

Program Assessment-Part II: Course Syllabi/Course of Study

Syllabi/Course of Study

The purpose of including course syllabi/course of study documents in the Program Assessment submission is to provide readers with links from your narrative response to the supporting documentation in order to demonstrate alignment with the adopted standards. If a program claims that any or all of a standard (i.e., candidate competency standards) is addressed in a course, readers should be able to substantiate that claim by viewing documentation in one or more of the following:

- Course objectives
- Course schedule
- Key Assignments
- Readings
- Notation of particular teaching techniques that will be modeled for candidates, if applicable

If your institution uses a common syllabus/course of study as a template for all sections of a specific course, and all courses are required to use the common template, you need only submit one syllabus/course of study in your Program Assessment document.

However, if each faculty member or instructor designs their section of the course on their own, please include each course syllabi for all courses taught in the **year prior** to Program Assessment.

The narrative text needs to be hyperlinked to the course syllabi

Program Assessment-Part III: Assessments

4-6 Key Assessments

The 4-6 Key Assessments that are reported on in the program's most recent Biennial Report need to be submitted in the Program Assessment process. These assessments are included to verify that institutions have aligned the key assessments with the adopted program standards and that determinations can be made as to the candidate's readiness to move forward in the program or to be recommended for a credential. The intention is not for a program to send in *every* assessment that is used, but rather to focus on the key assessments reported on in the Biennial Report. The following are documents and information that should be included for each assessment:

- Blank copy of the assessment
- Rubric for scoring the assessment
- Assessor Training information for the assessment
- Assessor Calibration activities for the assessment

The descriptive narrative should include information on when the assessment is used and should contain sufficient information so the readers understand how the assessment is administered and scored in a fair, valid and reliable manner.

Please NOTE: Institutions do not need to include:

- CalTPA or PACT assessment forms; however, it will be important to explain how the TPA is implemented in each program and how assessors are trained and recalibrated (**Preliminary Multiple/Single Subject Preparation Programs**)
- Background information on FACT or FAS or the actual formative assessment forms. It is essential that each program clearly describe how the formative assessment system is implemented, including the expectations for the participating teachers, how support providers are initially trained and how support providers receive feedback on their work. (**General Education Induction and Clear Education Specialist Induction Programs**)

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