

**ARKANSAS DEPARTMENT OF EDUCATION
EMERGENCY RULES FOR POLICIES GOVERNING PROGRAMS
FOR EDUCATOR LICENSURE OFFERED BY INSTITUTIONS OF
HIGHER EDUCATION IN ARKANSAS**

Effective: September 1, 2014

Expiration: December 29, 2014

1.0 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas.
- 1.02 The State Board of Education enacts these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.
- 1.03 It is the purpose of these rules to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas.

2.0 DEFINITIONS

For these policies the following terms are defined:

- 2.01 **Accreditation** of an institution of higher learning, professional education unit, or program of study is the official recognition granted to the institution of higher learning, professional education unit or program of study that meets the standards of quality established by the accrediting agency.
- 2.02 **ADE** is the Arkansas Department of Education.
- 2.03 **ADHE** is the Arkansas Department of Higher Education.
- 2.04 **CAEP** is the Council for Accreditation of Educator Preparation.
- 2.05 **Candidacy for Accreditation** means the status granted to a professional education unit that has met CAEP's pre-conditions for accreditation.
- 2.06 **Candidate** is an individual who has been admitted into an educator licensure program.
- 2.07 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision making.
- 2.08 **Disciplinary Literacy** means the knowledge and skills in reading, writing and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.

- 2.09 **Disposition for Teaching** means the professional attitudes, values, and beliefs of an individual regarding instruction, student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.
- 2.10 **Distance Learning Technology** means the electronic 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.
- 2.11 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.
- 2.12 **Field Experiences** means the activities for students in professional education that are completed in P-12 school settings. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships.
- 2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.
- 2.14 **Nontraditional Educator Licensure Program** means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.
- 2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.
- 2.16 **Professional Education Unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as “unit”.
- 2.17 **Program or Program of Study** means a planned sequence of courses and experiences that prepares educators or other school professionals for licensure and employment in pre-kindergarten through high school settings.
- 2.18 **Provisional Teaching License** means a temporary license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license, that allows the holder to teach or work in Arkansas public schools.
- 2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups; administrators; or other school professionals that establish standards for candidates preparing for educator licensure.

- 2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.
- 2.21 **Supervised Clinical Practice** means 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.
- 2.22 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning,
- 2.23 **Teacher of Record** means an individual who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.
- 2.24 **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, special education teacher, school counselor, school administrator, or other school professional.
- 2.25 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE), Office of Educator Licensure (OEL). These policies shall be effective beginning September 1, 2014, and they shall supersede any previous ADE policies pertaining to professional education programs offered by colleges or universities in Arkansas. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs to students in

Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.

- 4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR PROFESSIONAL EDUCATION UNITS PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 5.01 A professional education unit accredited by CAEP and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.

5.01.1 If a unit is not yet accredited by CAEP, it shall meet all other preconditions for CAEP accreditation before the ADE can approve any of its programs for educator licensure.

5.01.2 If a unit fails to achieve initial CAEP accreditation, or CAEP accreditation is discontinued, the unit and its individual programs for educator licensure shall forfeit state approval.

5.01.3 The unit shall inform current and potential candidates of its standing with regard to CAEP accreditation and state approval of its licensure programs.

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

- 6.01 An educator licensure program proposed by a professional education unit that is CAEP accredited may be granted initial state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

- 6.02 An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years. If accreditation is not achieved within the 5-year period, the unit's professional education programs will forfeit state approval, and no new students may be admitted into the programs.

- 6.03 Continued state approval of an educator licensure program shall be granted if it attains recognition from its affiliated CAEP Specialized Professional Association (SPA), or is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program.

- 6.03.1 A program for licensure endorsement requiring less than 18 credit hours shall not be required to prepare individual program reports, but the programs must provide candidate performance data from state-required licensure assessments in the unit's documentation for CAEP accreditation.
- 6.03.2 A program having no completers or enrolled candidates during its most recent three years of operation may be declared to be inactive, and therefore shall not be required to prepare a program report in conjunction with preparation for the unit's CAEP accreditation review.
- 6.04 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Effectiveness in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 7.01 All traditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and ADE rules governing educator licensure, including without limitation, instruction in:
 - 7.01.1 The *Code of Ethics for Arkansas Educators*.
 - 7.01.2 Data literacy.
 - 7.01.3 The Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;
 - 7.01.4 Disciplinary literacy;
 - 7.01.5 Universal Design for Learning;
 - 7.01.6 Child maltreatment, under Ark. Code Ann. § 6-61-133; and
 - 7.01.7 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 7.02 All programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6) or grades four through eight (4-8) shall include at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.
- 7.03 Traditional programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics,

science and social studies. The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.

- 7.04 Traditional programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major (at least 30 semester hours). Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.
- 7.05 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, shall include a curriculum of at least twenty-one (21) semester hours in special education content and pedagogy and shall comply with standards of the Council for Exceptional Children (CEC).
- 7.06 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with the *Standards for School Administrators in Arkansas* and Educational Leadership Constituent Council (ELCC) standards.
- 7.07 Professional education programs shall engage candidates in direct, substantial, quality participation in field experiences and supervised clinical practice.
- 7.07.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought.
- 7.07.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.
- 7.07.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.
- 7.07.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.
- 7.07.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content

area, the field experiences and supervised clinical practice shall be divided among the content areas.

- 7.07.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.
- 7.07.2 Programs of study for the licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).
- 7.07.3 Programs of study for the licensure of school administrators (principal, curriculum/program administrator, district administrator) and other professional school personnel (counselors, school psychologists, etc.) shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate.
- 7.07.4 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:
 - 7.07.4.1 Traditional public K-12 school settings that are accredited by the ADE; or
 - 7.07.4.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.
- 7.07.5 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:
 - 7.07.5.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or
 - 7.07.5.2 A border-state early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.

7.07.6 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, public schools or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless:

7.07.6.1 The candidate is in an administrator licensure program and the state has replaced the administrator in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover; or

7.07.6.2 Under an extreme circumstance, based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education approves the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.

7.07.7 Candidates for educator licensure may complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.

7.07.8 Professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

7.08 Programs of study for teacher licensure shall require the following of candidates before completing the program:

7.08.1 Achieve a passing score on each state-approved content assessment for the license.

7.08.2 Take the state-approved pedagogical assessment.

8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE

8.01 Candidates in programs leading to a baccalaureate degree with educator licensure shall complete, as a minimum, a general studies curriculum similar to that required for other baccalaureate degree programs offered by the institution.

- 8.02 To qualify for admission as a candidate into a traditional program for first-time educator licensure:
- 8.02.1 An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.
 - 8.02.2 An individual shall achieve a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below.
 - 8.02.2.1 In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:
 - 8.02.2.1.1 A minimum composite score of 24 on the ACT with scores of at least 22 in reading and 22 in mathematics, or the equivalent scores on the Scholastic Aptitude Test (SAT) determined by ADE; and
 - 8.02.2.1.2 A passing score on the writing skills in the basic-skills assessments approved by the State Board.
 - 8.02.2.2 An individual seeking entry into a post-baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.
- 8.03 A candidate for licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.
- 8.03.1 A candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.
 - 8.03.2 A candidate shall indicate, via interviews or other means determined by the candidate's program of study, an appropriate disposition for teaching.
- 8.04 Before entering a classroom to complete a supervised clinical practice, a candidate shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

9.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 9.01 Nontraditional educator licensure programs may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.
- 9.02 A nontraditional educator licensure program may admit and prepare candidates only for ADE-approved teacher licensure areas at the middle childhood (grades 4-8) and secondary (grades 7-12 or K-12) levels, not including special education.
- 9.03 A nontraditional educator licensure program may include two tracks:
- 9.03.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study; a candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.
- 9.03.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.
- 9.04 A candidate in a nontraditional educator licensure program shall complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).
- 9.05 Nontraditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:
- 9.05.1 The Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;
- 9.05.2 The *Code of Ethics for Arkansas Educators*;
- 9.05.3 Data literacy;
- 9.05.4 Disciplinary literacy;
- 9.05.5 Universal Design for Learning (UDL);
- 9.05.6 Arkansas' Teacher Excellence Support System (TESS);
- 9.05.7 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

- 9.05.8 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 9.06 Nontraditional educator licensure programs that prepare candidates to teach grades four through eight (4-8) shall include at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.
- 9.07 Candidates completing a nontraditional educator licensure program in middle childhood, grades 4-8, or secondary social studies, grades 7-12, must complete a three semester hour course in Arkansas history, as required by state law.
- 9.08 Nontraditional educator licensure program shall require internships or teaching service to be completed in:
- 9.08.1 Traditional public K-12 school settings that are accredited by the ADE; or
- 9.08.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.
- 9.09 Teaching and internship placements for candidates in nontraditional educator licensure programs shall not include priority schools, public schools or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 9.09.1 Under an extreme circumstance, based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.
- 9.10 Candidates in nontraditional educator licensure programs may complete their teaching or internships in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where candidates and the students are in the same physical setting.
- 9.11 Professional education faculty in nontraditional educator licensure programs, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be paired only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest

TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

10.01 Individuals seeking admission into a nontraditional educator licensure program are subject to the following requirements:

10.01.1 An applicant shall provide an official transcript(s) documenting an earned bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. An applicant who earned a degree from an out-of-country college or university may provide an official college transcript evaluation from a nationally recognized credential evaluation agency documenting that their degree is equivalent to a four-year degree from an accredited United States institution of higher learning.

10.01.2 An applicant shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.

10.01.3 An applicant shall have achieved a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below:

10.01.3.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.

10.01.4 An applicant seeking licensure in middle childhood, grades 4-8, must achieve passing scores, as determined by the ADE, on at least two of the state-required content assessments required for middle childhood licensure.

10.01.5 An applicant seeking licensure in secondary teaching, grades 7-12 or K-12, must achieve a passing score, as determined by the ADE, on the state-required content assessment(s) for each level and content area in which licensure is sought.

10.02 A candidate for nontraditional licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.

10.02.1 The candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.

- 10.02.2 The candidate shall indicate, via interviews or other means as determined by the candidate's program of study, an appropriate disposition for teaching.
- 10.03 Before entering a classroom to complete a supervised clinical practice, a candidate for nontraditional licensure shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

- 11.01 An educator licensure program having at least ten (10) program completers during its most recent three-year period shall maintain an eighty percent (80%) average candidate pass rate on all assessments required by the state for professional licensure. Programs failing to maintain a three-year average pass rate of at least 80% on the assessments will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% average pass rate is achieved within the 3-year probationary period. A program that fails to achieve an 80% average pass rate by the end of the 3-year probationary period shall forfeit its state approval.
- 11.02 A professional education unit shall maintain an eighty percent (80%) pass rate on the state-required licensure assessments among all of its candidates for licensure. A unit that fails to maintain an 80% pass rate will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% pass rate is achieved within the 3-year period. A unit that fails to achieve an 80% pass rate by the end of the 3-year probationary period will forfeit its state approval and will no longer be eligible to offer any programs for educator licensure.
- 11.03 A professional education unit may be designated as "low performing" as defined in the *Plan for Title II Reporting Requirements of the Higher Education Act* published by the ADE. If a unit is designated as low performing for three consecutive years, state approval for the unit and its programs for licensure will be revoked, and the unit will no longer be eligible to recommend candidates for educator licensure.
- 11.04 If a program or unit is designated as "on probation" or "low performing," current and potential candidates must be advised of the program's or unit's standing.

12.0 EMERGENCY AND EFFECTIVE DATE

- 12.01 Whereas, the national accreditation of educator preparation programs and institutions offering those programs has changed beginning in the Fall of 2014; and

Whereas, the policies for program approval developed by the Department of Education were last revised in 1986 and need to be updated for the new accreditation requirements and requirements of Arkansas law and rules that are designed to increase the number of highly effective teachers for Arkansas public school students; and

Whereas, the Department is required by law to approve educator preparation programs; and

Whereas, educator preparation programs need these policies to be established so that they may develop their programs to seek approval accordingly and advise prospective students; and

Whereas, the Arkansas State Board of Education finds that imminent peril exists to the public educational health, safety and welfare of the school children in Arkansas due to the need for highly effective licensed educators in public schools;

Therefore the Arkansas State Board of Education and the Arkansas Department of Education promulgate these rules as Emergency Rules for Policies Governing Educator Preparation Programs at Institutions of Higher Education in Arkansas pursuant to authority of Ark. Code Ann. § 25-15-204 in order to implement the changes needed for approving educator preparation programs.

12.02 These Emergency Rules shall go into effect on September 1, 2014.

12.03 These Emergency Rules shall expire December 29, 2014.