

**LON-E**  
**Letter of Notification - E**  
**New Educator Preparation Program**

**(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**

*Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.*

1. Institution submitting request:
2. Date submitted:
3. Contact person/title:
4. Phone number/e-mail address:
5. Proposed effective date:
6. Proposed program title:
7. CIP Code requested:
8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.):
9. Is this program intended to prepare candidates for educator licensure?     Yes     No  
If yes, indicate the title and grade range of the licensure area:
10. Indicate if courses/program of study will be offered for distance delivery:
11. Provide additional program information if requested by ADE/ADHE staff.

Curriculum Committee Approval Date:

President/Chancellor Approval Date:

Board of Trustees Approval Date:

Chief Academic Officer:

Date:

**By February 1, submit LON-E and ADE Program Proposal to Lillian Williams ([Lillian.Williams@adhe.edu](mailto:Lillian.Williams@adhe.edu)) for new programs intended for implementation in the following fall semester and no later than July 1, for new programs intended for implementation in the following spring semester.**



**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.)
1. Table of Contents
2. 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.
3. 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.
4. Program Description
  - a. Provide a general description of the program.
  - 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 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.
  - e. 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 Standards](#) 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.
- f. 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)).
- g. Describe the common assessments required in the program.
  - 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.
- h. 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. 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. Admission Requirements
  - a. Indicate requirements for admitting students into the program.
  - b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.
6. 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.
7. Exit Requirements
  - a. List program exit criteria, such as final assessments, performances, or portfolio preparation.
8. 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.
9. 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).**
10. 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.

#### 11. 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.
  - 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 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.
  - e. 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.

#### **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