



ARKANSAS
DEPARTMENT
OF EDUCATION

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., graduate non-degree, etc.): _____

Indicate the title and grade range of the license for which candidates will be prepared:

Title: _____ Grade Range: _____

Proposal is for:

- ____ New First-Time Licensure Program (Complete Section A)
- ____ New Educator Licensure Endorsement Program (Complete Section B)
- ____ Major Revision(s) to Approved Licensure Program (Complete Section C)
- ____ Minor Revision(s) to Approved Licensure Program (Complete Section C)
- ____ Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): _____ %

Proposed program starting date: _____

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

If yes, list the sites where the program will be offered:

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.

B. New Program for Licensure Endorsement

Proposals for licensure endorsement programs should be prepared with each section clearly identified, appropriately labeled, and paginated. Proposals should be submitted electronically and 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.
4. Institutional Approval
 - a. Briefly describe the institution's educator preparation program approval process.
 - b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined above. If approval has not been granted, indicate when approval is expected.
5. Program Description
 - a. Provide a general description of the program.
 - b. Provide a copy of the plan of study for the program, including the number of hours required.
 - c. Identify courses in the program that will be delivered totally or partially via distance learning technology, if applicable
 - i. Describe the method(s) for instructor-to-students and student-to-student interaction in the distance learning course/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - ii. Describe the assessment process used in the courses to determine students' achievement of intended outcomes

Note: [HLC policy](#) requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

 - d. Provide a curriculum [matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure.
 - i. Programs leading to special education licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies](#). The connection between objective and competency should occur on the syllabus itself.
 - e. An educational leadership program that leads to an administrator's license should provide documentation outlining how the [LEADS Framework](#) is covered in the program of study

- f. If a program leads to licensure in one of the specialty areas listed below, provide a TESS for Specialty Areas matrix documenting how the appropriate TESS for Specialty Areas Framework is covered in the program of study.
 - [Gifted and Talented K-12](#)
 - [Instructional Facilitator K-12](#)
 - [Reading Specialist K-12](#)
 - [Library Media Specialist K-12](#)
 - [Guidance/Counseling K-12](#)
- g. Provide syllabi, which include course descriptions, for all professional education courses prescribed in the program and for content courses listed on the submitted curriculum matrix.
 - i. Syllabi should include objectives that align to the appropriate TESS/LEADS framework and Educator Competencies.
 - ii. Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.
- h. Describe the common assessments required in the program.
 - i. Indicate the relative places within the program where the assessments occur, including state licensure assessments.
 - ii. Provide samples of the assessments and their scoring rubrics, if applicable.
 - iii. Provide a description of how TESS for Specialty Areas or LEADS is used during the program. If these systems are not used, provide detailed information on the system of support, development, and appraisal of educator performance and verification used.
 - iv. Explain how data from the assessments will be collected and used for program improvement.
- i. Provide a description of how the program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and, if the competencies require, supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area
 - i. Include a description of the qualifications for clinical educators responsible for supervising candidates
 - a. An educational leadership preparation program that leads to an administrator's license should include methods for ensuring clinical educators are [LEADS](#) trained
 - ii. An educational leadership preparation program that leads to an administrator's license should require internship experiences that include site-based and in-person interaction among school supervisors, program faculty, and candidates

6. Program Partnerships

Describe formal and informal partnerships with entities external to the EPP where candidates fulfill field experiences/supervised clinical practice requirements

- a. Include the length of the relationship, how it formed, how it is structured, and the roles and responsibilities of the EPP and each partner
- b. Include documentation that these partnerships are operational and on how they

- operate, including evidence of mutually agreed upon expectations for candidate entry, activities, and exit
- c. Include evidence that the program is preparing educators to meet the needs of Arkansas schools
 - d. Include documentation that partners collaborate to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates
7. Admission Requirements
- a. Indicate requirements for admission into the program, such as admissions assessment, GPA, disposition assessments, letters of recommendation, demonstration of English proficiency, prerequisite coursework, and any other program requirements.
 - b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.
 - c. An educational leadership program that leads to an administrator’s license should provide the following:
 - i. A description of the method for conducting an interview as an admission requirement.
 - ii. A description of how candidates will show evidence of teacher effectiveness prior to admission. Examples include, but are not limited to:
 - Verification from the applicant’s superintendent that the applicant is performing at the level of an Effective Teacher, or an equivalent measure if the applicant is not employed by an Arkansas public school
 - Portfolio showing evidence of ability to raise student achievement
 - National Board Certified Teacher (NBCT)
 - Micro-credential that demonstrates teacher effectiveness
 - iii. A description of how candidates will show evidence of leadership abilities prior to admission. Examples include, but are not limited to:
 - Graduation from an ADE recognized or approved teacher leader academy, institute, or program
 - Portfolio showing evidence of adult leadership activities
 - Micro-credential in an identified area of leadership
 - Performance assessment
8. Retention Procedures
- a. Describe any intervention strategies, such as advising, mentoring, or tutoring, used to assist candidates who struggle to succeed in the program.
9. Exit Requirements
- a. Define requirements for each of the following:
 - i When a licensure officer will recommend a candidate for Arkansas licensure
 - ii When a candidate is considered a program completer
 - iii When a candidate is eligible for graduation (if applicable)

10. Candidate Follow-Up Procedures
Describe the program's plan for obtaining and reporting data from program graduates
11. Faculty
 - a. Provide a roster of program faculty that includes their highest degrees, course assignment(s) in the proposed program, professional experience. For clinical educators, provide verification training in the appropriate system of support, development, and appraisal of educator performance (e.g. TESS for Specialty Areas; LEADS). List all professional education faculty, including adjunct faculty, who teach or supervise candidates in the program. Do not include general studies faculty.
 - b. 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.
 - c. An educational leadership program that leads to an administrator's license should provide evidence of how site-based, in-person interaction with faculty will be achieved to an adequate extent
 - i. Include number of candidates assigned to a clinical educator during internship
 - ii. Include evidence that students have the opportunity to interact with program faculty during coursework on a consistent basis
12. 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.