



**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.)
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 two to three paragraphs in length.
 - 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 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 Standard](#) 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.

- e. 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).
 - f. 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.
 - g. 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 interact with diverse student populations and across the entire grade of the license being sought.
5. Admission Requirements
- a. Indicate requirements for admitting students into the program.
 - i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.7 (4.0 scale).
 - ii. Passing scores on ETS Praxis Core or other state-approved assessments.
 - iii. Letters of recommendation, demonstration of English proficiency, and prerequisite coursework, and any other institutional requirements.
 - 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 one to two paragraphs in length.
 - 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 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.