



The following list, in part, describes some of the changes that could occur that would substantively modify an Educator Preparation Program. If in doubt, please email robert.grey@doe.k12.de.us or call (302) 735-4262 for guidance.


- Changing Program Name
Changing terminal degree
Combining programs
Changing grade configurations of the program
Significantly changing portions of the program
Substantive modifications that change the program curriculum
Changes in overall credit hours

Required: Please provide the information requested on Pages 1 and 2.

Table with 3 columns: Data, Check Here if this Data Reflects a Change. Rows include: Date Submitted, Institution Name, Mailing Address, Legal Domicile, Phone/Fax Numbers, Program Name, Director's Name, Modification Application, Approval Date, Accreditations, Last Year Offered, Graduation Count.

1 Major institution changes should be submitted on the Existing IHE Modification form (C1).
2 The Delaware Department of Education considers the "Institution Legal Domicile" to be the state in which the institution's principal campus holds its institutional accreditation and, if applicable, its U.S. Department of Education's Office of Postsecondary Education ID (OPE ID) number.

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*If applicable, please provide more information about the change(s) indicated above regarding the Program Name, the Program Director’s contact information, and/or the Program Accreditations.*

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**Complete the appropriate sections of the table below based on your IHE’s proposed modification(s) to this Educator Preparation Program. Utilize the “Proposed Changes” section below to assist in completing this table.**

| Part(s) of the Program to be Changed         | Briefly Describe the Change Being Made | Timeline | Supporting Documentation Attached |
|--|--|----------|-----------------------------------|
| 13. Delivery Methodology                     |  |          |                                   |
| 14. Intended Audience                        |  |          |                                   |
| 15. Program Description (4.1.1)              |  |          |                                   |
| 16. Needs Assessment (4.1.3)                 |  |          |                                   |
| 17. Entry Requirements (3.1)                 |  |          |                                   |
| 18. Clinical Experiences (3.2)               |  |          |                                   |
| 19. Instruction and Content Components (3.3) |  |          |                                   |
| 20. Materials, Media & Resources (4.1.7)     |  |          |                                   |
| 21. Technology Integration (3.3.3)           |  |          |                                   |
| 22. Professional Standards (3.3.4)           |  |          |                                   |
| 23. Program Outcomes (4.1.5)                 |  |          |                                   |
| 24. Faculty (4.1.6)                          |  |          |                                   |
| 25. Exit Requirements (3.4)                  |  |          |                                   |
| 26. Candidate Evaluation (3.5)               |  |          |                                   |
| 27. Facilities and Equipment                 |  |          |                                   |
| 28. Program Evaluation                       |  |          |                                   |
| 29. Costs and Funding                        |  |          |                                   |

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**Proposed Changes**

***If you have a proposed modification to a program part, then please complete the following steps:***

- 1) State the specific proposed change to the program part;***
- 2) Explain the reason for the proposed change; and***
- 3) Provide an updated description and details of the entire program part.***

***If you do not have a proposed modification to a program part, then please write "N/A."***

**13. Delivery Methodology (check all that apply):**

|                   |  |
|-------------------|--|
| On-Site           |  |
| Distance Learning |  |
| Blended Learning  |  |

**14. Intended Audience (check all that apply):**

|                      |  |
|----------------------|--|
| Teachers             |  |
| Administrators       |  |
| Specialists          |  |
| Other (please list): |  |

**15. PROGRAM DESCRIPTION**

- Provide a description of the program (4.1.1)
  - If this is a new specialization in a currently operating Program area, provide documentation with sufficient justification to warrant the new program (4.1.1.1).
  - If this is an experimental or innovative Program that does not meet CAEP standards, it may be allowed by the Department. Such an allowance may be requested by submitting this application, and where the standards are not met, a rationale for the exception(s) (4.1.1.2).

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**16. NEEDS ASSESSMENT**

- Supply a needs assessment demonstrating the demand for Program graduates in the employment market and demand by potential Candidates (4.1.3).
  - Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.
  - Student Demand – Provide short- and long-term evidence of demand for the program.
  - Enrollment Projections – Use this table to show the estimated cumulative headcount for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

| YEAR             | 1 | 2 | 3 | 4 | 5 |
|------------------|---|---|---|---|---|
| <b>Headcount</b> |   |   |   |   |   |

**17. ENTRY REQUIREMENTS** (14 DE Admin. Code 290 §3.1)

- Please state entry requirements for your candidates.
  - If your IHE intends to waive these requirements for 10% of its candidates, elaborate on plans to ensure candidates’ success through assistance (3.1.1.1).
  - Describe any collaboration agreements your IHE may have with Community Colleges to ensure that Candidates meet the required entry thresholds for acceptance (3.1.2).

**18. CLINICAL EXPERIENCES** (14 DE Admin. Code 290 §3.2)  
*(Provisions in this subsection shall be applicable to Candidates in Programs beginning July 1, 2015.)*

- Describe how clinical experiences will be required throughout the Program starting in the first year and are aligned with Program curriculum and certification area. Describe how candidates will be provided with the opportunity to reflect on clinical experiences within the classroom setting (3.2.1).

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- Complete the appropriate section below:
  - **CLINICAL EXPERIENCES FOR TEACHERS (only):** Check all that apply for your Candidate’s Capstone Clinical Residency for Teachers (3.2.1.1). Note that all items are required for approval.

|  |  |
|--|--|
|  | Supervised on-site by a High Quality Cooperating Teacher                         |
|  | A recipient of ongoing support from a High Quality Clinical Supervisor           |
|  | Responsible for the instruction and classroom management of a roster of students |


- **CLINICAL EXPERIENCES FOR ADMINISTRATORS (only):** Check all that apply for your Clinical Experiences for Administrators (3.2.1.2).

|  |   |
|--|---|
|  | Completed under the mentorship of a currently employed Administrator.       |
|  | Mentor Administrator has an effective or highly effective summative rating. |

- **CLINICAL EXPERIENCES FOR SPECIALISTS (only):** Check all that apply for your supervised practical experiences for Specialists (3.2.1.3).

|  |  |
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|  | Experience will be in the specialty area being pursued.  |
|  | Experience will align with requirements for certification of the specialty being pursued.                      |
|  | Experience may include, but is not limited to, a supervised internship, a practicum, or a clinical experience. |


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**19. INSTRUCTION AND CONTENT COMPONENTS** (14 DE Admin. Code 290 §3.3)

- Provide a program sequence describing a structured and coherent program of study.
- Submit course syllabi including:
  - A description of the course (note that Catalog descriptions are not sufficient).
  - Course objectives and/or Candidate learning outcomes for the course.
  - Alignment to current and approved Delaware content standards (3.3.2).
- **For Elementary Educator Preparation Programs only**, include detailed information on instruction in **Childhood Literacy** instruction (3.3.1.1). Include:
  - Alignment to content and pedagogy;
  - Alignment to Delaware approved ELA standards;
  - Details on how the program provides a deep conceptual understanding of the content beyond basic procedural understanding; and
  - Instructional topics, not limited to the following:
    - Foundational concepts of oral and written learning;
    - Knowledge of the structure of language including: phonology, orthography, morphology, semantics, syntax, and discourse organization;
    - Developmental understanding and knowledge of learning disabilities and their impact on literacy and learning;
    - Explicit research and evidence-based instructional strategies for teaching phonemic awareness, phonics and word recognition, fluent and automatic reading of text, vocabulary, text comprehension, conventions of language, and written and spoken expression; and
    - Language acquisition, specifically as it relates to English language learners.
- **For Elementary Educator Preparation Programs only**, include detailed information on instruction in **Childhood Numeracy** instruction (3.3.1.2). Include:
  - Alignment to content and pedagogy;
  - Alignment to Delaware-approved mathematics standards;
  - Details on how the program provides a deep conceptual understanding of the content beyond basic procedural understanding; and
  - Instructional topics, not limited to the following:
    - State standard-aligned content areas, such as counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, measurements and data, geometry, fractions, ratios and proportional relationships; the number system, expressions and equations, statistics and probability; and
    - State-standard aligned strategies for instruction including teaching students to make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision;

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look for and make use of structure; look for and express regularity in repeated reasoning.

**20. MATERIALS, MEDIA & RESOURCES (4.1.7)**

- List any additional resources that are available to students in the Program.

**21. TECHNOLOGY INTEGRATION (3.3.3)**

- Demonstrate how the use of technology in the classroom and other tools for inquiry are taught to candidates throughout the program.
- Detail how Candidates are provided supervised clinical experiences which make it possible for them to integrate this learning into their own instruction.
- “*Information Literacy*” relates to a candidate’s competency in acquiring and processing information in the search for understanding, whether that information is sought in a library facility, through practica, as a result of field experiences, through communication with experts, or by other means.<sup>3</sup> Describe information literacy as it applies to this program.

**22. PROFESSIONAL STANDARDS (3.3.4)**

- Detail how the instruction in pedagogy is aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) standards.


**23. PROGRAM OUTCOMES (4.1.5)**

- Program Outcomes are described and include the expected outcomes of the program and explanations of how those outcomes will be assessed.
- Program Assessments are aligned to program outcomes with evaluation criteria and rubrics where appropriate.
- NOTE: Candidates for each content-aligned program must pass the ETS Praxis II® tests for their certification area as required by PSB regulations. Please visit <https://www.ets.org/praxis/de/requirements> for suggested core content topics.

<sup>3</sup> Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* (12<sup>th</sup> ed.) Philadelphia, PA, p. 42.

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## 24. FACULTY (4.1.6)

- List participating faculty and provide curriculum vitae or other appropriate evidence of qualifications to support program goals, objectives, and outcomes.
- Minimum educational attainment of the faculty shall be the appropriate degree commensurate with the degree level of the proposed program.
- List all clinical and externship sites.

## 25. EXIT REQUIREMENTS (14 DE Admin. Code 290 §3.4)

- State the exit requirements for this program. Minimally, these must include:
  - **CONTENT-READINESS EXAM** (3.4.1.1. Effective for Candidates exiting after January 1, 2015)
    - Content-Readiness Exam (e.g., Praxis II)
    - If a Content-Readiness Exam is not required for Licensure and Certification in the content area in which the student is studying, then the program is not subject to having a Content-Readiness Exam as an exit requirement (3.4.1.1.1).
  - **PERFORMANCE ASSESSMENT** (3.4.1.2. Shall take effect July 1, 2016)
    - Performance Assessment (e.g., edTPA or PPAT) (3.4.1.2)
    - If a Performance Assessment is not required by the DDOE, then the program is not subject to having a Performance Assessment as an exit requirement (3.4.1.2.1).
    - The performance assessment must consist of an evaluation of a Candidate's teaching or professional practice via a portfolio of clinical assignments, including an evaluation of independent teaching or practice (3.4.1.2.2).
    - The performance assessment may not be scored by any employees of the Educator Preparation Program or Unit, and shall be scored by Certified Reviewers (3.4.1.2.3).

## 26. CANDIDATE EVALUATION (14 DE Admin. Code 290 §3.5)

- Describe your Candidate Evaluation program.
  - Minimally, this process must consist of three (3) formally documented observations with candidate feedback about their practice (3.5.1).
  - Observations must be aligned to a Delaware State-approved educator evaluation program system and include measures of student progress (3.5.2).
  - Explain how the results of the Candidate evaluations are used to inform Program interaction with the Candidate, including feedback, placement, remediation, or supports (3.5.3).

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**27. FACILITIES AND EQUIPMENT**

- Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

**28. PROGRAM EVALUATION**

- Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.


**29. COSTS AND FUNDING**

- Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program. [Complete form using US Dollars.]

| Five-Year Costs               |            | Five-Year Funding                            |            |
|-------------------------------|------------|--|------------|
| Personnel <sup>1</sup>        | \$0        | Reallocated Funds                            | \$0        |
| Facilities and Equipment      | \$0        | Anticipated New Formula Funding <sup>3</sup> | \$0        |
| Library, Supplies & Materials | \$0        | Special Item Funding                         | \$0        |
| Other <sup>2</sup>            | \$0        | Other <sup>4</sup>                           | \$0        |
| <b>Total Costs</b>            | <b>\$0</b> | <b>Total Funding</b>                         | <b>\$0</b> |

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

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|--|--|---|---|

**Authorized Signature:**

Signature: \_\_\_\_\_

Name (please print): \_\_\_\_\_

Title: \_\_\_\_\_

Email Address: \_\_\_\_\_

Date: \_\_\_\_\_

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