# ARKANSAS DEPARTMENT OF EDUCATION

**Dr. Tom W. Kimbrell, Commissioner**

# PROTOCOL FOR THE REVIEW AND APPROVAL OF PROGRAMS OF STUDY LEADING TO EDUCATOR LICENSURE OR ENDORSEMENT IN ARKANSAS

**PROTOCOL FOR THE REVIEW AND APPROVAL OF PROGRAMS OF STUDY
LEADING TO EDUCATOR LICENSURE AND ENDORSEMENT IN ARKANSAS**

Arkansas Department of Education (ADE) approval is required for any Institution of Higher Education (IHE) prior to implementing a new program of study that prepares candidates for any professional educator license or endorsement in Arkansas or revising an existing program for licensure. This protocol shall be utilized by IHEs intending to offer or revise any program that leads to educator licensure or endorsement. The review process described herein is to ensure that programs fulfill state licensure requirements and conform to the standards of the National Council for Accreditation of Teacher Education (NCATE). The ADE is responsible for oversight of the program review and approval process at the state level. (Ark. Code Ann. §6-11-105 and §6-17-402) The Arkansas Higher Education Coordinating Board (AHECB) must grant approval prior to implementation of any professional education program at Arkansas public universities (Ark. Code Ann. §6-61-208) or at postsecondary institutions certified to operate in Arkansas (Ark. Code Ann. §6-61-301).

**NOTE:** An IHE must be accredited by a regional agency that is recognized by the Council for Higher Education Accreditation (CHEA) in order to receive ADE or AHECB approval to offer a program for educator licensure in Arkansas. Furthermore, the professional education unit within the IHE must be accredited by NCATE, or, if submitting a licensure preparation program for the first time, meet the preconditions and be designated as a candidate for NCATE accreditation in order to receive ADE or AHECB approval to offer the program.

## Section I. New Educator Licensure or Endorsement Programs

**A. Procedure for approving a New Educator Licensure Program**

1. An Arkansas public university or other institution of higher education (IHE) certified under Arkansas Code Ann. §6-61-301, including any out-of-state college or university, seeking to offer a new program of study to prepare candidates for an educator license in Arkansas shall complete the following procedure:

   a. Submit to the Arkansas Department of Higher Education (ADHE) a *Letter of Intent-1E* informing the AHECB that the institution seeks to offer the program. The ADHE will forward a copy of the *Letter of Intent* to the ADE upon receipt.

      - The *Letter of Intent* should be submitted to the ADHE by **December 15** for a program intended for implementation in the following **fall semester**.
      - The *Letter of Intent* should be submitted to the ADHE by **June 15** for a program intended for implementation in the following **spring semester**.

   b. When the IHE is ready to submit the new program for approval, a *Proposal Letter* must be submitted electronically to the ADHE accompanied by a *Professional Education Program Proposal* for the new program (Appendix I, Section A). The program proposal will be forwarded to the ADE to be reviewed prior to AHECB approval.

      - The *Proposal* must be submitted by **March 1** for a program intended for implementation in the following **fall semester**.
      - The *Proposal* must be submitted by **August 1** for a program intended for implementation in the following **spring semester**.

2. An Arkansas independent college or university seeking to offer a new program of study to prepare candidates for educator licensure in Arkansas shall prepare a *Professional Education Program Proposal* (Appendix I, Section A) and submit the proposal electronically to the ADE.

   - The proposal must be submitted by **March 1** for a program intended for implementation in the following **fall semester**.
   - The proposal must be submitted by **August 1** for a program intended for implementation in the following **spring semester.**.

3. Within two weeks following receipt of the program proposal, the ADE determines whether or not the proposed program of study is intended for licensure and requires ADE approval. If the program of study is not intended for licensure, the ADHE or IHE is notified that no further review is required by the ADE. If the proposed program is for licensure, the ADE convenes a *Program Proposal Review Panel* (Panel) for the purpose of reviewing the program of study.

    a. The Panel is comprised of at least 3 members from Arkansas' public and independent higher education institutions with similar state-approved programs, a P-12 educator in the content or specialty area and if available, an ADE content area specialist.

    b. A representative from the ADHE also serves on the Panel as an ex-officio member.

    c. A program advisor from the ADE coordinates and facilitates the work of the Panel.

    d. A representative from the institution submitting the proposal is invited to meet with the Panel to explain details of the proposed program as needed.

4. The Panel reviews the program proposal and supporting documentation. Additional or clarifying information may be requested from the IHE. The Panel's comments/requests are recorded and sent to the IHE via the ADE program advisor. The IHE then responds to the Panel's comments/requests through the program advisor.

    a. Upon receipt of the program proposal by the ADE, the Panel is recruited and scheduled to convene within four (4) weeks.

    b. Within one (1) week after the Panel's review of the proposal, the ADE program advisor sends the Panel's comments/requests to the IHE.

    c. Upon receipt of the Panel's comments/requests, the IHE has two (2) weeks to submit a response to the ADE program advisor.

    d. Within two (2) weeks after the institution submits its response, the Panel determines whether or not the proposed program meets the necessary standards and requirements.

    (Note: The timeline for the review process is dependent on the availability and scheduling of reviewers and the time for institutions to respond to the Panel's comments and/or requests for additional or clarifying information. The entire review process should take less than three months from the date that the ADE receives the proposal.)

5. If the Panel determines that the proposed program does not meet the necessary standards and requirements and the ADE does not approve the proposed program, the ADE sends written notification of the disapproval to the IHE and ADHE within one week.

6. When the Panel determines that the proposed program of study meets all applicable standards and requirements, the ADE grants initial approval for the program, and the appropriate IHE, ADE and ADHE personnel are sent written notification of the approval within one week. (AHECB approval must be granted for the implementation of a new program at any Arkansas public university or other institution certified under Ark. Code Ann. §6-61-301. ADE approval must be granted prior to the implementation of a new program for licensure at any Arkansas independent institution.)

7. The new program may operate with initial approval until the next NCATE review of the institution's professional education unit. During the initial approval period, the program is authorized to admit students; implement assessments; collect, aggregate and utilize data for program improvement; and recommend program completers to the ADE for licensure.

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**B. Procedure for approving a New Educator Licensure Endorsement Program**

1. Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301, including out-of-state colleges and universities, seeking to offer a new program of study for an educator licensure endorsement, shall submit electronically to the Arkansas Department of Higher Education (ADHE) the appropriate *Letter of Notification* accompanied by a *Professional Education Program Proposal* (Appendix I, Section B). The ADHE will forward the *Letter of Notification* with the proposal to the ADE to review the proposed program of study for approval.

2. Arkansas independent colleges and universities that wish to offer a new program of study for a licensure endorsement shall submit to the Arkansas Department of Education (ADE) a *Professional Education Program Proposal* (Appendix I, Section B).

3. The ADE reviews the proposal and the supporting documentation submitted by the IHE. A panel review is not usually required. Additional or clarifying information may be requested.

4. If the ADE determines that the curriculum for the proposed endorsement program does not include all of the elements necessary for ADE approval, the ADE shall provide written notification to the IHE and ADHE within two weeks.

5. When it is determined that the proposed program includes all of the elements required for the endorsement, the ADE approves the program, and the appropriate IHE, ADHE and ADE personnel are sent written notification within two weeks. (AHECB approval must be granted prior to implementation of an endorsement program at any Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301. ADE approval must be granted prior to implementation of a licensure endorsement program at any Arkansas independent institution.)

**C. Procedure for approving a New Licensure or Endorsement Program with Distance Learning Technology**

1. The procedure for approving new educator licensure programs to be delivered via distance learning technology (on-line) is the same as in Section I.A.

2. The procedure for approving new educator licensure endorsement programs to be delivered via distance learning technology (on-line) is the same as in Section I.B.

3. Proposals for either new licensure or endorsement programs to be delivered via distance learning technology (on-line) shall include responses to Section D of the *Professional Education Program Proposal Template*.

**Section II: Revisions to Existing Educator Licensure or Endorsement Programs**

**A. Conditions Requiring ADE Approval of Revisions to Existing Educator Licensure Programs**

1. New or revised licensure or program requirements from the ADE.

2. Major revisions from the IHE

   a. Changes that involve 25% or more of a program's curriculum (courses, experiences, etc.) (Prepare a proposal according to instructions in Appendix I, Section C.); and/or

   b. Changes in the program's delivery structure (e.g., converting 50% or more of the courses in a program from a traditional format to a distance learning technology format) (Prepare a proposal according to instructions in Appendix I, Section D.)

3. Minor revisions from the IHE (Submit documentation outlined in Section II.C. below)

   a. Changes involving up to 25% of a program's curriculum;

   b. Change to title for program or degree;

   c. Changes to course numbers, titles or credits;

   d. Changes in the delivery structure that involve less than 50% of the program's curriculum;

   e. Expansion of programs to other sites. (does not apply to individual courses)
   **Note:** Prior approval by the AHECB is required to offer programs at off-campus sites for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301.

**B. Procedure for approving Major Program Revisions** (25% or more of program)

1. Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301, including out-of-state colleges and universities, seeking to revise an approved program of study for educator licensure, shall submit electronically to the Arkansas Department of Higher Education (ADHE) the appropriate *Letter of Notification* and a *Professional Education Program Proposal* (Appendix I, Section C) for the program revisions. ADHE will forward the *Letter of Notification* and *Proposal* to the ADE to review the proposed revisions for approval.

2. Arkansas independent colleges and universities that wish to revise an approved program of study for educator licensure shall submit to the Arkansas Department of Education (ADE) a *Professional Education Program Proposal* (Appendix I, Section C) for the program revisions.

3. Proposals for revising existing programs of study to incorporate distance learning technology shall include responses to Section D in the *Professional Education Program Proposal Template*.

4. The ADE reviews the proposed revisions and the supporting documentation submitted by the IHE. A panel review is usually not required. Additional or clarifying information may be requested.

5. If the ADE determines that the proposed revisions do not comply with all of the standards and requirements necessary for ADE approval, the ADE shall provide written notification to the IHE and ADHE within two weeks.

6. When it is determined that the proposed revisions are in compliance with all appropriate standards and requirements, the ADE approves the revisions, and the appropriate IHE, ADHE and ADE personnel are sent written notification within two weeks. AHECB approval must be granted prior to implementation of program revisions at Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301.

7. The IHE may implement the proposed revisions upon receipt of the notification of approval and continue to operate the program until the next regularly scheduled NCATE review.

**C. Procedure for reporting Minor Program Revisions** (less than 25% of program)

1. Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301 shall submit to the Arkansas Department of Higher Education (ADHE) the appropriate *Letter of Notification* that describes the programmatic revisions. The ADHE will forward the *Letter of Notification* to the ADE.

2. Arkansas independent colleges and universities shall submit to the ADE a letter of notification that describes the programmatic revisions accompanied by appropriate documentation.

   a. If a revision includes new program or degree titles, indicate this information in the documentation.

   b. If a revision includes course numbers and/or titles, accompanying documentation shall include a revised plan of study that indicates the new numbers/titles and syllabi for the new course(s).

   c. If a revision includes additional sites for offering the program, they should be indicated in the documentation.

3. Minor programmatic revisions do not require a panel review.

4. The ADE Teacher Preparation Program Advisor responds in writing to IHE, ADHE and other ADE personnel confirming the revisions.

For additional information regarding programs for educator licensure, contact Dr. Mike Lucas, Educator Preparation Program Advisor, by phone (501-683-1524) or email (mike.lucas@arkansas.gov).

**Appendix I**

# Arkansas Department of Education

### Professional Education Program Proposal

## C O V E R   S H E E T

**Institution:** _____ **Date Submitted:** _____

**Program Contact Person:** _____ **Position/Title:** _____

**Phone:** _____ **Email:** _____

**Name of program:** _____ **CIP Code** _____

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):** _____

**Is this program intended to prepare candidates for educator licensure in Arkansas? □ Yes □ No**

    If yes, indicate the title and grade range of the license for which candidates will be prepared:

    Title: _____ Grade Range: _____

**Proposal is for:**

   \_\_\_\_ **New Educator Licensure Program** (Traditional)
      (Complete Section A)

   \_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***
      (Complete Sections A and D)

   \_\_\_\_ **New Educator Licensure Endorsement Program**
      (Complete Section B)

   \_\_\_\_ **New Educator Licensure Endorsement Program with Distance Learning Technology\***
      (Complete Sections B and D)

   \_\_\_\_ **Revision(s) to an Approved Licensure Program**
      (Complete Section C)

   \_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***
      (Complete Section C and D)

   \_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***
      (Complete Sections C and D)

      \* At least 50% of the curriculum is delivered via distance learning technology.

**Indicate the portion of the proposed program to be delivered via
distance learning technology (on-line).** \_\_\_\_ %

**Proposed starting date for the program:** _____

**Will this program be offered at more than one site?** \_\_Yes \_\_No

**Note:** Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

If yes, list the sites where the program will be offered. _____

_____

_____

## A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. <u>Cover sheet</u> (Use front page of Appendix I template.)

2. <u>Table of Contents</u>

3. <u>Needs summary</u>
   a. Provide a brief statement of the program's purpose.
   b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, student requests, etc.).
   c. Provide an estimate of the number of candidates expected to enter and complete the proposed program each year for a five-year period.
   d. List other Arkansas institutions offering a similar program.

4. <u>Institutional approval</u>  Supporting documentation for the program shall include:
   a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity;
   b. Board of Trustees approval date (required for public institutions only)

5. <u>Program description</u>
   a. Provide a general description of the program (2-3 paragraphs).
   b. Provide a copy of the degree plan and/or plan of study for the program.
   c. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the standards of the corresponding NCATE Specialized Professional Association (SPA) and/or the ADE for the content area or category of licensure.
   d. Provide descriptions and syllabi for courses in the proposed program. Do not include general education or institutional core courses.
      i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.
         - A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;
         - A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and
         - Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.
      ii. Syllabi for professional education courses should be uniformly formatted and contain learning objectives linked to associated SPA and/or state standards where appropriate.
      iii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with Pathwise® domains and criteria where appropriate. (See Appendix II)
      iv. Syllabi for courses in **administrator preparation** programs should clearly identify evidences of *Arkansas Standards for Beginning Administrators* to be included in candidates' comprehensive portfolios.
      v. Administrator programs also must clearly identify where and how the program addresses the preparation of administrators to guide faculty in their efforts to address the needs of all learners in compliance with NCLB guidelines.

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e. Describe the assessments required in the program (Six to eight assessments are required.)
   i. Provide samples of the assessments and their scoring rubrics.
   ii. Indicate the relative places within the program where the assessments occur.
   iii. Explain how data from the assessments will be collected and used for program improvement.
f. Describe the field experiences (practicums, student teaching, internships) required for candidates in the program including:
   i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 360 clock hours is required for student teaching; 6 months or approximately 216 clock hours for an administrator internship.); and
   ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations.)
g. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE).

6. Admission requirements
   a. Indicate requirements for admitting students into the program.
      i. Minimum 2.5 GPA on a 4.0 scale (state requirement)
      ii. Passing score on Praxis I assessment (state requirement)
      iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.)
   b. Provide a summary of the admission procedures (e.g., submit application; submit curriculum plan; interview with teacher education committee, etc.)

7. Retention procedures
   a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (NCATE standards require at least one mid-program benchmark.)
   b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program. (The program is expected to have more than one strategy for assisting candidates.)

8. Exit requirements
   a. List program exit criteria. (e.g., final assessments, performances, portfolio preparation, etc.)
   b. For administrator preparation programs, describe the candidate portfolio review process.
      i. Explain how candidate portfolios will be reviewed and assessed. (Provide rubric)
      ii. Explain how the external portfolio evaluator (required by ADE Rule 161.3.12) will be selected and prepared.

9. Candidate follow-up procedures
   Describe the program's plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.

10. <u>Faculty</u>

Provide a roster of program faculty that includes their academic preparation (highest degrees), course assignment(s) in the proposed program, professional experience, and indication of Pathwise® certification. List all professional education faculty, including adjunct faculty, who teach or supervise candidates in the program. Do <u>not</u> include general studies faculty.

**Note**: IHE professional education faculty and P-12 cooperating teachers in **teacher** preparation programs must be trained in Pathwise®.

11. <u>Institutional resources dedicated to program support</u>

a. Describe the available resources (human, fiscal, physical) to support the program.

b. Identify the availability of any specific or special needs that are essential to the program (e.g., science laboratory; special equipment; specific technology; etc.).

c. If any courses or academic support services will be provided by other institutions or organizations, include a copy of the signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and the effective dates of the agreement.

12. <u>Implementation plan</u>

a. Describe how the program will be implemented.

b. If an old program is being phased out and replaced with the proposed new program, indicate how students in the old program will be accommodated.

## B. New Program for Licensure Endorsement

Proposals for licensure endorsement programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. <u>Cover sheet</u> (Use Appendix I template; contains basic information about the proposed program)

2. <u>Table of Contents</u>

3. <u>Needs Summary</u>

a. Explain the need for the program and provide supporting data (e.g., data from supply and demand studies, institutional surveys, student requests, etc.).

b. List other Arkansas institutions offering a similar endorsement program.

4. <u>Institutional Approval</u>

Submit documentation from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity.

5. <u>Program Description</u>

a. Provide a general description of the program (1-2 paragraphs).

b. Provide a copy of the plan of study for the program.

c. Provide a curriculum matrix that shows alignment of the learning objectives in the prescribed courses with the competencies required for the endorsement.

d. Provide syllabi for the courses in the proposed endorsement program.

i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.

- A formal lecture course with extensive assigned reading or other out-of-class preparation is awarded one semester credit for a minimum of 750 minutes or 12.5 hours of classroom instruction;

- A laboratory class with moderate out-of-class preparation is awarded one semester credit for a minimum of 1500 minutes or 25 hours of laboratory instruction; and

- Clinical, practicum, internship, shop instruction or other self-paced learning activities involving work-related experience with little or no out-of-class preparation is awarded one semester credit for a minimum of 2250 minutes or 37.5 hours of work-related instruction.

      ii.  Syllabi should contain learning objectives linked to competencies required for the endorsement in the corresponding *Additional Licensure Plan* (ALP).

  6.  <u>Institutional resources dedicated to program support</u>

    a.  Describe the available resources (human, fiscal, physical) to support the program.

    b.  Identify the availability of any specific or special needs that are essential to the program (e.g., science laboratory; special equipment; specific technology; etc.).

## C.  Major Revisions to an Existing Program (25% or more of program)

Proposals for revising existing programs should be prepared as Microsoft Word documents with each section clearly identified, appropriately labeled and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals to the ADHE via e-mail as attachments. Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1.  <u>Cover sheet</u> (Use Appendix I template indicating a revision to the program)

2.  <u>Rationale</u> for the revision(s)

3.  <u>Institutional approval for the revision</u> documented by a letter or memo from the chief academic officer acknowledging that the proposed revision has been approved by the institution's appropriate authorizing entity;

4.  <u>Program documentation</u>

    a.  Provide a new plan of study for the program indicating the proposed revisions.

    b.  Provide course descriptions and syllabi for any new professional education courses in the program.

    c.  Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.

5.  <u>Transition plan</u>

    a.  If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.

    b.  If revisions include distance learning technology courses comprising at least 50% of the program's curriculum, complete Section D of this template.

## D.  Distance Learning Technology Programs

This section must be completed for proposals in which 50% or more of a program's curriculum is to be delivered via distance learning technology.

**NOTE:** An institution that has been approved by the Arkansas Department of Higher Education (ADHE) to offer programs for educator licensure via distance learning technology may submit documentation of the ADHE approval in lieu of completing subsections 2-6.

1.  <u>Curriculum and Instruction</u>

    a.  Submit a plan of study for the program and identify courses in the program that will be delivered totally or partially via distance learning technology.

    b.  Indicate in each course syllabus the learning objectives to be addressed and activities to be conducted via distance learning technology.

    c.  Provide a listing of faculty who will be teaching courses via distance learning technology and indicate the courses and online teaching experience for each instructor.

2.  <u>Methods of Course Delivery and Faculty/Student Interaction</u>

    a.  Describe the delivery method for the courses offered via distance learning technology. (Web-based, CIV, synchronous, asynchronous, etc.)

    b.  Describe the method(s) for instructor-to-student and student-to-student interaction in the distance learning courses (electronic bulletin boards, e-mail, phone, fax, chat room, etc.).

3. <u>Institutional Readiness And Commitment</u>
   a. Describe the institution's internal organizational structure that coordinates distance learning courses/programs. (development, technical support, oversight)
   b. Summarize the institution's policies and procedures to keep the distance learning technology infrastructure current.
   c. Summarize the procedures that assure the security of students' personal information.
   d. Provide a list of services (course materials, course management and delivery, technical services, etc.) to be outsourced to other organizations if applicable.

4. <u>Instructional and Technical Support</u>
   a. Describe the training required of faculty and support staff who teach or otherwise interact with students in distance technology courses/programs.
   b. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to faculty and students.

5. <u>Student Support</u>
   a. Describe how students are informed of course/program requirements (e.g., registration, costs, schedule of courses, technical competencies, access to library and learning services, course/program withdrawal, etc.).
   b. Describe the online student services provided (e.g., academic advising, financial aid, program/course orientation, technology applications, interventions, learning resources, helpdesk, etc.).

6. <u>Evaluation and Assessment</u>
   a. Describe how the institution reviews the effectiveness of its distance learning technology programs.
   b. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process. What are the administrative and procedural links between the evaluation of distance technology courses/programs and other academic programs?
   c. Describe the assessment process used in the courses to determine students' achievement of intended outcomes. If proctoring is used, what are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering examinations, and assuring secure and prompt evaluation.

# Pathwise® Domains and Elements

**Domain A: Organizing Content Knowledge for Student Learning**

A1.  Becoming familiar with relevant aspects of students' background knowledge and experiences

A2.  Articulating clear learning goals for the lesson that are appropriate for the students

A3.  Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future

A4.  Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson

**Domain B: Creating an Environment for Student Learning**

B1.  Creating a climate that promotes fairness

B2.  Establishing and maintaining rapport with students

B3.  Communicating challenging learning expectations to each student

B4.  Establishing and maintaining consistent standards of classroom behavior

B5.  Making the physical environment as safe and conducive to learning as possible

**Domain C: Teaching for Student Learning**

C1.  Making learning goals and instructional procedures clear to students

C2.  Making content comprehensible to students

C3.  Encouraging students to extend their thinking

C4.  Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands

C5.  Using classroom instructional time effectively

**Domain D: Teacher Professionalism**

D1.  Reflecting on the extent to which the learning goals were met

D2.  Demonstrating a sense of efficacy

D3.  Building professional relationships with colleagues to share teaching insights and coordinate learning activities for students

D4.  Communicating with parents or guardians about student learning

**Appendix III**

## Questions for the Evaluation of Distance Learning Programs
## (NCATE)

The following ten questions have been approved by NCATE's Unit Accreditation Board (UAB) as guides for Board of Examiner (BOE) teams and institutions in the assessment of distance learning programs. These questions were developed to assist teams and units in determining whether distance learning offerings meet NCATE standards to the same degree as other programs offered by the unit through traditional means.

1. Standard 1: What assessments are used to monitor candidate performance and determine that proficiencies in standards are being met by candidates in the distance learning program?

2. Standard 2: What evaluations of the distance learning program provide systematic and ongoing data for use in program improvement?

3. Standard 3: How does the distance learning program ensure that field experiences and clinical practice are well sequenced, supervised by trained personnel and monitored by unit faculty, and integrated into the program's curriculum?

4. Standard 4: How does the distance learning program ensure that the curriculum reflects diversity and prepares candidates to work with diverse student populations? How does the program ensure that candidates interact with diverse faculty and peers?

5. Standard 5: What are the qualifications of faculty members who teach the distance learning courses? How does the program ensure that they are proficient in the methods of delivery?

6. Conceptual Framework and Standard 6: How are the design and delivery of the distance learning program consistent with the mission of the institution and the unit, as well as the unit's conceptual framework, knowledge base, and long range plan, as compared to traditional programs within the unit?

7. Standard 6: How is the distance learning program (including one that is delivered through contract with an outside vendor) controlled, coordinated, and evaluated by the unit?

8. Standard 6: How are distance learning candidates provided advisement by and personal access to faculty?

9. Standard 6: To what extent is the balance of requirements for teaching, scholarship, service and evaluation processes for part-time and full-time faculty members who teach in the distance learning program equivalent to that of other faculty members?

10. Standard 6: What technology system is in place to ensure consistent and reliable delivery of the distance learning program and provide necessary security for testing and assessments (e.g., verifying that the person completing the assignments is actually the person enrolled in the program while protecting the identity of the person)?

## Appendix IV

## Glossary of Terms

For the purposes stated in this document, the following terms are defined.

**Accreditation** – Recognition by a government-approved agency that an institution has met certain standards for quality.

**ADE** – The Arkansas Department of Education

**ADHE** – The Arkansas Department of Higher Education

**AHECB** – The Arkansas Higher Education Coordinating Board

**Asynchronous** – describes a distance-learning venue in which there is a separation between the time that instruction is delivered by the instructor and the time that it is received by the learner

**Benchmark** – A description or example of candidate performance that serves as a standard of comparison for evaluation or judging quality

**Blended course** – A course in which the instruction is delivered via both face-to-face and distance learning technology

**Candidate** – A student who has been admitted into a professional education program

**Chat room** – An electronic application through which participants may communicate via personal computers

**CIV** – Compressed Interactive Video; a medium for delivering distance learning instruction

**Clinical practice** – Field-based experiences including student teaching or other internships performed under the supervision of clinical faculty

**Distance learning** – An approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the student

**Distance learning technology** – Electronic media including the Internet, e-mail, telecommunications, and other audio-visual communication devices used to deliver instruction

**In-person** – describes a setting where individuals are physically present at the same time.

**Face-to-face interaction** – Communication, either in person at the same physical location or electronically, during which the participants can see and hear each other

**Field experiences** – A variety of field-based events in which candidates have opportunities to observe, assist, instruct, and/or conduct research

**GPA –** Grade point average based on a 4.0 scale

**Internship** – A form of field-based supervised clinical practice

**NCATE** – National Council for Accreditation of Teacher Education

**On-line course** – A course of study that utilizes an electronic communications medium for the delivery of instruction

**Preconditions** – Requirements undergirding NCATE's standards that must be met before a professional education unit is permitted to achieve candidacy for its first accreditation

**Professional Education Unit (PEU)** – The college, school, department or other administrative body in institutions of higher education or other organizations with the responsibility for managing or coordinating programs for the preparation of school professionals

**Rubrics** – Criteria that indicate levels of quality or performance

**SPAs** – Specialized Professional Associations. The national organizations that represent teachers, administrators, and other professional educators who teach a specific subject (e.g., English, mathematics, science, etc.), or teach children at a specific developmental level (i.e., early childhood, elementary, middle childhood, or secondary), or teach children with special needs (i.e., bilingual or special education), or serve as school administrators (i.e., principals, superintendents), or provide services to students (i.e., counselors, psychologists)

**Student teaching** – Clinical practice in P-12 schools for candidates preparing to teach

**Synchronous** – describes a distance learning technology venue in which instruction is delivered and received simultaneously

**Technology** – Electronic media including the Internet, e-mail, telecommunications, and other means of audio-visual communication

**Traditional program** – A program that provides face-to-face instruction to learners in real time in a classroom setting

**Transition point** – A key point in a program when candidates are assessed for their knowledge, skills and/or dispositions to determine if they are ready to proceed to the next stage in the program

**WebCT** – A distance learning format in which instruction is delivered via a computer based Web site