



# ARKANSAS DEPARTMENT OF EDUCATION

## **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). To ensure programs are in compliance with Educator Preparation requirements all programs shall align with the ADE [Policies Governing Educator Preparation Program Approval](#). The ADE [Rules Governing Educator Licensure](#) should also be considered to ensure candidates within programs are in compliance prior licensure application.

**NOTE: Institutions of higher education that offer programs in Arkansas leading to educator licensure 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 professional education unit within the IHE must be accredited by CAEP. If the unit is not yet CAEP accredited, it may submit proposals for individual licensure programs to the ADE while the unit applies for CAEP accreditation. Before the unit can accept candidates, the unit must meet the CAEP eligibility requirements for application, and the licensure program must be ADE approved.**

### **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 may serve 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 state the revisions or further information requested by the Panel in order to move forward to approval and attach a completed review matrix.
  6. On the first of each month, all programs under consideration will be reviewed. Each program that has not communicated with the program advisor within the past four weeks will be contacted.
  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.
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 state the revisions or further information required to move forward to approval and attach a completed review matrix.
5. On the first of each month, all programs under consideration will be reviewed. Each program that has not communicated with the program advisor within the last four weeks will be contacted.
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.

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

### **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 state the revisions or further information required to move forward to approval and attach a completed review matrix.
5. On the first of each month, all programs under consideration will be reviewed. Each program that has not communicated with the program advisor in the last four weeks will be contacted.
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 the 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 State the revisions or further information required to move forward to approval and attach a completed review matrix.
5. On the first of each month, all programs under consideration will be reviewed. Each program that has not communicated with the program advisor in the last four weeks will be contacted

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.
  - 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.
6. 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.
  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.
  - 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.

**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