**Use this document as a guide in creating substantial revisions to an existing program leading to licensure in the same endorsement. 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:**

1. Name of Institution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1a. Public \_\_\_ Private\_\_\_

Name of Professional Preparation Program of Study: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of course credit hours being added or dropped: \_\_\_\_\_\_

**Note:** If the percent of change in course credits in Content specialization and/or Professional Education is no more than 25 percent change from the original, approved program, then the program is not required to be submitted to the WV EPPRB for review. If several changes have occurred though the years that result in more than 25% change from the *original, approved program*, the program should be reviewed.

1. *Classification of Instructional Programs* (CIP) code \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(**[**https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13.1015**](https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cip=13.1015)

1. Program level \_\_\_\_\_\_\_\_\_\_\_
	1. Rationale:

Area in which the revisions occur:

\_\_\_\_\_Content specialization

\_\_\_\_\_Professional education

1. Proposed Start of the revised program: Semester \_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_
2. Contact Information: Provide 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).
3. Endorsement(s) for which completers will be recommended for licensure

**Official Authorizations:**

1. Excerpts from minutes of meeting(s) that indicate involvement of faculty (unit, content and institutional levels) in the development and the approval of the proposed changes to the program. (Include date, body, and actions taken).
2. HEPC Letter of Approval (if applicable)

**Program of Study/Syllabi**

1. The document should include "old" and "new" student Program of Study indicating the sequence in which a student should take courses, by year and semester, to complete the revised program as advertised by the institution. (A side by side of the old and new program is needed. Please indicate which courses are being dropped, added, and/or revised. Submit a key if color coding is included.)
2. Curriculum Summary Sheet
	* the proposed program title
	* a list of the proposed program course titles, numbers and credit hours
	* the EPPAC review date of proposed program
	* the name of the person preparing the Curriculum Summary Sheet
	* a list of all required Policy 5100 exams (both Praxis I/exemption and Praxis II)
	* a list of prerequisites (e.g., master's degree in education or related field, previous certification, three years of teaching experience)

The program conforms to the content hour requirement of HEPC Policy Series 11 (applicable only to public institutions)

1. Syllabi: You may upload pdf versions of your syllabi.

Course syllabi for **ALL** courses listed on the revised program Curriculum Summary Sheet*. The objectives are clearly identified in the appropriate course syllabi.*

 Syllabi must contain the following information:

1. Course title and number that matches the Curriculum Summary Sheet
2. Credit hours listed per course
3. Instructor name(s)
4. Prerequisite(s)
5. Rationale/course description
6. Learning outcomes/goals/objectives must reflect the standards
7. Applicable 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
8. Outline/topics
9. Assignments/requirements must show alignment with the standards, learning outcomes and outline of the topics
10. Assessments must show alignment with standards, learning outcomes and outline of topics
11. Resources/materials

NOTE \* If courses are cross-listed as both undergraduate and graduate, syllabi should indicate the differences between the two levels.

NOTE\*\*. The course syllabi need to include all course requirements, including assignments, and show alignment to assessments. It is recommended that you also align your assignments and assessments to the standards for planning and in preparation for your SPA review. The syllabi may use any effective format, including narrative, list, or table(s). An easy way to display these components is to use a table. Example below:

|  |  |  |  |
| --- | --- | --- | --- |
| 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**:

Matrices that list the required standards in Policy 5100 *and outlined in the Policy Resources page of the WVDE/Educator Development and Support Services page* and the courses in which these standards will be delivered. For initial licensure program proposals, include PLT in a matrix. Assessments of each standard should be clearly indicated in relevant syllabi or key program assessment(s).

1. Matrices for alignment of the standards for SPA
2. Matrices for the alignment with College & Career Ready Standards

NOTE: Submit matrices in the same order as reflected on syllabi.

**Field Experiences**:

1. Signed agreements with area school systems to deliver appropriate field and clinical experience: MOUs
2. The document includes a narrative about any changes made to the field and clinical experience requirements as a result of the proposed revisions. If changes are necessary, the document includes 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 the appropriate course syllabus.
* Specify if the field/clinical experience is specific to the content area or a general experience.

If any field experience(s) will be used in combination with 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.

1. A narrative about the manner in which field and clinical experiences will be conducted if the proposed program will be delivered primarily online.
2. A description of any changes to the revised program 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.
3. 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.
4. 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 five to eight assessment instruments (with the first five listed below) to be used in the revised program (if changes have been made to the assessment instruments since the initial program submission) used to evaluate students’ demonstration/mastery of the applicable national standards (See Policy 5100, Appendix E). The assessments must be clearly aligned to the appropriate national standards. This may be provided in a narrative, list, or table format. Clear indication must be provided as to when/where/how the assessments will be completed across the program. Each assessment instrument must be provided, and the EPPRB will verify that the assessments have been developed. (*The EPPRB does not review the assessments to ensure that they meet SPA requirements/guidelines).*
* 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)

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 from 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 coursed [specify course title and numbers], or completion of the program.

For advanced programs, the document contains a list of five to eight assessments. These must include two content assessments and other required assessments as specified by the applicable national specialized 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 document includes Attachment B with a section for each faculty member with the following information:

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 track (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 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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
|  |  |  |  |  |  |  |