



ARKANSAS DEPARTMENT OF EDUCATION

Mr. Johnny Key, 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 Council for Accreditation of Educator Preparation (CAEP). 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 accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation in order to receive ADE approval to offer a program for educator licensure in Arkansas. Furthermore, the professional education unit within the IHE must be accredited by CAEP, or, if submitting a licensure preparation program for the first time, it must be either accreditation eligible or a candidate for accreditation, except having a state-approved program for licensure, in order to receive ADE 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 seeking to offer a new program of study to prepare candidates for an educator license in Arkansas, shall complete the following procedure:
 - a. If the new program leads to the creation of a certificate or degree, then submit to the Arkansas Department of Higher Education (ADHE) a [*Letter of Intent-E \(LOI-E\) for New Programs*](#) informing the AHECB that the institution seeks to offer the program. The ADHE will forward a copy of this document to the ADE upon receipt.
 - Documents should be submitted to the ADHE by **December 1** for a program intended for implementation in the following **fall semester**.
 - Documents should be submitted to the ADHE by **June 1** for a program intended for implementation in the following **spring semester**.
 - o An Arkansas independent college or university seeking to offer a new program of study to prepare candidates for educator licensure in Arkansas shall submit in writing to the ADE their intent to offer a new program.
 - b. When the IHE is ready to submit the new program that leads to the creation of a certificate or degree for approval, a [*Letter of Notification-E \(LON-E\) and Program Proposal for New Programs*](#) must be submitted to the ADHE. The program proposal will be forwarded to the ADE to be reviewed prior to AHECB approval.
 - The LON-E and proposal must be submitted by **February 1** for a program intended for implementation in the following **fall semester**.
 - The LON-E and proposal must be submitted by **July 1** for a program intended for implementation in the following **spring semester**.
 - o 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

Program Proposal for New Programs (A, B, and E) and submit it directly to the ADE.

2. 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 three (3) members from Arkansas's public and independent higher education institutions with similar state-approved programs, and if available, a K-12 educator in the content or specialty area and an ADE content 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.
3. After receipt of the program proposal by the ADE, the Panel is recruited and scheduled to convene. After the Panel's review of the proposal, the ADE program advisor sends the Panel's comments/requests to the IHE. Upon receipt of the Panel's comments/requests, the IHE submits a response to the ADE program advisor. 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 needed for institutions to respond to the Panel's comments and/or requests for additional or clarifying information. The entire review process should take no more than three months from the date that the ADE receives the proposal.
4. 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, then the ADE sends written notification of the denial of approval to the IHE and ADHE.
5. During the initial communication with the contact listed on the submission for the proposal under review, the ADE program advisor will
 - a. State the revisions or further information requested by the Panel in order to move forward to approval and attach a completed review matrix,
 - b. Request the estimated time that the contact will need to complete revisions and gather new information, and
 - c. Enter the IHE's estimated response date (ERD) in the Program Approval Tracker (PAT) comment section along with the name of the individual who gave the ERD.
6. On the first of each month, all programs under consideration will be reviewed.
 - a. Each program that is four (4) weeks (30 days) past its ERD and has not communicated with the program advisor will be contacted and asked if they need further assistance.
 - b. Each program that is eight (8) weeks (60 days) past its ERD will receive a reminder letter from the Director of Licensure, encouraging them to complete the program approval process as soon as possible.
 - c. Any new program proposal that has gone twelve (12) weeks (90 days) past the ERD without updating the Educator Preparation section on their progress will be notified that they must restart the process.
7. At the beginning of the fall and spring semester of each academic year any program that has not completed the proposal process and does not meet current rules for licensure shall be removed from the matrix of approved programs.

8. 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.

NOTE: 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.

9. The new program may operate with initial approval until the next CAEP 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.

B. Procedure for Approving a New Educator Licensure Endorsement Program

1. Arkansas public universities and institutions certified under Ark. Code Ann. §6-61-301 seeking to offer a new program of study for an educator licensure endorsement, shall submit to the Arkansas Department of Higher Education (ADHE) the *Letter of Notification-E (LON-E) for New Programs* with proposal documents. The ADHE will forward the *Letter of Notification* with proposal documents to the ADE to review the proposed program of study for approval.
 - The LON-E and proposal must be submitted by **February 1** for a program intended for implementation in the following fall semester.
 - The LON-E and proposal must be submitted by **July 1** for a program intended for implementation in the following spring semester.
 - o 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 *Program Proposal for New Programs (A, B, and E)* and submit it directly to the ADE.
2. 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.
3. 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.
4. During the initial communication with the contact listed on the submission for the proposal under review, the ADE program advisor will
 - a. State the revisions or further information required to move forward to approval and attach a completed review matrix,
 - b. Request the estimated time that the contact will need to complete revisions and gather new information, and
 - c. Enter the IHE's estimated response date (ERD) in the Program Approval Tracker (PAT) comment section along with the name of the individual who gave the ERD.
5. On the first of each month, all programs under consideration will be reviewed.
 - a. Each program that is four (4) weeks (30 days) past its ERD and has not communicated with the program advisor will be contacted and asked if they need further assistance.
 - b. Each program that is eight (8) weeks (60 days) past its ERD will receive a reminder letter from the Director of Licensure, encouraging them to complete the program approval process as soon as possible.

6. At the beginning of the fall and spring semester of each academic year any program that has not completed the proposal process and does not meet current rules for licensure shall be removed from the matrix of approved programs.
7. 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.

NOTE: 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 (online) 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 (online) is the same as in Section I.B.
3. Proposals for either new licensure or endorsement programs to be delivered via distance learning technology (online) shall include responses to Section E. of the *Professional Education Program Proposal*.

Section II: Revisions to Existing Educator Licensure or Endorsement Programs

If the revision changes the name of the degree or certificate, then all documents must first be submitted to ADHE.

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, field experiences, etc.). (Prepare a proposal according to instructions in Appendix I, Section C.)
 - 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 E.)
3. Minor revisions from the IHE (Submit documentation outlined in Appendix I, Section D.)
 - a. Changes involving less than 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, seeking to revise an approved program of study for educator licensure, shall submit to the ADE

the *Program Proposal for Revised Programs (C, D, and E)* (If the major revision involves a name change to an existing certificate or degree, then submit [Letter of Notification-E \(LON-E\) and Program Proposal for Revised Programs](#) to ADHE with proposal documents for the program revisions.)

- Arkansas independent colleges and universities that wish to revise an approved program of study for educator licensure shall submit to the ADE the *Program Proposal for Revised Programs (C, D, and E)*
2. Proposals for revising existing programs of study to incorporate distance learning technology shall include responses to Section E. in the *Professional Education Program Proposal*.
 3. 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.
 4. During the initial communication with the contact listed on the submission for the proposal under review, the ADE program advisor will
 - a. State the revisions or further information required to move forward to approval and attach a completed review matrix,
 - b. Request the estimated time that the contact will need to complete revisions and gather new information, and
 - c. Enter the IHE's estimated response date (ERD) in the Program Approval Tracker (PAT) comment section along with the name of the individual who gave the ERD.
 5. On the first of each month, all programs under consideration will be reviewed.
 - a. Each program that is four (4) weeks (30 days) past its ERD and has not communicated with the program advisor will be contacted and asked if they need further assistance.
 - b. Each program that is eight (8) weeks (60 days) past its ERD will receive a reminder letter from the Director of Licensure, encouraging them to complete the program approval process as soon as possible.
 6. At the beginning of the fall and spring semester of each academic year any program that has not completed the proposal process and does not meet current rules for licensure shall be removed from the matrix of approved programs.
 7. If the ADE determines that the proposed revisions do not comply with all of the standards and requirements necessary for ADE approval, then the ADE shall provide written notification to the IHE and ADHE.
 8. 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. 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 if a change to a degree or certificate is required.
 9. 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 CAEP 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 ADE the *Program Proposal for Revised Programs (C, D, and E)* (If the minor revision involves a name change to an existing certificate or degree, then submit [Letter of Notification-E \(LON-E\)](#) and [Program Proposal for Revised Programs](#) to ADHE with proposal documents for the program revisions.)
 - Arkansas independent colleges and universities that wish to revise an approved program of study for educator licensure shall submit to the ADE a *Program Proposal for Revised Programs (C, D, and E)*.
 - a. If a revision includes course numbers and/or titles, then the *Proposal* shall include a revised plan of study that indicates the new numbers/titles and syllabi for the new course(s).
 - b. If a revision includes additional sites for offering the program, then they should be indicated in the *Proposal*.
2. Minor program revisions do not require a panel review.
3. An ADE Educator Preparation Program Advisor responds in writing to IHE, ADHE, and other ADE personnel confirming the revisions.
4. During the initial communication with the contact listed on the submission for the proposal under review, the ADE program advisor will
 - a. State the revisions or further information required to move forward to approval and attach a completed review matrix,
 - b. Request the estimated time that the contact will need to complete revisions and gather new information, and
 - c. Enter the IHE's estimated response date (ERD) in the Program Approval Tracker (PAT) comment section along with the name of the individual who gave the ERD.
5. On the first of each month, all programs under consideration will be reviewed.
 - a. Each program that is four (4) weeks (30 days) past its ERD and has not communicated with the program advisor will be contacted and asked if they need further assistance.
 - b. Each program that is eight (8) weeks (60 days) past its ERD will receive a reminder letter from the Director of Licensure, encouraging them to complete the program approval process as soon as possible.
6. At the beginning of the fall and spring semester of each academic year any program that has not completed the proposal process and does not meet current rules for licensure shall be removed from the matrix of approved programs.

Appendix I
Professional Education Program Proposal



**Professional Education Program Proposal
COVER SHEET**

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 E)
- ___ **New Educator Licensure Endorsement Program**
(Complete Section B)
- ___ **New Educator Licensure Endorsement Program with Distance Learning Technology***
(Complete Sections B and E)
- ___ **Major Revision(s) to an Approved Licensure Program**
(Complete Section C)
- ___ **Minor Revisions to an Approved Licensure Program**
(Complete Section D)
- ___ **Revision(s) to an Approved Program with Distance Learning Technology***
(Complete Section C and E)
- ___ **Converting a Traditional Program to a Distance Learning Technology Program***
(Complete Sections C and E)

* 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

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

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.

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word or PDF 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. Cover Sheet (Use front page from this guide or the fillable form [coversheet](#) from the website, which contains basic information about the proposed program.)
2. Table of Contents
3. Needs Summary
 - a. Provide a brief statement of the program's purpose.
 - b. Explain the need for the program with supporting data, such as data from supply and demand studies, institutional surveys, or requests from individuals.
 - c. Provide estimates 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. Institutional Approval
 - 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, which is required for public institutions only.
5. Program Description
 - a. Provide a general description of the program two to three paragraphs in length.
 - 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 professional education courses and experiences with the **current** corresponding [state competencies](#) for the content area or category of licensure and the [Arkansas Teaching Standards](#). A sample matrix is available for each content area on the ADE website.
 - d. Provide syllabi which include course descriptions, for all courses prescribed in the proposed program.
 - i. Syllabi for professional education courses in **educator preparation** programs should link each learning objective to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence Support System \(TESS\)](#). This connection between objective and standard should occur on the syllabus itself.
 - ii. Syllabi for professional education courses in **administrator preparation** programs should link each learning objective to its corresponding [Standards for School Administrators in Arkansas](#) and the [Leaders Excellence and Development System \(LEADS\)](#). This connection between objective and standard should occur on the syllabus itself.
 - iii. Also include all syllabi for content courses listed on the submitted curriculum matrix as described above in 5.c.
 - iv. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit.
 1. 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.
 2. 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.
 3. 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.

- e. 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).
 - f. 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.
 - g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (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/420 clock hours is required for supervised clinical practice. A minimum six (6) months/216 clock hours is required for administrator internships.
 - ii. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.
6. Admission Requirements
- a. Indicate requirements for admitting students into the program.
 - i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.7 (4.0 scale).
 - ii. Passing scores on ETS Praxis Core or other state-approved assessments.
 - iii. Letters of recommendation, demonstration of English proficiency, and prerequisite coursework, and any other institutional requirements.
 - b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.
7. Retention Procedures
- a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. At least one mid-program benchmark is required.
 - b. Describe any intervention strategies, such as advising, mentoring, or tutoring 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, such as final assessments, performances, or portfolio preparation.
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. Faculty
- Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their highest degrees, professional experience, course assignment(s), and verification of TESS training, if applicable. Do not include general studies or content faculty.
- NOTE: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components, and elements of ADE's Teacher Excellence Support System (TESS).**

11. Institutional Resources Dedicated to Program Support

- a. Describe the available human, fiscal, or physical resources available to support the program.
- b. Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.
- 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. Implementation Plan

- a. Describe how the program will be implemented.
- b. If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated.

B. New Program for Licensure Endorsement

Proposals for licensure endorsement programs should be prepared as Microsoft Word or PDF 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. Cover Sheet (Use the front page from this guide or the fillable form [coversheet](#) from the website, which contains basic information about the proposed program.)
2. Table of Contents
3. Needs Summary
 - a. Provide a brief statement of the program's purpose.
 - b. Explain the need for the program and provide supporting data, such as data from supply and demand studies, institutional surveys, or requests from individuals.
 - c. List other Arkansas institutions offering a similar program.
4. Institutional Approval

Submit documentation from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity.
5. Program Description
 - a. Provide a general description of the program one to two paragraphs in length.
 - b. Provide a copy of the plan of study for the program.
 - c. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the **current** corresponding [state competencies](#) for the content area or category of licensure and [Arkansas Teaching Standards](#). A sample matrix is available for each content area on the ADE website.
 - d. Provide syllabi, including course descriptions, for all courses prescribed in the proposed program.
 - i. Syllabi for professional education courses in educator preparation programs should link each learning objective to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence Support System \(TESS\)](#). This connection between objective and standard should occur on the syllabus itself.
 - ii. Syllabi for courses in administrator preparation programs should link each learning objective to its corresponding [Standards for School Administrators in Arkansas](#) and the [Leaders Excellence and Development System \(LEADS\)](#). This connection between objective and standard should occur on the syllabus itself.
 - iii. Also include all syllabi for content courses listed on the submitted curriculum matrix as described above in 5.c.
 - iv. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit.

1. 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.
2. 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.
3. 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.

6. Faculty

Provide a roster of program faculty that includes their highest degrees, course assignment(s) in the proposed program, professional experience, and indication of TESS training. List all professional education faculty, including adjunct faculty, who teach or supervise candidates in the program. Do not include general studies faculty.

7. Institutional Resources Dedicated to Program Support

- a. Describe the human, fiscal, or physical resources available to support the program.
- b. Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.

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

Proposals for revising existing programs should be prepared as Microsoft Word or PDF 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 via e-mail as attachments to the ADE. (If the major revision involves a name change to an existing certificate or degree, then submit Letter of Notification-E (LON-E) to ADHE with proposal documents for the program revisions.) Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover Sheet (Use the front page of this guide or the fillable form [coversheet](#) from the website, which contains basic information about the proposed program.)
2. Table of Contents
3. Rationale for the revision(s)
4. Institutional Approval
 - a. Submit documentation 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.
5. Program Description
 - a. Provide a copy of the degree plan and/or plan of study for the program indicating the proposed revisions.
 - b. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding [state competencies](#) for the content area or category of licensure and Arkansas Teaching Standards. A sample matrix is available for each content area on the ADE website.
 - c. Provide syllabi which include course descriptions, for all courses prescribed in the revised program.
 - i. Syllabi for professional education courses in **educator preparation** programs should link each learning objectives to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence Support System \(TESS\)](#). This connection between objective and standard should occur directly on the syllabus itself.
 - ii. Syllabi for courses in **administrator preparation** programs should link each learning objective to its corresponding [Standard for School Administrators in Arkansas](#) and the

Leaders Excellence and Development System (LEADS). This connection between objective and standard should occur directly on the syllabus itself.

- iii. Also include all syllabi for content courses listed on the submitted curriculum matrix as described above in 5.c.
 - d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
 - e. Describe the field experiences (such as observations, practicums) and supervised clinical practice (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/420 clock hours is required for supervised clinical practice. A minimum six (6) months/216 clock hours is required for administrator internships.
 - ii. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.
6. Transition Plan
- 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 E. of this template.

D. Procedure for Reporting Minor Program Revisions (less than 25% of program)

Proposals for revising existing programs should be prepared as Microsoft Word or PDF 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 via e-mail as attachments to the ADE. (If the major revision involves a name change to an existing certificate or degree, then submit Letter of Notification-E (LON-E) to ADHE with proposal documents for the program revisions.) Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following components:

1. Cover Sheet (Use the front page of this guide or the fillable form coversheet from the website, which contains basic information about the proposed program.)
2. Table of Contents (If proposal is lengthy.)
3. Rationale for the revision(s)
4. Program Description
 - a. Provide a copy of the degree plan and/or plan of study for the program indicating the proposed revisions.
 - b. Provide curriculum matrices that show alignment of the program's prescribed professional education courses and experiences with the **current** corresponding state competencies for the content area or category of licensure. A sample matrix is available for each content area on the ADE website.
 - c. Provide syllabi for all new or revised courses.
 - i. Syllabi for professional education courses in **educator preparation** programs should link each learning objectives to its corresponding Arkansas Teaching Standard and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur directly on the syllabus itself.
 - ii. Syllabi for courses in **administrator preparation** programs should link each learning objective to its corresponding Standard for School Administrators in Arkansas and the Leaders Excellence and Development System (LEADS). This connection between objective and standard should occur directly on the syllabus itself.
 - d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.

- e. Please provide a description, if revisions include changes to the field experiences (such as observations, practicums) and supervised clinical practice (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/420 clock hours is required for supervised clinical practice. A minimum six (6) months/216 clock hours is required for administrator internships.
 - ii. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.

5. Transition Plan (If appropriate)

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

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

E. 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. Curriculum and Instruction

- 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. Methods of Course Delivery and Faculty/Student Interaction

- 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, such as electronic bulletin boards, e-mail, phone, fax, or chat room.

3. Institutional Readiness And Commitment

- a. Describe the institution's internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or 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, such as course materials, course management and delivery, or other technical services which will be outsourced to other organizations, if applicable.

4. Instructional and Technical Support

- a. Describe the training required of faculty and support staff that 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. Student Support

- a. Describe how students are informed of course/program requirements, such as registration, costs, schedule of courses, technical competencies, access to library and learning services, and course/program withdrawal.
- b. Describe the online student services provided, such as academic advising, financial aid, program/course orientation, technology applications, interventions, learning resources, and helpdesk.

6. Evaluation and Assessment

- 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, ensuring security of test instruments, administering examinations, and ensuring secure and prompt evaluation.

Appendix II
Glossary of Terms

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

CAEP – Council for Accreditation of Educator Preparation

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 early and ongoing practice opportunities 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

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

Preconditions – Requirements undergirding CAEP 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 other services to students (i.e., library-media specialists; school psychologists)

Student teaching – Supervised 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 a brick and mortar 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 website