

100 North First Street
Springfield, Illinois 62777-0001

EDUCATOR EFFECTIVENESS DEPARTMENT

This proposal is designed to be used for programs pertaining to school social workers, school counselors, school psychologists, school nurses, and speech language pathologists.

SECTION 1: PROGRAM COMPONENTS

Directions: The proposal should be submitted when an institution plans to propose a new educator preparation program. The proposal aligns with rules set forth in [Title 23 of the Illinois Administrative Code Part 25](#). All program proposals shall meet requirements set forth in Administrative Code at the time the proposal is submitted. Please submit program proposals and all relevant documentation to your ISBE liaison.

INSTITUTION		DATE OF SUBMISSION	
PROGRAM NAME (See Appendix A)		ENDORSEMENTS TO BE AWARDED	
GRADE RANGE		TERM (semester, trimester, quarter, other)	
PRIMARY CONTACT NAME		PRIMARY CONTACT EMAIL	
SECONDARY CONTACT NAME		SECONDARY CONTACT EMAIL	
PROGRAM LEVEL: <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> Licensure Only		MODE OF DELIVERY: <input type="checkbox"/> Face to Face <input type="checkbox"/> Blended <input type="checkbox"/> Online	
		PROPOSED IMPLEMENTATION DATE <small>(This is the date these changes will go into effect for candidates.)</small>	

SECTION 2: CRITERIA

Directions: Please complete the matrix to describe the criteria for admission to the program. **(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(2))**

Admission	Retention	Exit

SECTION 3: FACULTY

Directions: Please complete the matrix to identify the faculty members with the primary responsibility for preparing professional educators in the program and their qualifications for their positions. Please list faculty with terminal degrees first. (Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(4))

Name	Degree	Title	Area of Expertise	PK-12 Teaching Experience	Expected Courses to Teach

SECTION 4: COURSE OF STUDY – COURSE OUTLINE

Directions: Please complete the matrix to describe the required courses in the program. Include the proportion of coursework offered by distance learning or video conferencing technology. (Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(5-6)). Each program for a Professional Educator License (PEL) endorsed in the following areas shall complete the coursework distribution requirements in rule as listed in the [Standard Alignment for All Programs Document](#).

Course Title	Credit Hours	Mode of Delivery (Face to face, online, blended)	Course Description (Suggested 2-3 sentences)

Continued

Course Title	Credit Hours	Mode of Delivery (Face to face, online, blended)	Course Description (Suggested 2-3 sentences)

Please describe the policies and procedures that educator preparation program staff shall follow when identifying individual licensure pathways for candidates based on prior coursework, experience, and knowledge. **(Per 23 Illinois Administrative Code, Part 25, Section 25.25 (a)(7))**

SECTION 5: COURSE OF STUDY – PEL REQUIREMENTS

Directions: Please complete the matrix to describe how the program meets the Professional Educator License (PEL) coursework requirements, including the evidence of instruction relative to special education, reading, and English learners. *(Per 23 Illinois Administrative Code, Part 25, Section 25.25 (a)(1) and 23 Illinois Administrative Code, Part 24 [Standards for All Illinois Teachers])*

Requirement	Course Title(s)	Briefly describe how this course(s) meet the PEL requirement
Reading Methods		
Reading in the Content Area		
Exceptional Child Instructional Methods		
ESL/Bilingual Methods		

SECTION 6: COURSE OF STUDY – SUBSEQUENT ENDORSEMENTS & APPROVALS

Directions: Please complete the matrix outlining what courses will be used to meet the approval requirements for any approvals to which the program will lead (e.g., English as a Second Language [ESL] or Bilingual Special Education approval) *Please note these approvals are not applicable for School Nurse programs. *(Per 23 Illinois Administrative Code, Part 25, Section 25.100 (c))*

- By checking this box, candidates will be **required** to complete the coursework in the matrix below as part of the program.
- By checking this box, candidates will have the **option** to complete the coursework in the matrix below.

Endorsement Requirement (Distribution)	Course Title	Course Name	Credit Hours	Course Description <i>(Suggested 2-3 Sentences)</i>

SECTION 7: FIELD EXPERIENCES AND CLINICAL PRACTICE

Directions: Please complete the matrix to describe the field experiences and internships related to the course of study as applicable to specific courses. Include the expected learning outcome for the required field experience and internship. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(5-6))*

Please include the required number of hours as specified in the specific area of Subpart D of 23 Illinois Administrative Code, Part 25. (e.g., School Social Worker - 400 contact hours supervised by instructor, internship of at least 600 contact hours, or one year professional experience within ELS-SSP)

Course Title	Field Experience Description	Clock Hours	Expected Learning Outcome <i>(Suggested 2-3 Sentences)</i>

SECTION 8: EXPERIENCE IN DIVERSE SETTINGS

Directions: Describe the criteria and measures taken to ensure candidates gain experience in diverse settings and with students with varying demographic characteristics. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(A))*

SECTION 9: EXPERIENCE WITH TECHNOLOGY

Directions: Describe the measures taken to ensure the candidates gain experience with technology relevant to the profession. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(B))*

SECTION 10: FACULTY SUPERVISION

Directions: Describe the program's requirements for faculty supervision of the field experience and clinical practice. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(5)(C))*

SECTION 11: ASSESSMENT

PART A

Directions: Please complete the matrix to provide a description of the **assessments to be completed by students**, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(3))*

Assessment	Describe how faculty will collect data from assessment	Describe how faculty will analyze data from assessment	Describe how faculty will utilize data from the assessment

PART B

Directions: Please complete the matrix to provide a description of the *program assessments to be used to evaluate the program*, as relevant to the program being proposed, and how the faculty will collect, analyze, and use the data from the assessments. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120(a)(3))*

Assessment	Describe how faculty will collect data from assessment	Describe how faculty will analyze data from assessment	Describe how faculty will utilize data from the assessment

SECTION 12: STANDARDS

Directions: To be considered for approval, a recognized institution shall propose a preparation program that meets the required standards. *(Per 23 Illinois Administrative Code, Part 25, Section 25.120 (a)(1)(A-B))*. Please describe the process your program faculty and administration use to assess, create, and modify new and existing coursework to ensure it is aligned to all applicable standards. Include a list of the key personnel involved in decision-making, how current coursework was evaluated and modified, and how you determined the scope and content of newly created courses. Also include how your program plans to regularly assess its effectiveness in ensuring candidates demonstrate the knowledge and skills required in each standard set.

Current Standards required for each program can be found on the Standard Alignment for All Programs Excel document, which can be found under the Educator Preparation Program Resources dropdown on the [ISBE Colleges and Universities webpage](#).

- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the Culturally Responsive Teaching and Leading Standards, as set forth in [23 Illinois Administrative Code, Part 24, Section 24.50](#).
- By checking the box, the institution assures the coursework outlined in this program proposal is aligned to the appropriate state and/or national standards as appropriate for the specific content area of the proposal. Current standards required for each program and rule citations can be found on the Standard Alignment for All Programs Excel document, which can be found under the Educator Preparation Program Resources dropdown on the [ISBE Colleges & Universities webpage](#).

SECTION 13: ASSURANCES

- By checking the box, the institution assures that the program meets requirements of Public Act [102-971](#) (Safety Education) and the proposed curriculum for this program contains instruction in safety education for teachers that is appropriate to the grade level of the educator license.
- By checking this box, the institution assures that candidates will pass the content test required for the licensure area sought prior to entitlement.

APPENDIX A: ILLINOIS ENDORSEMENTS

Early Childhood (Birth-Grade 2)

Early Childhood Special Education (Birth-Grade 2)

Elementary Education (Grades 1-6)

Elementary Math Specialist (Grades 1-6)

Middle Grades (5-8)

General Science

Language Arts

Mathematics

Social Science

Senior High (9-12)

English Language Arts

Mathematics

Science - Biology

Science - Chemistry

Science - Earth & Space Science

Science - Environmental Science

Science - Physics

Social Science - Economics

Social Science - Geography

Social Science - History

Social Science - Political Science

Social Science - Psychology

Social Science - Sociology and Anthropology

Safety & Driver's Education

Senior High (5-12)

Agricultural Education

Business, Marketing, and Computer Ed – Programming

Business, Marketing, and Computer Ed

Computer Applications

Computer Science

Family and Consumer Science¹

Technology Education

School Support Personnel (PK- Age 22)

School Social Worker

School Counselor

Speech Language Pathologist

School Psychologist

School Nurse

Special Education (K- Age 22)

Learning Behavior Specialist I (LBSI)

Special Education (PK-Age 22)

Teacher of Students Who Are Deaf/Hard of Hearing

Teacher of Students Who Are Blind/Visually Impaired)

Learning Behavior Specialist II (LBSII)

- Curriculum Adaptation Specialist

- Multiple Disabilities Specialist

- Behavior Intervention Specialist

- Deaf-Blind Specialist

- Bilingual Special Education Specialist

- Technology Specialist

- Transition Specialist

Special (PK-12)

Bilingual Education (multiple languages)

Dance

Drama/Theatre Arts

English as a Second Language

World Language (multiple languages)

Gifted Education Specialist

Gifted Education Teacher

Health Education

Library Information Specialist

Music

Physical Education

Reading Specialist

Reading Teacher

Technology Specialist

Visual Arts

Administrative (PK- Age 22)

Chief School Business Official

Director of Special Education

Principal

Superintendent

Teacher Leader

APPENDIX B: PROGRAM TYPE DEFINITIONS

Traditional: This program type includes content-specific and teaching-related coursework paired with field experiences that lead to a culminating student teaching experience.

Alternative: This program type follows specific requirements set forth in 23 Illinois Administrative Code, Part 25, Section 25.60. It includes the issuance of Alternative Provisional Educator License with Stipulations. This type includes content-specific and teaching-related coursework while the candidate serves as a teacher of record.

Apprenticeship: This program type includes content-specific and teaching-related coursework paired with field experiences while the candidate is employed and completing on-the-job training. This program type is approved by the U.S. Department of Labor and the Illinois State Board of Education. Both approvals are required to be identified as an apprenticeship program.

Microcredential: This program replaces coursework with a competency-based approach (as compared to taking a set number of course credit hours.). A license or endorsement is earned by demonstrating mastery or proficiency in a particular topic area.

Residency: This program type includes content-specific and teaching-related coursework paired with field experience that is delivered concurrently with a residency teaching experience.