**COVER SHEET**

1. **Institution’s Name:**
2. **Date Submitted:**
3. **Preparer of this Report:**
	1. **Phone:**
	2. **E-mail**
4. **CAEP/State Coordinator:**
	1. **Phone:**
	2. **E-mail:**
5. **Name of Institution’s program:**
6. **Grade levels for which candidates are being prepared**
7. **Degree or award level (select one)**
	1. **Initial**
		1. **Baccalaureate**
		2. **\_\_\_ Post Baccalaureate**
8. **Is this program offered at more than one site?**
	1. **\_\_\_ Yes**
	2. **No**
9. **If your answer is yes to the above question, list the sites at which the program is offered:**
10. **Program report status (check one):**
	1. **\_\_\_ Initial Review**
	2. **\_\_\_ Continuing Review**
	3. **\_\_\_ Focused Visit**

**SECTION I: CONTEXTUAL INFORMATION**

1. **Candidate Information**

|  |
| --- |
| **Directions:** Provide three years of data on candidates enrolled\* in the program and completing\*\* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. **Program:**  |
| **Academic** **Year**  | **# of Candidates Enrolled in the****Program** | **# of Program** **Completers**  |
|  |  |  |
|  |  |  |
|  |  |  |

\* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

\*\* Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

1. **Curriculum Exhibit (Select 1)**
	1. **\_\_\_ Option 1:** Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**
	2. **\_\_\_ Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses). **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

***Curriculum Exhibit Form SFN 14381.*** *Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.*

* *Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).*
* *A separate sheet is to be completed for* ***each*** *program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.*



 **CURRICULUM EXHIBIT FORM BASIC PROGRAM**

**EDUCATION STANDARDS AND PRACTICES BOARD**

**SFN 14381 (05-17)**

|  |  |
| --- | --- |
| Institution:  | Major:  |
| Total credits required for degree:  |
| **General Studies** | **Teaching Specialty** | **Professional Education** |
| Credits Required:  | Credits Required:  | Credits Required:  |
|  |  |  |
| **Total:** | **Total: (Minimum 32 hours)**  | **Total: ( Minimum 22 hours Including Student Teaching)**  |

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

1. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).
2. **Changes in the Program since the Last Review:** Please describe any changes since the last review and include rationale for those changes.
3. **Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

**SECTION II: RESPONSE TO STANDARDS**

1. **Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.
2. **Course/Assessment Matrix:**
* Complete the matrix below.
* List courses that address each of the ESPB standards for your program.

(All courses listed should be linked to an electronic syllabus.)

* List the assessments that most clearly align with each standard.

(Choose from among those listed in Section IV: Evidence of Meeting the Standard.)

* Provide a short narrative describing how the program addresses the standard.

(For example, identify course objectives, activities and related experiences.)

**SECTION III: ADDRESSING THE STANDARDS**

|  |  |  |
| --- | --- | --- |
| **State Standard** | **Course Prefix and Title (with electronic links to syllabi)** | **Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)**  |
| **13010.1 Biology** The biology program requires study of zoology, botany, anatomy/morphology, physiology, genetics, ecology/environment, microbiology, cell biology /biochemistry, and evolution. This study includes:1. Laboratory and field experiences using a variety of living materials and instrumentation.
2. Identification of biological phenomena.
3. Characteristics of living organisms and their relationship with their physical and biotic environment.
4. Interaction of biology and technology with the ethical and human implications.
5. General chemistry I and II with labs (eight semester hours minimum).
6. Physics and earth science (four semester hours each).
7. Study of mathematics through the pre‐calculus level (college algebra and above) and statistics.
 |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| 13010.2 Nature of Science The program requires study of the history and philosophy of science as well as the interrelationships among the sciences. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.3 Inquiry** The program requires study of the processes of science common to all scientific fields.  |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.4 Context of Science** The program requires the study of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The program provides the candidate with an understanding of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities. |  |  |

Narrative:

|  |  |  |
| --- | --- | --- |
| **13010.5 Skills of Teaching** The program requires the candidate to demonstrate proficiency in methods of teaching science.  |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.6 Curriculum** The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.  |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.7 Assessment** The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.  |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.8 Environment for Learning** The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| 13010.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate’s understanding and ability to apply that knowledge. |  |  |

**Narrative:**

|  |  |  |
| --- | --- | --- |
| **13010.10 Technology** The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates’ understanding and abilities to apply that knowledge.  |  |  |

**Narrative**

**SECTION IV: EVIDENCE OF MEETING THE STANDARDS**

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables **1.A-1.D** described below and provide information requested related to the two-four additional assessments you selected in **2**.

**1. Required Assessments**

**1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data**

|  |
| --- |
| [Enter Data Collection Start and End Dates Here] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |

**1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data**

|  |
| --- |
| [Enter Data Collection Start and End Dates Here] |
| Content Area Test Name and Number | ND Passing Score | Total # of Test Takers | Average Score | Percent Passing |
|  |  |  |  |  |

**1. C** **Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | N (number of candidates) | Overall Average GPA | Range of GPA |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**1. D Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).**

* + - 1. Build Table 1.D that includes the following:
				1. The N (number of candidates)
				2. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
				3. Performance results at each proficiency level (at least 3 years of data)
			2. Attach an electronic copy of the performance instrument

**2. Additionally, select from among the following assessments for a total of 6-8. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.**

* + 1. Pre-student Teaching Practicum Evaluations
		2. Key Performance Tasks
		3. Capstone Project (portfolio, teacher work sample, etc.)
		4. Employer survey results related to content knowledge
		5. Graduate survey results related to content knowledge
		6. Additional assessment of choice

**3. Respond to the following questions**:

* + 1. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.
		2. Response to findings: What changes have you made in your program as a result of data analysis? Provided a rationale for your decision.