



ARKANSAS DEPARTMENT OF EDUCATION

INSTITUTIONS OF HIGHER EDUCATION (IHE)

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

PROTOCOL FOR THE REVIEW AND APPROVAL OF IHE BASED PROGRAMS OF STUDY LEADING TO EDUCATOR LICENSURE IN ARKANSAS

Arkansas Department of Education (ADE) approval is required for any IHE prior to implementing a new program of study that prepares candidates for any professional educator license in Arkansas or revising an existing approved program for licensure. The review process described herein is to ensure that programs fulfill state licensure requirements and align 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, §6-17-422, 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). The ADE [Rules Governing Educator Licensure](#) and [ADE Rules Governing Educator Support and Development](#) should also be considered to ensure candidates within programs are in compliance prior to licensure application.

NOTE: Institutions of higher education that offer programs leading to educator licensure in Arkansas shall be accredited by a national or regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs (including programs with online coursework) to students in Arkansas shall be approved by the AHECB to offer certificate and degree programs leading to educator licensure in Arkansas. Furthermore, the educator preparation provider (EPP) within the IHE must be accredited by CAEP. If the EPP is not yet CAEP accredited, it may submit proposals for individual licensure programs to the ADE while the EPP applies for CAEP accreditation. Before the EPP can accept candidates, it must meet the CAEP eligibility requirements for application, and the licensure program must be ADE approved.

Section I. New Educator Licensure Program

1. An IHE seeking to offer a new program of study to prepare candidates for **first-time educator licensure** in Arkansas submits a letter of intent (LOI) for new programs.
 - a. If the new program leads to the creation of a credential or degree, an Arkansas public university or other IHE certified under Arkansas Code Ann. §6-61-301 submits a LOI for new programs to the ADHE. The ADHE forwards this form to the ADE to serve as documentation of intent to offer the program.
 - b. All other IHEs submit a LOI for new programs directly to the ADE.
 - c. Dates for submission of LOI for new programs:
 - December 1 for a program to be implemented the following fall semester.
 - June 1 for a program to be implemented the following spring semester.
 - October 1 for a program to be implemented the following summer term.

2. New programs for first-time licensure and new endorsement programs submit a Program Proposal for New Programs.
 - a. If the new program leads to the creation of a certificate or degree, an Arkansas public university or other IHE certified under Arkansas Code Ann §6-61-301 submits the Program Proposal for New Programs to the ADHE. The Program Proposal for New Programs will be forwarded to the ADE.
 - b. All other IHEs submit The Program Proposal for New Programs directly to the ADE.
 - c. Dates for submission of the Program Proposal for New Programs:
 - February 1 for a program to be implemented in the following fall semester.
 - July 1 for a program to be implemented in the following spring semester.
 - December 1 for a program to be implemented in the following summer term.

3. The ADE program advisor completes an initial review of the proposal and requests any additional information or clarification that would be helpful during the review.

4. If the proposal is for a new first-time licensure program, The ADE program advisor convenes and facilitates the work of a program proposal review panel for the purpose of reviewing the program of study. A panel may be required for a new endorsement program.
 - 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 a content specialist and/or a K-12 educator in the content or specialty area.
 - b. A representative from the ADHE may serve on the panel as an ex-officio member.
 - c. Panel Procedures:
 - The panel completes an initial review and may request additional information, clarification, or revisions.

- The ADE program advisor corresponds with the panel and the IHE to ensure the panel has all the necessary information to make a recommendation for approval or denial.
 - 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 comments and/or requests for additional or clarifying information.
5. The ADE program advisor conducts an internal review of the proposal if a panel review is not required.
 6. A decision is made as to the approval or denial of the proposed program.
 - a. If the ADE determines that the proposed program does not meet the necessary standards and requirements and does not approve the proposed program, written notification of the denial is sent to the IHE and ADHE.
 - b. If the ADE determines that the proposed program meets all necessary standards and requirements and grants initial program approval, the IHE, ADE, and ADHE personnel are sent written notification.
 7. The new program may operate with initial approval until the professional education unit's next CAEP review. 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 license.

Note for New Providers: The Department may grant provisional state approval upon review by the ADE until accreditation is achieved when an educator licensure program proposed by an educator preparation provider is identified by CAEP either as accreditation eligible or as a candidate for accreditation. If accreditation is not achieved within five (5) years of being identified by CAEP as accreditation eligible or as a candidate for accreditation, the provider's professional education programs will forfeit the provisional state approval, and no new students may be admitted into the programs but the Department may allow existing candidates to matriculate through the program.

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 IHE
 - a. Changes that involve 25% or more of a program's curriculum (courses, field experiences, etc.)
 - b. Change to title for program or degree
 - c. Changes that lead to a different grade range of licensure being awarded
 - d. 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)
3. Minor revisions from IHE
 - a. Changes involving less than 25% of a program's curriculum
 - b. Changes to course numbers, titles, or credits
 - c. Changes to the entry or exit requirements of the program
 - 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)

B. Procedure for Approving Program Revisions

1. An IHE seeking to revise an approved program of study for educator licensure submits the Program Proposal for Revised Programs.
 - a. Arkansas public universities or other IHE certified under Arkansas Code Ann §6-61-301 submit proposals for major revisions to the ADHE. The proposal is forwarded to the ADE.
 - b. All other proposals are submitted directly to the ADE.
2. 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.
3. The ADE program advisor will work with the IHE to establish a timeline for revision.

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., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ **Grade Range:** _____

Proposal is for:

- ___ **New First-Time Licensure Program** (Complete Section A)
- ___ **New Educator Licensure Endorsement Program** (Complete Section B)
- ___ **Major Revision(s) to Approved Licensure Program** (Complete Section C)
- ___ **Minor Revision(s) to Approved Licensure Program** (Complete Section C)
- ___ **Deletion of Approved Licensure Program** (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____ %

Proposed program starting date: _____

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

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 First-Time Licensure**

Proposals for new programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and 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, mission, and/or goals. If over 50% of the program is offered via DLT, submit a rationale explaining the benefit of DLT over a brick and mortar setting.
 - b. Explain the need for the program with supporting documentation, such as data from supply and demand studies, institutional surveys, feedback from school districts, 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.
4. Institutional Approval
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined above. If approval has not been granted, indicate when approval is expected.
5. Program Description
 - a. Provide a general description of the program.
 - b. Provide a plan of study for the program. If the program is imbedded in a baccalaureate degree, include an eight-semester degree plan. Include the number of hours required to complete the program.
 - c. Identify courses in the program that will be delivered totally or partially via distance learning technology, if applicable
 - i. Describe the methods for instructor-to-students and student-to-student interaction in the distance learning course/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - ii. Describe assessment procedures used in the courses to determine students' achievement of intended outcomes.
Note: [HLC policy](#) requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.
 - d. Provide a [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure (only applicable to traditional educator preparation programs).
 - e. Master's level first-time licensure programs (MAT, M.Ed., or MTLL) leading to special education licensure should provide a SPED 101 Academy syllabus that

- shows objective alignment with the [SPED 101 Academy competencies](#).
- f. Provide an [Arkansas Teaching Standards Matrix](#) showing alignment of the program's prescribed professional education courses with the [Arkansas Teaching Standards](#).
 - g. Provide a [Teacher Excellence and Support System \(TESS\) matrix](#) that shows alignment of the program's prescribed professional education courses with the current corresponding [TESS for Classroom Teachers Framework](#).
 - i. Programs in Guidance/Counseling that lead to a first-time standard license should provide a [matrix](#) showing alignment to the components of the [TESS for School Counselor Framework](#) in place of the TESS for Classroom Teachers Framework.
 - h. Provide documentation that the program includes curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:
 - i. The Code of Ethics for Arkansas Educators
 - Preservice teachers are held to the Code of Ethics for Arkansas Educators
 - In order for preservice teachers to receive a Provisional License, documentation of the successful completion of the professional educator ethics training identified by rules of the state board must be provided, under Act 294 of 2017
 - ii. Child maltreatment, under Ark. Code Ann. § 6-61-133
 - iii. Parental involvement, under Ark. Code Ann. §6-15-1705
 - iv. Teen suicide awareness and prevention, under Ark. Code Ann. §6-17-708
 - v. Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609
 - vi. Three (3) college credit-hours in Arkansas History at an accredited institution of higher education or, if the proposal is for an alternative educator preparation program, 45-hour professional development in Arkansas History offered through ArkansasIDEAS (only for proposals for K-6, middle childhood social studies (4-8), or secondary social studies (7-12)). §6-17- 418
 - vii. Science of reading instruction, under Act 416 of 2017 and Act 1063 of 2017
 - i. Provide syllabi, which include course descriptions, for all professional education courses prescribed in the program and for content courses listed on the submitted curriculum matrix.
 - i. Syllabi for professional education courses in classroom teacher preparation programs should link each learning objective to the corresponding [Arkansas Teaching Standards \(ATS\)](#) and the [Teacher Excellence Support System \(TESS\) standards](#). This connection between objective and standard should occur on the syllabus itself.
 - ii. Syllabi for professional education courses in guidance/counseling that lead to a first-time standard license will align to the components of the [TESS for School Counselor Framework](#) in place of the TESS for Classroom Teachers framework.
 - iii. Syllabi should include a description of methods/assessments used to determine

- whether or not a candidate has successfully met the learning objectives.
- j. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect the International Society for Technology in Education (ISTE) Standards for [Educators](#)).
 - k. Describe the common assessments required in the program.
 - i. Indicate the relative places within the program where the assessments occur, including state licensure assessments.
 - ii. Provide samples of the assessments and their scoring rubrics (if applicable).
 - iii. Provide a description of how TESS is used during the program. If TESS is not used, provide detailed information on the system of support, development, and appraisal of teacher performance and verification used.
 - iv. Explain how data from the assessments will be collected and used for program improvement.
 - l. Field Experience/Supervised Clinical Practice
 - i. Traditional Ed Prep Programs
 - i. Describe field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:
 - The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences.
 - The settings in which the experiences will be accomplished, and the procedures by which candidates are placed in these settings.
 - Settings must adhere to requirements outlined in the current [ADE Rules Governing Educator Licensure](#)
 - How candidates will be provided opportunities to teach across the entire grade of the license being sought.
 - Plans for supporting candidates during the clinical component of the program

NOTE: If a candidate is seeking licensure in more than one content area, the field experiences and supervised clinical practice should be divided among the content areas.
 - ii. Alternative Ed Prep Programs (MATs, MTLLS, MEds)
 - Describe field experiences required for the candidates in the program, including the settings in which the experiences will be accomplished.
 - Settings must adhere to requirements outlined in the current [ADE Rules Governing Educator Licensure](#)
 - Describe the culminating experience of the candidate’s program before licensure.
 - Describe plans for supporting candidates during the clinical component and/or during the employment component of the program.

6. Program Partnerships

- a. Describe steps the program will take to facilitate strong partnerships with K-12

districts/schools, ESC, ERZ, *etc.*

- b. Attach a description of each formal or informal program partnership. A formal partnership is one in which both the provider and partner district/school sign an agreement which details services each partner will provide. An informal partnership is one in which the program provides a service to the district/school but a written agreement has yet to be established. Include the following in the description:
 - i. Name of district or entity and point of contact
 - ii. Type of partnership
 - iii. Type of placement sites
 - iv. Estimated number of pre-service candidates that will be placed at sites
 - v. Opportunities available for candidates (observation, residency, employment, *etc.*)
 - vi. Plan to recruit and maintain additional clinical partners to fulfill placement needs

7. Admission Requirements

- a. Indicate requirements for admission into the program, such as admissions assessment, GPA, disposition assessments, letters of recommendation, demonstration of English proficiency, prerequisite coursework, and any other program requirements.
- b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.
- c. Indicate at what point a student will be officially admitted as a candidate in the educator preparation program.
- d. Indicate at what point a candidate is considered a participant in supervised clinical practice

8. 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.
- c. Describe the procedures for placing candidates on probation, including how districts/schools are informed when a candidate is placed on probation during the teaching component of the program.
- d. Describe the procedures for dismissing candidates from the program, including how districts/schools are informed when a candidate is dismissed during the teaching component of the program.

9. Exit Requirements

- a. Define requirements for each of the following:
 - i. When a licensure officer will recommend a candidate for Arkansas licensure
 - ii. When a candidate is considered a program completer
 - iii. When a candidate is eligible for graduation

10. Candidate Follow-Up Procedures

- a. Describe the program's plan for obtaining and reporting data from program

graduates.

11. Faculty

- a. 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, and course assignment(s). If supervising candidates, provide verification of training in the system of support, development, and appraisal of teacher performance (e.g. TESS) used. Do not include general studies or content faculty.
- b. 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.

12. 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.

13. 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 with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and 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.
4. Institutional Approval
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined above. If approval has not been granted, indicate when approval is expected.
5. Program Description
 - a. Provide a general description of the program.
 - b. Provide a copy of the plan of study for the program, including the number of hours required.
 - c. Identify courses in the program that will be delivered totally or partially via distance learning technology, if applicable
 - i. Describe the method(s) for instructor-to-students and student-to-student interaction in the distance learning course/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - Programs for building-level administrator licensure should meet requirements outlined in the current [ADE Rules Governing Educator Licensure](#)
 - ii. Describe the assessment process used in the courses to determine students' achievement of intended outcomes

Note: [HLC policy](#) requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

 - d. Provide a curriculum [matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure.
 - i. Programs leading to K-6 or 7-12 Special Education Resource licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies](#).
 - e. Provide the appropriate standards alignment matrices:
 - i. Programs for administrator licensure:

- Provide a Leaders Excellence and Development System (LEADS) **matrix** that shows alignment of the program’s prescribed professional education courses and with the current **LEADS standards**.
 - Provide a Standards for School Administrators in Arkansas matrix that shows alignment of the program’s prescribed professional education courses with the current [Standards for School Administrators in Arkansas](#).
- ii. If a program leads to licensure in one of the specialty areas listed below, provide a TESS for Specialty Areas matrix that shows alignment of the professional education courses and experiences with the appropriate TESS for Specialty Areas Framework.
- [Gifted and Talented K-12](#)
 - [Instructional Facilitator K-12](#)
 - [Reading Specialist K-12](#)
 - [Library Media Specialist K-12](#)
 - [Guidance/Counseling K-12](#)
- f. Provide syllabi, which include course descriptions, for all professional education courses prescribed in the program and for content courses listed on the submitted curriculum matrix.
- i. Syllabi for professional education courses in administrator preparation programs should link each learning objective to the [Standards for School Administrators in Arkansas](#) and the current **LEADS standards**. This connection between objective and standard should occur on the syllabus itself.
- ii. Syllabi for professional education courses in the programs listed in 5.e.ii should link each learning objective to the appropriate TESS for Specialty Areas standards. The connection between objective and standard(s) should occur on the syllabus itself.
- iii. Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.
- g. Describe the common assessments required in the program.
- i. Indicate the relative places within the program where the assessments occur, including state licensure assessments.
- ii. Provide samples of the assessments and their scoring rubrics, if applicable.
- iii. Provide a description of how TESS for Specialty Areas or LEADS is used during the program, if applicable. If these systems are not used, provide detailed information on the system of support, development, and appraisal of educator performance and verification used.
- iv. Explain how data from the assessments will be collected and used for program improvement.
- h. Provide a description of field experience/supervised clinical practice
- i. Description of the activities that allow candidates early and ongoing practice opportunities to apply content and pedagogical knowledge (observations, tutoring, assisting teachers and administrators, and practicums)
- If the program of study is for licensure in building level administration, district level administration, curriculum/program administration, school

counseling, library media specialist, or age 3-4, provide a description of supervised clinical practice across the grade range for each license being sought as outlined in the Educator Competencies.

6. Program Partnerships

- a. Attach a description of each formal or informal program partnership the program has with K-12 districts/schools, ESC, ERZ, etc. A formal partnership is one in which both the provider and partner district/school sign an agreement which details services each partner will provide. An informal partnership is one in which the program provides a service to the district/school but a written agreement has yet to be established. Include the following in the description:
 - i Name of district or entity and point of contact
 - ii Type of partnership
 - iii Type of placement sites
 - iv If not using TESS, provide detailed information on the locally adopted system of support, development, and appraisal of teacher performance
 - v Estimated number of pre-service candidates that will be placed at sites
 - vi Opportunities available for candidates (observation, residency, employment, etc.)
 - vii Other information regarding partnerships
 - viii Plan to recruit and maintain additional clinical partners to fulfill placement needs

7. Admission Requirements

- a. Indicate requirements for admission into the program, such as admissions assessment, GPA, disposition assessments, letters of recommendation, demonstration of English proficiency, prerequisite coursework, and any other program requirements.
- b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.

8. Retention Procedures

- a. Describe any intervention strategies, such as advising, mentoring, or tutoring to be employed to assist candidates who struggle to succeed in the program.

9. Exit Requirements

- a. Define requirements for each of the following:
 - i When a licensure officer will recommend a candidate for Arkansas licensure
 - ii When a candidate is considered a program completer
 - iii When a candidate is eligible for graduation (if applicable)

10. Candidate Follow-Up Procedures

Describe the program's plan for obtaining and reporting data from program graduates

11. Faculty

- a. Provide a roster of program faculty that includes their highest degrees, course assignment(s) in the proposed program, professional experience. If supervising candidates, provide verification training in the system of support, development, and appraisal of educator performance (e.g. TESS for Specialty Areas; LEADS). List all

professional education faculty, including adjunct faculty, who teach or supervise candidates in the program. Do not include general studies faculty.

- b. 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.

12. 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. Revisions to an Existing Program

Proposals for revising existing programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and 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. Rationale
 - a. Explain the reason for and a description of the proposed revision(s).
3. Institutional Approval (Only required for major revisions)
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.
4. Documentation of Revisions
 - a. Changes to Curriculum
 - i. Provide a copy of the current program of study indicating the proposed revisions. If the program is imbedded in a baccalaureate degree, include the current eight semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.
 - ii. Provide a revised [curriculum matrix](#) that shows course alignment with the **current** corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.
 - iii. Provide the appropriate revised standards alignment [matrix](#) ([Arkansas Teaching Standards](#) for first-time licensure programs and [Standards for School Administrators in Arkansas](#) for administration licensure programs) showing alignment of the program's prescribed professional education courses and experiences with the appropriate standards, if applicable.
 - iv. Provide the appropriate revised evaluation [matrix](#) that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS or LEADS standards ([TESS for classroom teachers](#), [TESS for Specialty Areas](#), or [LEADS](#)), if applicable.
 - v. Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix.
 - Master's level first-time licensure programs (MAT, M.Ed., or MTLL) leading to special education licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies](#).
 - Syllabi for professional education courses in educator preparation programs for first-time licensure 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 directly on the syllabus itself.
 - 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.

- Syllabi for professional education courses in the programs leading to licensure in gifted and talented K-12, instructional facilitator, reading specialist, and school guidance and counseling K-12, should link each learning objective to the appropriate **TESS for Specialty Areas** standards. This connection between objective and standard should occur on the syllabus itself
 - Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.
- vi Indicate any changes to common assessments throughout the program, including any changes to when state mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments.
- vii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program.
- b. Transition to DLT format
- i Submit a rationale for the transition.
 - ii Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
 - iii Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - Programs for building-level administrator licensure should include face-to-face interaction with program supervisors throughout the program.
 - iv. Describe the assessment processes used in the courses to determine students' achievement of intended outcomes
 - v. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

Note: [HLC policy](#) requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

- c. Changes to Policies Overseeing Candidate Quality
- i Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program.
 - ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points.

iii Describe any changes to exit requirements, including the definitions of the following:

- When a licensure officer will recommend a candidate for Arkansas licensure
- When a candidate is considered a program completer
- When a candidate is eligible for graduation

5. Transition Plan

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

D. Deletion of an Existing Program

Proposals for program deletion should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and 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. Rationale
Explain the reason for the proposed deletion.
3. Institutional Approval
 - a. Briefly describe the institution's educator preparation program deletion process.
 - b. Provide official documentation, including signatures, showing approval of the deletion was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.
4. Transition Plan
If applicable, explain how candidates currently enrolled in the program will be accommodated.

Appendix II Glossary of Terms

Glossary of Terms

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 teaching method in which online learning resources are used to facilitate information sharing outside the constraints of time and place among a network of people

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

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

Education Renewal Zones (ERZ)- a broad-based P-20 initiative assigned the task of concentrating and coordinating available resources to improve school performance and student achievement

ESC-Education Service Cooperative

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

HLC- Higher Learning Commission

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

Preservice teacher- an unlicensed person who is enrolled as a student in an educator preparation program approved by the ADE

Rubrics – Criteria that indicate levels of quality or performance

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

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

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