instrument indicating how the institution/program will track candidate interactions.
* If any field experience(s) will be used in combination with Clinical experience, teacher residency or student teaching to fulfill programmatic level requirements (e.g., K-4, 5-9 or 9-12) in Policy 5100, include this additional documentation to support the programmatic requirements in the description.
* A plan for ensuring individuals complete a field/clinical experience commensurate with the new specialization and/or programmatic level if the program serves as an additional endorsement for licensed teachers.
* An explanation of the institution’s assessment of 21st century technology for candidates’ professional and instructional use, as well as effective student use of technology in the classroom. Include a matrix aligned to ISTE standards that identifies points of delivery and assessments.

Assessments:

* For initial licensure programs, the document contains a list of five to eight assessments (with the first five identified below) used to evaluate students’ demonstration/mastery of the applicable national standards (See Policy 5100, Appendix E). In a narrative, list, or table format, **clearly align** assessments to the appropriate national standards. Clear indication must be provided as to when/where/how the assessments will be completed across the program. Each assessment instrument must be /identified/named, and the EPPRB verifies that the assessments have been developed. NOTE: The EPPRB does not review the assessments to ensure that they meet SPA requirements/guidelines, nor do they review the assessments themselves.
  + Assessment 1: Praxis II content licensure exam
  + Assessment 2: Additional content assessment
  + Assessment 3: Candidate ability to plan instruction
  + Assessment 4: Clinical Experience
  + Assessment 5: Candidate effect on student learning

From CAEP and SPA requirements:

Assessment #1: Licensure assessment, or other content-based assessment (required)

Assessment #2: Content knowledge in (subject area) (required)

Assessment #3: Candidate ability to plan instruction (required)

Assessment #4: Clinical Experience (required)

Assessment #5: Candidate effect on student learning (required) Assessment #6: Additional assessment that addresses (SPA) standards. Check the program’s SPA to see if this is required. Some SPAs require Assessment 6; other SPAs require the first five and make the other three optional).

Assessment #7: Additional assessment that addresses (SPA) standards (optional)

Assessment #8: Additional assessment that addresses (SPA) standards (optional)

*Helpful Notes*: These notes are slightly revised versions of SPA notes available in each SPA on the CAEP web site at <http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms>

1. For all assessments, include sufficient description of the tool and process for using it to provide a clear picture of its structure, its validity, how it is administered, and how the results demonstrate preservice teachers’ readiness for classrooms.
2. Identify the assessment by the title used in the program; refer to CAEP and SPA documents for further information on appropriate assessments to include.
3. Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
4. Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to clinical experience, required courses [specify course title and numbers], or completion of the program)

For advanced programs, there should be five to eight assessments. These must include two content assessments and other required assessments as specified by the applicable specialized professional associations (SPA) or national organizations. The assessments must be clearly aligned to the appropriate national standards. Clear indication must be provided as to when/where/how the assessments will be completed. Each assessment instrument must be provided.

**Faculty:**

The information that will be requested on the portal regarding faculty:

1. Name of faculty member teaching within the program
2. All pertinent degrees with field and name of institution for each faculty member
3. The courses the faculty member will teach
4. The assigned role of the faculty member
5. The faculty rank
6. Tenure (Yes or No)
7. Up to three of the faculty member’s major contributions in the past three years in Scholarship, Leadership in Professional Associations, and Service
8. The faculty member’s teaching certifications, relevant experience, academic preparation, professional experiences, and scholarly activities within the last three years. Include all full-time and part-time employees and adjuncts who are involved in the delivery of the revised program and clinical experience supervisors. (*Attachment A, faculty qualifications chart, is an example format that may be used if desired).*

**Attachment A**

**Faculty Qualifications Chart**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Member**  **Name** | **All Degrees,**  **Fields, &**  **University(ies)** | **Assignment:**  **Indicate the**  **role of the**  **faculty**  **member** | **Faculty**  **Rank** | **Tenure**  **Track**  **(Yes/**  **No)** | **Scholarship, Leadership in**  **Professional Associations, and**  **Service: List up to 3 major**  **contributions in the past 3 years** | **Teaching or**  **Other**  **Professional**  **Experience in**  **P-12 Schools** |
|  |  |  |  |  |  |  |

**ATTACHMENT B**

**FIVE-YEAR PROJECTION OF PROGRAM SIZE**

FORM 2 Page 1 of 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | First Year (20\_\_) | | Second Year (20\_\_) | Third Year (20\_\_) | Fourth Year (20\_\_) | Fifth Year (20\_\_) |
| Number of Students Served through Course Offerings of the Program: |  | | | | | |
| Headcount: |  | |  |  |  |  |
| FTE: |  | |  |  |  |  |
| Number of student credit hours generated by courses within the program (entire academic year): |  | |  |  |  |  |
|  | | | | | | |
| Number of Majors: | | | | | | |
| Headcount: | |  |  |  |  |  |
| FTE majors: | |  |  |  |  |  |
| Number of student credit hours generated by majors in the program (entire academic year): | |  |  |  |  |  |
| Number of degrees to be granted (annual total): | |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| b. Professionals |  |  |  |  |  |
| Note: Include percentage of time of current personnel | | | | | |
| **ATTACHMENT C \*\***  **\*\*The information in Attachment C is only required from public institutions for the Higher Education Policy Commission (HEPC).**  OPERATING COSTS (Appropriated Funds Only) | | | | | |
| 1. Personnel Services: |  |  |  |  |  |
| a. Administrators |  |  |  |  |  |
| b. Full-time Faculty |  |  |  |  |  |
| c. Adjunct Faculty |  |  |  |  |  |
| d. Graduate Assistants |  |  |  |  |  |
| e. Non-Academic Personnel: |  | | | | |
| Clerical Workers |  |  |  |  |  |
| Professionals |  |  |  |  |  |
| Total Salaries |  |  |  |  |  |

FIVE-YEAR PROJECTION OF TOTAL OPERATING RESOURCES REQUIREMENTS\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | First Year (20\_\_) | Second Year (20\_\_) | Third Year (20\_\_) | Fourth Year (20\_\_) | Fifth Year (20\_\_) |
| 2. Current Expenses |  |  |  |  |  |
| 3. Repairs and Alterations |  |  |  |  |  |
| 4. Equipment: |  | | | | |
| Educational Equipment |  |  |  |  |  |
| Library Books |  |  |  |  |  |
| 5. Instructional Technology |  |  |  |  |  |
| 6. Nonrecurring Expense (specify) |  |  |  |  |  |
| Total Costs |  |  |  |  |  |
| C. SOURCES | | | | | |
| 1. General Fund Appropriations  (Appropriated Funds Only) |  |  |  |  |  |
| Reallocation New Funds  (Check one) |  | | | | |
| 2. Federal Government  (Non-appropriated Funds Only) |  |  |  |  |  |
| 3. Private and Other  (specify) |  |  |  |  |  |
| Total All Sources |  |  |  |  |  |

Note: Total costs should be equal to total sources of funding

\*Explain your Method for Predicting the Numbers (use additional sheet if necessary)