A. **New Program for First-Time Licensure**

Proposals for new 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 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, mission, and/or goals. If over 50% of the program is offered via DLT, submit a rationale explaining the benefit of DLT over a brick and mortar setting.
   b. Explain the need for the program with supporting documentation, such as data from supply and demand studies, institutional surveys, feedback from school districts, 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.
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 plan of study for the program. If the program is imbedded in a baccalaureate degree, include an eight-semester degree plan. Include the number of hours required to complete the program.
   c. Identify courses in the program that will be delivered totally or partially via distance learning technology, if applicable
      i. Describe the methods 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 assessment procedures 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 (only applicable to traditional educator preparation programs).
   e. Master's level first-time licensure programs (MAT, M.Ed., or MTLL) leading to special education licensure should provide a SPED 101 Academy **matrix** that shows course objective alignment with the **SPED 101 Academy competencies**.
   f. Provide an Arkansas Teaching Standards Matrix showing alignment of the

program's prescribed professional education courses with the Arkansas Teaching Standards.

g. Provide a **Teacher Excellence and Support System (TESS) matrix** that shows alignment of the program's prescribed professional education courses with the current corresponding **TESS for Classroom Teachers Framework.**

   i. Programs in Guidance/Counseling that lead to a first-time standard license should provide a **matrix** showing alignment to the components of the TESS for School Counselor Framework in place of the TESS for Classroom Teachers Framework.

h. Provide documentation that the program includes curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:

   i. The Code of Ethics for Arkansas Educators
      - Preservice teachers are held to the Code of Ethics for Arkansas Educators
      - In order for preservice teachers to receive a Provisional License, documentation of the successful completion of the professional educator ethics training identified by rules of the state board must be provided, under Act 294 of 2017

   ii. Child maltreatment, under Ark. Code Ann. § 6-61-133

   iii. Parental involvement, under Ark. Code Ann. §6-15-1705

   iv. Teen suicide awareness and prevention, under Ark. Code Ann. §6-17-708

   v. Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609

   vi. Three (3) college credit-hours in Arkansas History at an accredited institution of higher education or, if the proposal is for an alternative educator preparation program, 45-hour professional development in Arkansas History offered through ArkansasIDEAS (only for proposals for K-6, middle childhood social studies (4-8), or secondary social studies (7-12)). §6-17- 418

   vii. Science of reading instruction, under Act 416 of 2017 and Act 1063 of 2017

i. 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 for professional education courses in classroom teacher preparation programs should link each learning objective to the corresponding Arkansas Teaching Standards (ATS) and the **Teacher Excellence Support System (TESS)** standards. This connection between objective and standard should occur on the syllabus itself.

   ii. Syllabi for professional education courses in guidance/counseling that lead to a first-time standard license will align to the components of the TESS for School Counselor Framework in place of the TESS for Classroom Teachers framework.

   iii. Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.

j. Describe competencies expected of program candidates regarding their knowledge and use of educational technology. (Competencies should reflect the International Society for Technology in Education (ISTE) Standards for Educators).

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k. 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 is used during the program. If TESS is not used, provide detailed information on the system of support, development, and appraisal of teacher performance and verification used.
  iv Explain how data from the assessments will be collected and used for program improvement.
l. Field Experience/Supervised Clinical Practice
  i Traditional Ed Prep Programs
    i. Describe field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:
      - The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences.
      - The settings in which the experiences will be accomplished, and the procedures by which candidates are placed in these settings.
        - Settings must adhere to requirements outlined in the current ADE Policies Governing Educator Preparation Program Approval
      - How candidates will be provided opportunities to teach across the entire grade of the license being sought.
      - Plans for supporting candidates during the clinical component of the program
      NOTE: If a candidate is seeking licensure in more than one content area, the field experiences and supervised clinical practice should be divided among the content areas.
  ii Alternative Ed Prep Programs (MATs, MTLLS, MEds)
    - Describe field experiences required for the candidates in the program, including the settings in which the experiences will be accomplished.
      - Settings must adhere to requirements outlined in the current ADE Policies Governing Educator Preparation Program Approval
    - Describe the culminating experience of the candidate's program before licensure.
    - Describe plans for supporting candidates during the clinical component and/or during the employment component of the program.

6. Program Partnerships
  a. Describe steps the program will take to facilitate strong partnerships with K-12 districts/schools, ESC, ERZ, *etc.*
  b. Attach a description of each formal or informal program partnership. A formal partnership is one in which both the provider and partner district/school sign an agreement which details services each partner will provide. An informal partnership is one in which the program provides a service to the district/school but a written

agreement has yet to be established. Include the following in the description:
   i.   Name of district or entity and point of contact
   ii. Type of partnership
   iii. Type of placement sites
   iv. Estimated number of pre-service candidates that will be placed at sites
   v.   Opportunities available for candidates (observation, residency, employment, *etc.*)
   vi. Plan to recruit and maintain additional clinical partners to fulfill placement needs

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. Indicate at what point a student will be officially admitted as a candidate in the educator preparation program.
   d. Indicate at what point a candidate is considered a participant in supervised clinical practice

8. 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.
   c. Describe the procedures for placing candidates on probation, including how districts/schools are informed when a candidate is placed on probation during the teaching component of the program.
   d. Describe the procedures for dismissing candidates from the program, including how districts/schools are informed when a candidate is dismissed during the teaching component of 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

10. Candidate Follow-Up Procedures
   a. Describe the program's plan for obtaining and reporting data from program graduates.

11. Faculty
   a. 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, and course assignment(s). If supervising candidates, provide verification of training in the system of support, development,

and appraisal of teacher performance (e.g. TESS) used. Do not include general studies or content 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.

12. <u>Institutional Resources Dedicated to Program Support</u>

    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.

13. <u>Implementation Plan</u>

    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.