Program Review Submission Instructions For Approved Preliminary Educator Preparation Programs

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Program Review occurs in Year Five of the Accreditation Cycle. Program Review provides the Commission and the Institutional Review Team with evidence that an institution is consistently meeting program standards. Once programs have submitted full narrative responses to standards during Initial Program Review (IPR) and are approved, programs will not be required to submit full narrative responses to standards again, unless it is determined that there is inadequate evidence to demonstrate implementation and it is determined that a full review of the standards is needed. The program documents enumerated below provide the required information unless the review team determines that additional narrative or documentation needs to be available at the site visit.

Trained reviewers from the Commission's Board of Institutional Review (BIR) will review the program documentation during Year Five of the seven-year accreditation cycle along with annual program data and analysis, *Common Standards* responses and program-specific *Precondition* responses when needed, and provide a *Preliminary Report of Findings* on the alignment of program activities with program standards. The BIR will review the submission one time and provide feedback to the institution, which may choose to provide an addendum at the site visit. The *Preliminary Report of Findings* forms the basis of the BIR team's review of the program's implementation in Year 6 during the accreditation site visit to determine the degree to which program standards are met.

The following items must be included in the Year Five Program Review submission:

1. Program Description (less than 500 words)**.**
This **brief description** provides the context for the review team. A clear description allows the reviewer to understand the remaining evidence submitted during Program Review but is not repetitive for exhibits that can stand on their own. For example, it is not necessary to describe the order in which courses occur because the submission of a Course Sequence is required. It might, however, be important to provide the reviewer with information as to whether courses are taken as a cohort, can be taken out of order, or other pertinent information that provides a clear picture of how the program is designed. The guiding philosophies for the program or specific mission should be included to help reviewers better understand the program.

The program description should also include a **table** showing delivery models (online, in-person, hybrid) and other options/pathways (intern, traditional, etc.) available for each location (if more than one).

- ✓ *Required Exhibit:*

  1.1 Narrative Description no longer than 500 words.

  1.1.1 Table depicting location, delivery models, and pathways

2. Organizational Structure

Provide a **graphic** to show how the program leadership and faculty/staff are organized within the program and how the program fits into the education unit, including faculty serving in non-teaching roles, including the roles and responsibilities of those involved in field placement aspects of the program. The graphic should depict the chain of authority and include individuals up to the dean or superintendent level.

- ✓ *Required Exhibit:*
  - *2.1 Organizational Chart/Graphic*

3. Faculty Qualifications

Three items are required.

1) Submit a **table that provides an overview of faculty**. The table should include numbers of full time, part time, and adjunct faculty. Vacancies should also be noted.

2) Programs must also submit a current **annotated faculty list** denoting which courses are taught by which faculty, including part time faculty members. It is not necessary to include intermittent adjunct faculty unless they are the only instructor for a particular course. The annotated list should include the faulty member's name, degree, status (fulltime, part time, adjunct), and list of the courses he/she teaches. The faculty member's name should link to his/her vita. The courses should link to his/her most recent syllabus for the courses noted. See example below:

John Smith, Ph.D.
Fulltime Tenure Track
CURR131 Educational Foundations
CURR140 Classroom Management
EDADM220 Schooling in a Democratic Society

3) Provide links to **published documentation** regarding the experience and qualifications used to select adjunct faculty.

- ✓ *Required Exhibits and links:*
  - *3.1 Faculty Distribution Table*
  - *3.2 Annotated Faculty List with links to Faculty Vitae and Syllabi*
  - *3.3 Published Adjunct Experience and Qualifications Requirements*

- ✓ *Other Exhibits, if applicable:*
  - *3.4 Faculty Recruitment Documents*

4. Course Sequence

Clear information about the sequence in which candidates take courses should be submitted. If the program is offered via more than one pathway or model, a **course sequence** should be provided for each pathway or model.

- ✓ *Required Exhibits/Link:*

  4.1 Published course sequence from Course Catalog

5. Course Matrix

Each program must provide a **matrix** denoting the candidates' opportunity to learn and master the competencies for that credential. Required course matrix templates for each program can be found on the Commission's Program Review webpage. These templates provide the candidate competencies for each program and **must** be used.

The required courses for the program (course names not just course numbers) should go across the top of the matrix; the candidate competencies are listed in the first column. Programs may add additional competencies specific to the institution's program if needed. For each competency it should be noted when the candidate is introduced (I), practices (P), and is assessed for (A) the competency. These notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. A partial sample is provided below.

	EDU 230 Classroom Management	**EDU 234 Early Literacy**	**EDU 235 Teaching English Learners**								**EDU 452 Student Teaching**
TPE 1	**I, P**										
TPE 2		**P**	**P,A**								**A**

- ✓ *Required Exhibit:*

  5.1 Course matrix with links to specific activities within the syllabi that provide documentation of Introduction (I), Practice (P), and Assessment (A) of candidate competencies. Assessment (A) should link to the assessments used to determine competence.

6. Fieldwork and Clinical Practice

Programs must provide specific evidence of meeting the requirements of clinical practice as described in the Commission standards for that program. The required documentation is:

1) **A Table** that denotes the number of **hours** that each candidate is required to participate in early fieldwork and supervised clinical practice and how those hours are broken out across fieldwork/clinical experiences.

2) **Memorandum of Understanding** (MOU),**Partnership Agreement,** or link to **published supporting document** that clearly delineates the requirements of each candidate placement in alignment with the requirements of the Commission program standards for that program; expectations and criteria for veteran practitioner selection, training and evaluation; and support and assessment roles and responsibilities for the program and the district.

3) **Training Materials** used to train Veteran Practitioners (for example, master teachers) serving in support and/or supervisory roles.

4) Documentation such as a **spreadsheet or table** verifying appropriate placements for all candidates that aligns with the particular program standards. For example, in a Speech Language Pathology program the spreadsheet would show that each candidate was placed in two different age ranges.

5) **Published Manuals or Handbooks or Advising Materials** (links) that provide information to the district and candidates about expectations within the clinical experience including appropriate placements, veteran practitioner support, and information about clinical practice assessment.

6) 5) **Syllabi** for supervised clinical experiences. The syllabi should include information regarding how the candidate is assessed during clinical practice. Copies of blank **assessment instruments** should be included.

✓ *Required Exhibits and links:*

6.1 Table denoting number of hours of fieldwork, clinical practice
6.2 Signed MOU or Agreement for each placement
6.3 Veteran Practitioner Training Material
6.4 Documentation of Candidate Placements
6.5 Clinical Practice Handbook/Manual
6.6 Fieldwork/Clinical Practice Syllabi
6.6.1 Clinical Practice Assessment Instruments

7. Credential Recommendation

Provide a **brief description** (200 words or less) of the program's process to ensure that only qualified candidates are recommended for the credential. The description should include a **link** to the program's **candidate progress monitoring document or other tracking tool** used to verify that candidate has met all requirements for the program prior to recommendation**.**

✓ *Required Exhibits and links:*

7.1 Description of process ensuring appropriate recommendation
7.1.1 Candidate Progress Monitoring Document