



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? ___ 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 D)

___ **New Educator Licensure Endorsement Program**
(Complete Section B)

___ **New Educator Licensure Endorsement Program with Distance Learning Technology***
(Complete Sections B and D)

___ **Revision(s) to an Approved Licensure Program**
(Complete Section C)

___ **Converting a Traditional Program to a Distance Learning Technology Program***
(Complete Sections C and D)

* At least 50% of the curriculum is delivered via distance learning technology (on-line).

Indicate the percentage of the curriculum to be delivered via distance learning technology. _____%

Proposed starting date for the program: _____

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

Note: Prior approval by AHECB is required to offer programs at off-campus sites for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301.

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

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word 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 template; 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 (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).
 - 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 Supporting documentation for the program shall include:
 - 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 (required for public institutions only)
5. Program description
 - a. Provide a general description of the program (2-3 paragraphs).
 - 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 courses and experiences with the corresponding state [standards/competencies](#) for the content area and/or category of licensure.
 - d. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses and experiences with the appropriate state standards for [teachers](#), [administrators](#) or other education professionals.
 - e. Provide descriptions and syllabi for all courses prescribed in the proposed program.
 - i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.
 - 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;
 - 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; and
 - 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.
 - ii. Syllabi for content courses should contain learning objectives linked to state [standards/competencies](#) for licensure.
 - iii. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#).
 - iv. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with [Standards for School Administrators in Arkansas](#).
 - 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 assessments required in the program. (Six to eight assessments are required.)
 - i. Provide samples of the assessments and their scoring rubrics.
 - ii. Indicate the relative places within the program where the assessments occur.
 - iii. Explain how data from the assessments will be collected and used for program improvement.
 - h. Describe the field experiences (observations, practicums, 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 or 420 clock hours is required for student teaching; 6 months or approximately 216 clock hours for an administrator internship.); and
 - ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations.)
6. Admission requirements
- a. Indicate requirements for admitting students into the program.
 - i. Minimum 2.5 GPA on a 4.0 scale (state requirement)
 - ii. Passing score on Praxis I assessment (state requirement)
 - iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.)
 - b. Provide a summary of the admission procedures (e.g., submit application; submit curriculum plan; interview with teacher education committee, etc.)
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 (e.g., advising, mentoring, tutoring, etc.) 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
- List program exit requirements. (e.g., final assessments, research papers, performances, interviews, etc.)
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 academic preparation (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). (See appendix II)
11. Institutional resources dedicated to program support
- a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).
 - b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and indicates the effective dates.

12. Implementation plan

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

B. New Program for Licensure Endorsement

Proposals for licensure endorsement programs should be prepared as Microsoft Word 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 front page from this template; 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 (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).
 - 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

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 (1-2 paragraphs).
 - b. Provide a copy of the plan of study for the program.
 - c. Provide a curriculum matrix that shows alignment of the learning objectives in the prescribed courses with the competencies required for the endorsement.
 - d. Provide syllabi for the courses in the proposed endorsement program.
 - i. Courses must conform to ADHE criteria for the number of contact hours, lab hours, practicum hours or clinical experience hours required for academic credit.
 - 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;
 - 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; and
 - 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.
 - ii. Syllabi should contain learning objectives linked to competencies required for the endorsement in the corresponding [*Additional Licensure Plan \(ALP\)*](#).
6. Faculty

Provide a roster of program faculty that includes their academic preparation (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 available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).
- b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed *Memorandum of Understanding* (MOU) that outlines the responsibilities of each party and indicates the effective dates.

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

Proposals for revising existing programs should be prepared as Microsoft Word 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 of this template)
2. Rationale for the revision(s)
3. Institutional approval for the revision documented 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;
4. Program documentation
 - a. Provide a new plan of study for the program indicating the proposed revisions.
 - b. Provide a curriculum matrix that shows alignment of the program's prescribed courses and experiences with the corresponding state [standards/competencies](#) for the content area and/or category of licensure. (Include only if program is being revised to comply with new content standards/competencies.)
 - c. Provide course descriptions and syllabi for any new professional education courses in the program.
 - i. Syllabi for professional education courses in **teacher preparation** programs should correlate learning objectives with the [Arkansas Teaching Standards](#).
 - ii. Syllabi for professional education courses in **administrator preparation** programs should correlate learning objectives with the [Standards for School Administrators in Arkansas](#).
 - d. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
5. 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 D of this template.

D. 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 (electronic bulletin boards, e-mail, phone, fax, chat room, etc.).
 3. Institutional Readiness And Commitment
 - a. Describe the institution's internal organizational structure that coordinates distance learning courses/programs. (development, technical support, 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 (course materials, course management and delivery, technical services, etc.) to be outsourced to other organizations if applicable.
 4. Instructional and Technical Support
 - a. Describe the training required of faculty and support staff who 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 (e.g., registration, costs, schedule of courses, technical competencies, access to library and learning services, course/program withdrawal, etc.).
 - b. Describe the online student services provided (e.g., academic advising, financial aid, program/course orientation, technology applications, interventions, learning resources, helpdesk, etc.).
 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, assuring security of test instruments, administering examinations, and assuring secure and prompt evaluation.