**[INSTITUTION NAME]**

**EPP**

**LOGO**

NEW PROGRAM PROPOSAL:

**New Program Proposal:**

**[Institution Name]**

**[Location], Oregon**

**Institution Contacts:**

[Name], Dean

[email address]

[Phone number]

[Name], Program Contact

[email address]

[Phone number]

[Name], Proposal Author

[email address]

[Phone number]

[Program Name]

**This proposal was provided to TSPC on: [DATE]**

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NEW PROGRAM PROPOSAL

[Name of Institution]

Purpose *[This section is instructional. It should be deleted from the submitted proposal.]*

This section of this template is for TSPC to provide information to the Educator Preparation Provider (EPP) staff who will use this template for new program proposals to submit to TSPC. It is suggested this section of text be deleted from the new program proposal; however, it may be left in or deleted, at the discretion of the provider.

A new program proposal:

* When a unit seeks approval of a program not previously approved, the unit will submit a proposal for approval of the new program to the Commission; and
* The Commission will review Educator Preparation Providers’ proposals submitted to TSPC utilizing this template. This template is fully aligned to TSPC Rules for state recognition of programs.
* All state recognized programs (excluding specializations) must complete a program review process, as provided in the [Program Review and Standards Handbook](http://www.oregon.gov/tspc/TSPC%20Programs%20Program%20Approval%20Process/Program_Review_and_Standards_Handbook.pdf).

**How to use this template:**

Each section has introductory text in *red + italics text*. It provides instructions for completion of that section. The introductory text should be removed from the new program proposal as it is for instructional purposes only.

# New Program Description

|  |
| --- |
| Program Name and Description |

*The purpose of this section is for the EPP to provide basic information about the program.*

***Proposed Program Name:***

***The program proposal submitted is for****:*

***Note:*** *To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].*

Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)

Preliminary Teaching License: Elementary – Multiple Subjects (graduate)

Preliminary Teaching License: Single-subject areas (undergraduate)

*Please indicate the single-subject endorsement area(s) offered by your preliminary license program:*

Advanced Mathematics (includes Foundational)

Agricultural Science

Biology

Business: Generalist

Business: Marketing

Career Trades Generalist

Chemistry

English Language Arts (includes Foundational ELA)

Family and Consumer Sciences

Health

Integrated Science (includes Foundational Science)

Physics

Social Studies (includes Foundational Social Studies)

Speech (Forensics)

World Language:

Chinese

French

Japanese

German

Latin

Russian

Spanish

Preliminary Teaching License: Single-subject areas (graduate)

*Please indicate the single-subject endorsement area(s) offered by your preliminary license program:*

Advanced Mathematics (includes Foundational)

Agricultural Science

Biology

Business: Generalist

Business: Marketing

Career Trades Generalist

Chemistry

English Language Arts (includes Foundational ELA)

Family and Consumer Sciences

Health

Integrated Science (includes Foundational Science)

Physics

Social Studies (includes Foundational Social Studies)

Speech (Forensics)

World Language:

Chinese

French

Japanese

German

Latin

Russian

Spanish

**Program-required areas:**

Art – includes:  Undergraduate  Graduate  Post-graduate

Drama – includes:  Undergraduate  Graduate  Post-graduate

Elementary – Multiple Subjects – includes:  Graduate  Post-graduate

*(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)*

ESOL – includes:  Undergraduate  Graduate  Post-graduate

Library Media – includes:  Undergraduate  Graduate  Post-graduate

Music – includes:  Undergraduate  Graduate  Post-graduate

Physical Education (PE) – includes:  Undergraduate  Graduate  Post-graduate

Reading Intervention – includes:  Undergraduate  Graduate  Post-graduate

SPED: Deaf and Hard-of-Hearing – includes:  Undergraduate  Graduate  Post-graduate

SPED: Early Intervention – includes:  Undergraduate  Graduate  Post-graduate

SPED: Generalist – includes:  Undergraduate  Graduate  Post-graduate

SPED: Visually Impaired – includes:  Undergraduate  Graduate  Post-graduate

**dual program area requests:**

Name:  – includes:  Undergraduate  Graduate  Post-graduate

**Administrator and personnel services License Programs:**

Teacher Leader License Program

Principal License Program

Professional Administrator License Program

Initial School Counselor License Program

Continuing School Counselor License Program

Initial School Psychology License Program

Continuing School Psychology License Program

Initial School Social Worker License Program

Continuing School Social Worker License Program

**Specializations:**

Adaptive Physical Education Specialization

American Sign Language Specialization

Autism Spectrum Disorder Specialization

Dual Language Specialization

Early Childhood Education Specialization

Mathematics Instructional Leader: PreK-8 Specialization

Mathematics Instructional Leader: 6-12 Specialization

Talented and Gifted Specialization

***General description of the proposed program:***

***Note:*** *If this report includes single-subject areas, multiple program levels (graduate, undergraduate, and/or post-graduate), and/or initial (pre-service) and advanced (in-service) offerings, the report must clearly identify how offerings vary.*

***Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work):***

***Date the new program will be implemented, if approved:***

***Proposed degree to be awarded on program completion:***

|  |
| --- |
| Program Delivery and Variants |

*Identify the standard delivery of the proposed program, as well as variations to the delivery. Examples of variations include an alternate location, weekday, weekend, evening variation, online offering, or hybrid program.*

***Standard delivery:***

Location:

Campus-based (traditional in person instruction)

Main campus  Branch campus  Other:

Online program

Hybrid program

Courses are offered:

Daytime |  Evenings |  Weekends

Additional description *(if needed)*:

***Delivery variant(s) (If applicable, describe variation circumstances. Duplicate this section for additional variances:***

N/A (Select if the proposed program does not have any delivery variances.)

Location:

Campus-based (traditional in person instruction)

Main campus  Branch campus  Other:

Online program

Hybrid program

Courses are offered:

Daytime |  Evenings |  Weekends

Additional description *(if needed)*:

***Number of credit hours proposed to be required to complete the program:***

Semester |  Quarter

|  |
| --- |
| edTPA |

*This section is for the EPP to provide information that demonstrates edTPA requirements have been considered for the new program, if applicable. Handbook requirements and minimum passing scores are available at:* [*http://www.edtpa.com/PageView.aspx?f=GEN\_Oregon.html*](http://www.edtpa.com/PageView.aspx?f=GEN_Oregon.html)*.*

Indicate here if edTPA is not required for this proposed area:

*If edTPA is required, indicate which handbook will be used for each requested endorsement area:*

|  |  |  |
| --- | --- | --- |
| **Endorsement:** | **Handbook:** | **EPP’s lowest passing score:** |
|  |  |  |

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| Justification for the New Program |

*Provide justification for creation of the new program, including the need for new educators in the program area.*

*Need for new educators in the program area:*

*Other:*

|  |
| --- |
| Educator Preparation Provider’s Capacity |

*Provide evidence of the EPP’s capability to carry out the program. Include:*

* *Faculty preparation and experience (attach vita for program faculty);*
* *A description of how the faculty structure of the new program relates to current faculty in existing programs;*
* *Financial resources, to include an analysis of proposed operational costs, resources, and revenues;*
* *Candidate resources, to include facilities, technology, library, and student services; and*
* *Evidence of official institutional approval for the new program.*

*List faculty names and attach vita for each faculty member:*

*Faculty structure description:*

*Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):*

*Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):*

*Evidence of institutional approval:*

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| EPP Program Development Committee and Liaison Officer |

*Identify the membership of the development committee responsible for the development of the proposed program, as well as each member’s position title.*

[List development committee membership and liaison officer here.]

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| Program Goals and Objectives |

*This section requires the proposed program’s goals and objectives. Describe how goals relates to the goals of other currently approved programs. (e.g., how does the proposed program supplement other approved programs at the institution?) Provide a narrative report and/or include documents as an addendum to this proposal.*

*Goal = Program outcome*

*Objective = Measurable steps to achieve program outcome*

*Goals:*

*How goals relate to goals of other programs:*

*Objectives:*

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| Program Alignment to State Standards |

*This section requires the EPP to develop a table that shows how the program will align to state program standards. TSPC staff are developing standard alignment tables for this section. Completed tables can be found online at:* [*http://www.oregon.gov/tspc/Pages/Educator\_Programs.aspx*](http://www.oregon.gov/tspc/Pages/Educator_Programs.aspx)*, in the Program Review Resources section.*

*Insert a table into this document or provide a link to an EPP-developed two-dimensional table:*

* *The program’s courses, assessments, practicum, etc. (horizontal); and*
* *The program standards for that area (vertical) (Standards are found in* [*OAR 584, Division 420*](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_420.html)*).*

***Note:*** *For those rare instances when an institution is developing a Preliminary Teaching License: Single-subject area proposals (such as for a new unit or when an institution wishes to create a new undergraduate or graduate program), the EPP must differentiate between the endorsement areas for InTASC Standard 2 (Content) and Standard 3 (Instructional Practice).*

[Insert EPP information here.]

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| Program Curriculum & Course Syllabi |

*For this section, provide:*

* *The curriculum for the new program;*
* *The research-based rationale for the curriculum;*
* *Course syllabi (or hyperlinks) for courses in the curriculum. If syllabi hyperlinks are not possible, course syllabi may be included in the addendum of this proposal.*

*Curriculum:*

*Research-based rationale for the curriculum:*

*Course syllabi:*

|  |
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| Clinical Practices |

***Basic instructions for all types of new program proposals:***

*The EPP must provide clinical practices for the purposes of instruction, assessment of competency, and integration of field work with academic study, as well as to ensure candidates are able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for educator licensure, endorsement, or specialization.*

***Background clearance prior to student contact:***

*The EPP must provide a plan for meeting the following requirements:*

* *Prior to candidate contact with PreK-12 students, as part of their Commission-recognized preparation program, an EPP must verify the candidate has completed a background clearance through the Commission.*
* *The background clearance requirement applies to field placements in Oregon, other U.S. jurisdictions and foreign countries.*
* *EPPs may require candidates to obtain background clearance through the Commission any time after their admission into the program.*

***Knowledge of Civil Rights prior to formal clinical practice:***

*The EPP must provide a plan for verifying candidates have demonstrated knowledge of civil rights and ethics prior to placing candidates in student teaching, final internship, or practicum experiences.*

***Select the applicable section below and disregard the remaining items.***

***For new pre-service licensure with first endorsement proposals:***[*OAR 584-400-1040*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=245359)

*The proposal for clinical practices within the new program must include evidence of meeting the following requirements:*

* *Provide a two-dimensional table (program term, horizontal – program field experience, vertical) and/or narrative report to describe how the program’s field or clinical experience in a public or private school setting will ensure candidates will be able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for license or endorsement.*
* *The field experience must be at least 15 weeks in length.*
* *The field experiences must be in the candidates’ endorsement areas.*
* *At least nine of the required 15 weeks must be:*
  + *Full-time, consecutive placements in schools.**Include the number of hours that is required to be considered a full-time week.*
  + *The candidates must assume the full range of responsibilities of the classroom teachers in order to develop and demonstrate the competencies required for initial licensure. List specific duties assumed by the candidate.*
* *For the remaining six weeks:*
  + *Describe the assignments of responsibilities, which may be incremental, in keeping with the objectives of the experience.*
  + *Include whether the field experiences are full-time or part-time, including the number of hours required to be considered full-time and part-time.*
* *The student teaching must be supervised by a cooperating teacher, as provided in (3)(a) and 584-400-0145, Cooperating Teachers.*
* *Evaluations and Observations: The EPP must require evaluations and observations of preservice candidates as provided:*
  + *Faculty Supervisor: The faculty supervisor must conduct at least six evaluations and/or observations of the preservice candidate during their 15-week student teaching. The six meetings must include:* 
    - *At least four formal observations of the candidate; and*
    - *At least two formal evaluations of the candidate.*
  + *Cooperating Teacher: The cooperating teacher must conduct at least six evaluations and/or observations of the preservice candidate during their 15-week student teaching. The six meeting must include:* 
    - *At least four formal observations of the candidate; and*
    - *At least two formal evaluations of the candidate. One of the formal evaluations may be completed as a joint evaluation with the faculty supervisor.*

***NOTE****: A formal observation conducted by a Cooperating Teacher must include a pre-lesson meeting with the candidate, observation of the candidate’s lesson, and a post-lesson meeting with the candidate. The purpose of the pre-meeting is to discuss the plan for the observed lesson. The purpose of the post-lesson meeting is to provide feedback to the candidate relevant to the observed lesson. The Cooperating Teacher may present their feedback to the candidate in oral or written form. The Cooperating Teacher or EPP must record the date(s) and time(s) of the pre-meeting, lesson observation and the post-meeting that constitute the formal observation in the candidate’s clinical practices records or documentation.*

* *Virtual Evaluations and Observations: The faculty supervisor:*
  + *Must conduct at least two of the required four observations in person with the candidate in the candidate’s classroom setting; and*
  + *May conduct the remaining observations and evaluations virtually.*
  + *The use of virtual supervision and evaluations must be reported to the Commission, as provided in the Program Review and Standards Handbook.*
* *If the proposed program plans to use substitute teaching as a component of the clinical practices for pre-service candidates, provide a description of how the substitute teaching will be incorporated into the design of the clinical practices experiences.*
* *If the length of the field experience varies by term, please note the variance in the narrative.*

***In-service (advanced) teacher candidate proposals, including additional endorsements, for program-required areas:***[*OAR 584-400-1040*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=245359)

*The proposal for clinical practices within the new program must include evidence of meeting the following requirements:*

* *Provide a two-dimensional table (program term, horizontal – program field experience, vertical) and/or narrative report to describe how the program’s field or clinical experience in a public or private school setting will ensure candidates will be able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for licensure or endorsement.*
* *The field experience must be at least two semester or three quarter hours in length.*
* *Observations and Evaluations: The EPP must require evaluations and observations of in-service candidates for program-required endorsements, as provided:*
* *Faculty Supervisor: The faculty supervisor must conduct at least three evaluations and/or observations of the in-service candidate during their clinical practice. The three meetings must include:* 
  + *At least two formal observations of the candidate; and*
  + *At least one formal evaluation of the candidate.*
* *Mentor: The mentor must conduct at least three evaluations and/or observations of the in-service candidate during the clinical practice. The three meetings must include:* 
  + *At least two formal observations of the candidate; and*
  + *At least one formal evaluation of the candidate.*

***Administrative, school social worker, and school psychologist candidates:***[*OAR 584-400-1040*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=245359)

*The proposal for clinical practices within the new program must include evidence of meeting the following requirements:*

* *Provide a two-dimensional table (program term, horizontal – program field experience, vertical) and/or narrative report to describe how the program’s field or clinical experience in a public or private school setting will ensure candidates will be able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for licensure or endorsement.*
* *Observations and Evaluations: The EPP must require evaluation and observation of these candidates for program-required endorsements, as provided:*
* *Faculty Supervisor: The faculty supervisor must conduct at least three evaluations and/or observations of these candidates during their clinical practice. The three meetings must include:* 
  + *At least two formal observations of the candidate; and*
  + *At least one formal evaluation of the candidate.*
* *Mentor: The mentor must conduct at least three evaluations and/or observations of these candidates during the clinical practice. The three meetings must include:* 
  + *At least two formal observations of the candidate; and*
  + *At least one formal evaluation of the candidate.*

***Initial (preliminary) school counselor candidates:***[*OAR 584-400-1040*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=245359) *and* [*OAR 584-018-0305*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=149295)

*The proposal for clinical practices within the new program must include evidence of meeting the following requirements:*

* *Provide a two-dimensional table (program term, horizontal – program field experience, vertical) and/or narrative report to describe how the program’s field or clinical experience in a public or private school setting will ensure candidates will be able to demonstrate the knowledge, skills, and abilities necessary to be successful candidates for the Preliminary School Counselor License.*
* *Observations and Evaluations: The EPP must require evaluation and observation of these candidates for program-required endorsements, as provided:*
  + *Faculty Supervisor: The faculty supervisor must conduct at least three evaluations and/or observations of these candidates during their clinical practice. The three meetings must include:* 
    - *At least two formal observations of the candidate; and*
    - *At least one formal evaluation of the candidate.*
  + *Mentor: The mentor must conduct at least three evaluations and/or observations of these candidates during the clinical practice. The three meetings must include:* 
    - *At least two formal observations of the candidate; and*
    - *At least one formal evaluation of the candidate.*
* *In accordance with* [*OAR 584-018-0305*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=149295)*, the EPP requires candidates who have two years of teaching experience in Oregon schools or out-of-state public or regionally accredited private schools to complete a practicum consisting of 200 clock hours of supervised counseling in a public school setting and assemble a portfolio or work sample to demonstrate the candidate's ability to meet the expectations of the public school's counseling program.*
* *In accordance with* [*OAR 584-018-0305*](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=149295)*, the EPP requires candidates who do not have two years of teaching experience in any public or regionally accredited private schools to:*
  + *Complete a supervised practicum consisting of a minimum of 200 clock hours in a regular classroom in a public school, to include a minimum of 75 clock hours of full responsibility for directing learning.*
  + *Complete a minimum of 600 clock hours of supervised counseling experience in a public school.*
  + *Assemble and analyze one work sample to illustrate his/her ability to foster student learning.*
  + *Assemble a portfolio or work sample to demonstrate the candidate's ability to meet the expectations of the public school's counseling program.*
  + *Determine jointly with the practicum site supervising counselor that the candidate has demonstrated the skills and competencies required for licensure in the practicum.*
  + *Establish and implement policies on supervision of practicum candidates that state the responsibilities of unit supervisors, practicum site supervisors and administrators, including the frequency of observations and conferences with the candidates.*
  + *Make a minimum of four supportive/evaluative visits during the practicum. At least twice during the practicum, the unit's supervisors meet with the candidate and the practicum site supervisor in joint conferences to discuss performance and evaluation.*

[Insert EPP information here.]

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| Key Transitions |

*This section requires the EPP to provide a table, or provide a hyperlink to a table, that demonstrates the planned key transition points (admission, retention, and completion) and the planned assessments to be used for those transitions. The table must clearly show planned assessments that will be used in the program as measurements at these transition points. (To be further discussed in the Assessment and Rubrics/Scoring Guides section, below.)*

*Example:*

* *Program phases – i.e. admissions (horizontal); and*
* *Program assessments – i.e. approved performance assessment (vertical).*

***Note:*** *For those rare instances when an institution is developing a Preliminary Teaching License: Single-subject area proposal (such as for a new unit or when an institution wishes to create a new undergraduate or graduate program), the EPP must differentiate between the endorsement areas for each key transition point. The proposal must indicate if there are no differences across endorsement areas.*

[Insert EPP information here.]

|  |
| --- |
| Assessments & Rubrics/Scoring Guides |

*This section requires the EPP to provide a brief (approximately two-page) narrative of the provider’s assessment plan for the proposed program. The narrative should address how the assessment plan will demonstrate completers’ knowledge, skills, and dispositions in the license or endorsement area.*

*The Commission expects to receive the following information:*

* *6-8 assessments for Initial Programs; or*
* *3-5 assessments for Advanced Programs; and*
* *Documentation of how each of the assessments align to / assess the established standards of the new program; and*
* *Rubrics and/or scoring guides that the EPP uses for data collection for the assessment, if appropriate. “If appropriate” signifies that some types of assessments would not use or require a rubric or scoring guide. For example, a survey would not have a rubric or scoring guide.*

***Note:*** *For those rare instances when an institution is developing a Preliminary Teaching License: Single-Subject area proposal (such as for a new unit or when an institution wishes to create a new undergraduate or graduate program), the proposal must differentiate between the endorsement areas for each assessment proposed. The proposal must indicate if there are no differences across endorsement areas.*

Assessment #1: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #2: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #3: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #4: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #5: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #6: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #7: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #8: Name of Assessment

Information to include for this assessment:

* A narrative that provides the following information:
  + A description of the proposed assessment;
  + How it will be used in the program;
  + When it would be administered in the program;
  + How it aligns with the program’s standards;
  + For EPP-developed assessments, indicate if the assessment will be reviewed by CAEP for unit review. If yes, provide a brief narrative that describes:
    - How the assessment was developed; and
    - How the EPP has addressed validity and reliability of the assessment.
* Assessment documentation to provide includes:
  + A copy of, or link to, the proposed assessment;
  + The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

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| Program Data Collection Plan |

*This section requires the submission of evidence which speaks to how the EPP will collect data on a range of topics. Evidence may be provided as a narrative report and/or as an addendum to this proposal. Data will be required from 6-8 key assessments for initial (pre-service) programs and 3-5 assessments for advanced (in-service) programs.*

*How will the unit collect data showing evidence of candidate content knowledge?*

*How will the unit collect data showing the tools for evaluating the clinical practice?*

*How will the unit collect data showing evidence of candidate competency?*

*How will the unit collect data that shows tools for follow-up with candidates after program completion?*

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| Program Implementation |

*This section requires the submission of evidence or documentation that speaks to the implementation of the proposed program. Evidence may be provided as a narrative report and/or included as an addendum to this proposal.*

*Provide a projected timeline for the implementation of the proposed program:*

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| Program Recruitment and Retention |

*This section requires the EPP to provide evidence or documentation that addresses the proposed program’s student personnel services and procedures, including selective recruitment, counseling, admissions, and policies for retention. Evidence may be provided as a narrative report and/or as an addendum to this proposal.*

*Program recruitment and retention narrative:*

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| Partnership Efforts |

*This section requires the EPP to describe partnership efforts in the development of the new program, as provided in* [*OAR 584-410-0090: EPP Partnerships*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=IjAoBhMF9GE2AW1o90e_BfG75iKePuguiU23Fx_adRefNGk2hTPx!-330355351?ruleVrsnRsn=244717)*.*

*Collaborative efforts between the EPP and districts or other appropriate partners:*

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| Degree Authorization |

*If appropriate, provide evidence the proposed program was reviewed by the Office of Degree Authorization. Evidence may be provided as a narrative report and/or as an addendum to this proposal.*

[Insert EPP information here.]

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| Addendum (optional) |

*This section is an opportunity for the EPP to place additional evidence that supports the program proposal. Please identify each item in the addendum (i.e. text, document, link, etc.) with the corresponding section heading from this template.*

*Addendum information may be added via the following methods:*

1. *Insert text/graphics directly into this Word template*
2. *Submit a PDF document containing desired addendum documents (etc.). The PDF document may be submitted to TSPC in conjunction with the completed New Program Proposal.*

[Insert EPP information here.]