**[INSTITUTION NAME]**

**EPP**

**LOGO**

**PROGRAM REPORT:**

**Program Report:**

**[Institution Name]**

**[Location], Oregon**

**Institution Contacts:**

[Name], Dean

[email address]

[Phone number]

[Name], Program Contact

[email address]

[Phone number]

[Name], Report Author

[email address]

[Phone number]

**[Program Name]**

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

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

This template is an optional tool for Educator Preparation Providers (EPPs) that select the state review process. In accordance with [OAR 584-400-0015](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=244669), EPPs may submit program reports using any template that meets the needs of the unit and provides the required information to TSPC for program review. The template is intended to align with additional instructions (rubrics) included in the [TSPC Program Review and Standards Handbook](http://www.oregon.gov/tspc/TSPC%20Programs%20Program%20Approval%20Process/Program_Review_and_Standards_Handbook.pdf).

This section of this template is for TSPC to provide information to the EPP staff who will use this template to author program review documents for submission to TSPC. It is suggested this section be deleted from the program reports; however, it may be left in the reports or deleted, at the discretion of the provider.

The purposes of the Program Review process are:

* To determine whether the unit’s licensure or endorsement program has a minimum number (6-8 for initial programs and 3-5 for advanced programs) of comprehensive assessments in place that demonstrate candidate mastery of the state program standards for each program reviewed. State program standards are found in [Oregon Administrative Rule (OAR) 584, Division 420](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_420.html);
* To determine whether candidate performance on the assessments is appropriate to demonstrate mastery of the program’s subject matter; and
* Program Review documentation is used in the unit approval process. The Program Review process provides site visit team members with information they need in order to determine if candidates completing approved programs demonstrate the required competencies.

**How to use this template:**

Each section has introductory text in *red + italics text*. It provides instructions for the report author to complete that section. The introductory text should be removed from the program report as it is instructional purposes only. Additional instructions (rubrics) are provided in the [TSPC Program Review and Standards Handbook](http://www.oregon.gov/tspc/TSPC%20Programs%20Program%20Approval%20Process/Program_Review_and_Standards_Handbook.pdf), in the Program Review Process section under the State Program Review option.

**Transition rule information:**

In order to facilitate the transition to national accreditation, as required by the Oregon Legislature, the Commission has approved [OAR 584-400-0015](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=244669), Transition to National Accreditation. Highlights of that rule include:

* The unit may aggregate all single-subject endorsement areas into one program review report, unless the endorsement requires completion of a Commission-adopted program, as provided in [Chapter 584, Division 220](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_220.html).
* The unit may submit program review reports in a variety of forms:
	+ The [TSPC Program Review Template](http://www.oregon.gov/tspc/TSPC%20Programs%20Program%20Approval%20Process/Program_Report--EPP_Template.doc);
	+ SPA templates;
	+ Modified SPA templates; and/or
	+ Any other template that meets the needs of the unit and provides the required information for TSPC program review.

Program Description

*The purpose of this section is for the report author to provide basic information about the program (e.g. SPED, ESOL, etc.). This section is not requesting a description of the educator preparation provider (EPP). Note: You might consider how you would describe the program to perspective students in your catalogue.*

*Preliminary Teaching License program reporting: Unless otherwise agreed to in writing with TSPC, please submit separate reports for each of the following areas:*

* *Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate);*
* *Preliminary Teaching License: Elementary – Multiple Subjects (graduate);*
* *Preliminary Teaching License: Single-subject content areas (undergraduate); and*
* *Preliminary Teaching License: Single-subject content areas (graduate).*

*Note: Program delivery methods information is reported in the following section.*

**License and/or endorsement program name:**

***Report submitted is for****:*

*Except for the Preliminary Teaching License single-subject areas, submit one report for each license or endorsement program. If such an approach is problematic, contact the TSPC Liaison to Higher Education (**Candace.Robbecke@Oregon.gov**) to discuss alternatives for submission of program reports.*

**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 content 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 content areas (graduate)

*Please indicate the single-subject content 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 in-service educator program. Pre-service program reports in this area 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

**Commission approved dual program areas:**

[ ]  Name:  – includes: [ ]  Undergraduate [ ]  Graduate [ ]  Post-graduate

[ ]  Name:  – includes: [ ]  Undergraduate [ ]  Graduate [ ]  Post-graduate

[ ]  Name:  – includes: [ ]  Undergraduate [ ]  Graduate [ ]  Post-graduate

[ ]  Name:  – includes: [ ]  Undergraduate [ ]  Graduate [ ]  Post-graduate

**Other 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

***General description of the program (e.g. history of the program, special recognitions, etc.):***

*If this report includes single-subject content areas (aka secondary programs), the EPP must provide all of the single-subject endorsement areas that are offered.*

*If this report includes multiple program levels (graduate, undergraduate, and/or post-graduate), and/or pre-service and in-service offerings, the general description must clearly identify how the offerings vary between one another. Example: How does the undergraduate program differ from the graduate program? How does the pre-service program differ from the in-service program?*

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

***Degree awarded:***

***Summary of major or minor modifications made since the previous state recognition of the program:***

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| Program Delivery and Variants  |

*Identify the standard delivery of the program, as well as variations to the delivery. Examples of variations include an alternate location, weekday, weekend, evening variation, online offering, or hybrid program.* ***Note:*** *If more than one delivery option is offered, please describe the differences between the delivery options in the additional description area.*

***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. Indicate if this section is not applicable.):***

There are no program delivery variants:

Location:

[ ]  Campus-based (traditional in person instruction)

[ ]  Main campus [ ]  Branch campus [ ]  Other:

[ ]  Online program

[ ]  Hybrid program

[ ]  N/A (Select if this section is not applicable.)

Courses are offered:

[ ]  Daytime | [ ]  Evenings | [ ]  Weekends

If there is a delivery variant, indicate the license and/or endorsement name(s) for each variant:

Or, indicate here if the license and/or endorsement name(s) for the variant is the same as the license and/or endorsement name of the standard delivery method: [ ]

Additional description *(if needed)*:

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

 [ ]  Semester | [ ]  Quarter

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| Syllabi |

*This section requires hyperlinks to program course syllabi. This will be used to provide reviewers with descriptions of the courses noted in the Program Alignment tables, as required below.*

*If this report includes single-subject content areas (aka secondary programs), the EPP must provide syllabi for all of the single-subject endorsement areas offered.*

*If this report includes multiple program levels (graduate, undergraduate, and/or post-graduate), and/or pre-service and in-service offerings, syllabi must be included that clearly identifies how the offerings vary between one another.*

[Insert a link to the program course syllabi here.]

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| Program Alignment to State Standards |

*This section requires the report author to develop a table that shows how the program aligns to state program standards. Standard alignment tables have been created for some of the areas required in this section. Available tables are 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. To request tables that have not yet been completed or to request an alternative reporting format, contact the Liaison to Higher Education Candace Robbecke (**Candace.Robbecke@Oregon.gov**).*

*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)*).*

*If this report includes single-subject content areas (aka secondary programs), the EPP must clearly differentiate between the single-subject content areas to demonstrate how each area meets the standards. It is particularly important for the EPP to demonstrate differentiation in the Content Knowledge (Standard 2) and Instructional Practice (Standard 3) areas, as provided in* [*OAR 584-420-0020*](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_420.html)*.*

*If this report includes multiple program levels (graduate, undergraduate, and/or post-graduate), and/or pre-service and in-service offerings, the report must clearly identify how offerings vary between the various offerings.*

[Insert EPP information here.]

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| Clinical Practices |

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

***Note:*** *Describe how the previous clinical practice requirements were met and the EPP’s plan for meeting the requirements adopted April 2018. Include how the new clinical practice requirements (supervision, observation, etc.) will be met.*

***Preliminary teacher candidates:***[*OAR 584-400-1040*](https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=04Rl8crhYAt2LV1lYxsiLduPTcTBL2yc_10tQ1lBdo7Sh14cbG3A!-1740555568?ruleVrsnRsn=245359)

* *The EPP provides 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 ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a license or endorsement.*
* *The field experience must be at least 15 weeks in length.*
* *It must be reported that the field experience is in the candidate’s endorsement area(s).*
* *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 EPP must require the cooperating teacher to conduct at least four formal observations and at least two formal evaluations of the candidate.*
* *The EPP must require the faculty supervisor to conduct at least four formal observations and at least two formal evaluations of the candidate.*
* *If the length of the field experience varies by term, please note the variance in the narrative.*
* *If the report includes single-subject content areas: The report must clearly identify how clinical placement requirements vary between the single-subject content areas or indicate if the requirements are the same for all areas included in the report.*
* *If the report includes multiple program levels (graduate, undergraduate, and/or post-graduate): The report must clearly identify how clinical placement requirements vary between the program levels or indicate if the clinical placement requirements are the same for all program levels included in the report.*

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

* *The EPP provides 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 ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.*
* *The field experience must be at least two semester or three quarter hours in length.*
* *The EPP requires the mentor to conduct at least two formal observations and at least one formal evaluation of the candidate.*
* *The EPP requires the faculty supervisor to conduct at least two formal observations and at least one formal evaluation of the candidate.*
* *If the report includes single-subject content areas: The report must clearly identify how clinical placement requirements vary between the single-subject content areas or indicate if the requirements are the same for all areas included in the report.*
* *If the report includes multiple program levels (graduate, undergraduate, and/or post-graduate): The report must clearly identify how clinical placement requirements vary between the program levels or indicate if the clinical placement requirements are the same for all program levels included in the report.*

***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 EPP provides 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 ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.*
* *The EPP requires the mentor to conduct at least two formal observations and at least one formal evaluation of the candidate.*
* *The EPP requires the faculty supervisor to conduct at least two formal observations 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 EPP provides 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 ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for the Preliminary School Counselor License.*
* *The EPP requires the mentor to conduct at least two formal observations and at least one formal evaluation of the candidate.*
* *The EPP requires the faculty supervisor to conduct at least two formal observations 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 key transition points (admission, retention, and completion) and the assessments used for those transitions The table must clearly show key assessments used in the program: 6-8 for initial programs and 3-5 for advanced programs.*

*Example:*

* *Program phases – i.e. admissions (horizontal); and*
* *Program assessments – i.e. work sample (vertical).*

*For single-subject content area reports, the EPP must provide key transition information for each single-subject content area separately or note there are no differences across the areas.*

*For reports that include multiple program levels (graduate, undergraduate, and/or post-graduate) or pre-service and in-service offerings, the EPP must list key transitions for each program separately or note that there are no differences across the areas.*

[Insert EPP information here.]

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| --- |
| Assessments and Rubrics/Scoring Guides |

*This section requires the report author to provide a brief (approximately two-page) narrative for 6-8 assessments for initial programs and 3-5 assessments for advanced programs and the 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.*

*If this report includes single-subject content areas: The report must clearly identify any differences in how each assessment is used for the single-subject content areas.*

*If this report includes multiple program levels (graduate, undergraduate, and/or post-graduate), and/or pre-service and in-service offerings, the report must clearly identify any differences in how each assessment is used for the various offerings.*

EPPs are required to provide a brief (approximately two-page) narrative for 6-8 assessments for initial programs and 3-5 assessments for advanced programs. Note: Grades are not considered an acceptable assessment for this section.

Assessment #1:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #2:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #3:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #4:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #5:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #6:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #7:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the assessment;
	+ The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)

Assessment #8:

Information to include for this assessment:

* A narrative that provides the following information:
	+ A description of the assessment;
	+ How it is used in the program;
	+ When it is 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 no, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
		- How the assessment was developed; and
		- The EPP’s plan for determining validity and reliability of the assessment.
* Assessment documentation to provide includes:
	+ A copy of, or link to, the 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 |

*This section requires the report author to provide data generated from the 6-8 key assessments submitted for initial programs and 3-5 assessments for advanced programs.*

*A minimum of two cycles of data must be provided for each assessment. For recently revised assessments, a total of two cycles must be provided, including as many cycles of data from the revised assessment as are available and data from the older assessment, as required, to reach two cycles. For new assessments that do not have a predecessor, include as many cycles of data as are available and include a notation that the assessment does not have a predecessor.*

*The report must include evidence that:*

* *Most candidates meet the standards being assessed.*
* *The data is summarized and analyzed.*

***Note:*** *Aggregated data must clearly identify the single-subject areas, program areas (undergraduate/graduate), and/or initial/advanced areas that were used to generate the aggregated data report.*

EPPs are required to provide data for the 6-8 assessments submitted for initial programs and/or the 3-5 assessments submitted for advanced programs.

[Insert program data tables and a narrative description, as needed, to interpret the data provided.]