



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.

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 a TESS matrix that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS competencies. A sample matrix is available on the ADE website.
 - d. 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.
 - e. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
 - f. 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 teach across the entire grade of the license being sought. Please refer to the ADE Policies Governing Educator Preparation Program Approval 7.08.01 for specific requirements at each grade level.
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 a TESS matrix that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS competencies. A sample matrix is available on the ADE website.
 - d. 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.
 - e. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
 - f. 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 teach across the entire grade of the license being sought. Please refer to the ADE Policies Governing Educator Preparation Program Approval 7.08.01 for specific requirements at each grade level.
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 – The official recognition granted to the institution of higher learning, educator preparation provider or program of study that meets the standards of quality established by the accrediting agency.

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

CAEP – Council for Accreditation of Educator Preparation

Candidate – An individual who has been admitted into an educator licensure program

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

Supervised clinical practice – Pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing, completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel. This includes internships and student teaching

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 or digital learning media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings

Field experiences – Means the activities for candidates in educator preparation programs that allow early and ongoing practice opportunities to apply content and pedagogical knowledge. These include observations, tutoring, assisting teachers and administrators, and practicums

GPA – Grade point average based on a 4.0 scale

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

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

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 for Educator Licensure means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, school counselor, library media specialist, school administrator, or other school professional

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