

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.
 - Programs for building-level administrator licensure should meet requirements outlined in the current [ADE Rules Governing Educator Licensure](#)
 - 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 K-6 or 7-12 Special Education Resource licensure should provide a SPED 101 Academy alignment matrix that shows course objective alignment with the **SPED 101 Academy competencies**.
 - e. Provide the appropriate standards alignment matrices:
 - i. Programs for administrator licensure:
 - Provide a Leaders Excellence and Development System (LEADS) matrix that shows alignment of the program's prescribed professional education courses and with the current **LEADS standards**.

- Provide a Standards for School Administrators in Arkansas matrix that shows alignment of the program’s prescribed professional education courses with the current [Standards for School Administrators in Arkansas](#).
- ii If a program leads to licensure in one of the specialty areas listed below, provide a TESS for Specialty Areas matrix that shows alignment of the professional education courses and experiences with the appropriate TESS for Specialty Areas Framework.
- [Gifted and Talented K-12](#)
 - [Instructional Facilitator K-12](#)
 - [Reading Specialist K-12](#)
 - [Library Media Specialist K-12](#)
 - [Guidance/Counseling K-12](#)
- f. 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 administrator preparation programs should link each learning objective to the [Standards for School Administrators in Arkansas](#) and the current **LEADS standards**. This connection between objective and standard should occur on the syllabus itself.
- ii Syllabi for professional education courses in the programs listed in 5.e.ii should link each learning objective to the appropriate TESS for Specialty Areas standards. The connection between objective and standard(s) should occur on the syllabus itself.
- iii Syllabi should include a description of methods/assessments used to determine whether or not a candidate has successfully met the learning objectives.
- g. 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 applicable. 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.
- h. Provide a description of field experience/supervised clinical practice
- i Description of the activities that allow candidates early and ongoing practice opportunities to apply content and pedagogical knowledge (observations, tutoring, assisting teachers and administrators, and practicums)
- If the program of study is for licensure in building level administration, district level administration, curriculum/program administration, school counseling, library media specialist, or age 3-4, provide a description of supervised clinical practice across the grade range for each license being sought as outlined in the Educator Competencies.

6. Program Partnerships
 - a. Attach a description of each formal or informal program partnership the program has with K-12 districts/schools, ESC, ERZ, etc. 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 If not using TESS, provide detailed information on the locally adopted system of support, development, and appraisal of teacher performance
 - v Estimated number of pre-service candidates that will be placed at sites
 - vi Opportunities available for candidates (observation, residency, employment, *etc.*)
 - vii Other information regarding partnerships
 - viii 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.
8. Retention Procedures
 - a. Describe any intervention strategies, such as advising, mentoring, or tutoring to be employed 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. If supervising candidates, provide verification training in the 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.

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.