

**INSTITUTIONS OF HIGHER**

**EDUCATION (IHE)**

**PROTOCOL FOR THE REVIEW AND APPROVAL OF**

**PROGRAMS OF STUDY LEADING TO EDUCATOR**

**LICENSURE IN ARKANSAS**

**July 2024**

**C. Revisions to an Existing Program**

Proposals for revising existing 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 f*[*ront page of this guide or the fillable form coversheet*](http://www.arkansased.gov/public/userfiles/Educator_Effectiveness/Becoming_a_Teacher_or_School_Leader/6_Coversheet.pdf) *from the website, which contains basic information about the proposed program.)*

### 2. Rationale

Explain the reason for and a description of the proposed revision(s). *(No revisions are being made to this program. Only an update to the competencies)*

3. Institutional Approval *(Only required for major revisions)*

1. Briefly describe the institution’s educator preparation program approval process.
2. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected. *(N/A)*

### 4. Documentation of Revisions

a. Changes to Curriculum

i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program. *(See Attached)*

* 1. Provide a revised [curriculum matrix t](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/preparation-programs-in-arkansas/matrix-templates-for-course-alignment)hat shows course alignment with the **current** corresponding [Arkansas Educator Competencies f](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/preparation-programs-in-arkansas/matrix-templates-for-course-alignment)or the content area or category of licensure, if applicable. *(See attached for revisions to ADLL course numbers)*
  2. Provide a revised [Arkansas Teaching Standards matrix](https://dese.ade.arkansas.gov/Files/ATS_Matrix_2023_Template_EEF.xlsx) for first-time licensure programs documenting how the [Arkansas Teaching Standards a](https://dese.ade.arkansas.gov/Files/Arkansas_Teaching_Standards_(2023)_EEF.pdf)re covered in the program of study *(N/A)*
  3. Provide documentation outlining how the appropriate TESS or LEADS standards ([TESS for classroom teachers,](https://dese.ade.arkansas.gov/Files/20201105140022_FINAL_TESS_Competencies_12-2017.pdf) [TESS for Specialty Areas,](https://dese.ade.arkansas.gov/Files/20210115164359_TESS_Specialty_Teacher_Smart_Cards.pdf) or LEADS) are used in the program of study, if applicable. *(N/A)*
  4. Provide syllabi that include course descriptions for all new or revised professional education courses prescribed in the revised program and for new or revised content courses listed on the submitted curriculum matrix. *(See Attached)*
* Syllabi should include objectives that align to the Arkansas Teaching Standards (for first-time licensure programs), TESS/LEADS framework, and Educator Competencies
* Alternative educator preparation programs leading to Special Education K-12 licensure or endorsement programs leading to K-6 or 7-12 Special Education Resource licensure should provide a SPED 101 Academy syllabus that shows objective alignment with the [SPED 101 Academy competencies.](https://dese.ade.arkansas.gov/Files/20201105135944_SpEd_101_Academy.pdf) The connection between objective and competency should occur on the syllabus itself.
* Alternative educator preparation programs leading to Elementary Education K-6 and Special Education K-12 licensure should submit syllabi/module descriptions showing objective alignment to the [Foundations of Reading Competencies-Proficiency Level. T](https://dese.ade.arkansas.gov/Files/20201105155815_Proficiency_Level_SoR_for_Alt_Routes_06_15_18.pdf)he connection between objective and competency should occur on the syllabus/module description itself
* Programs leading to licensure areas other than Elementary Education K-6 or Special Education K-12 should present evidence of alignment to the [Foundations of Reading Competencies-Awareness Level o](https://dese.ade.arkansas.gov/Files/20201105152410_Awareness_Level_SoR_002_07_25_18.pdf)r how they ensure candidates have previously completed the appropriate pathway. **Note: DESE-approved prescribed pathways for awareness are aligned to the awareness level competencies.**
* Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.

vi. Indicate any changes to common assessments throughout the program, including any changes to when state-mandated assessments are required. Provide samples and scoring rubrics for any new or revised common assessments. *(No revisions)*

vii Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program. *(No revisions)*

*(Revisions to first-time licensure programs must submit documentation as outlined in 5.p of these protocols to the process and timeline for ensuring all completers in May 2027 and thereafter complete a one-year supervised residency)*

1. Transition to DLT format *(N/A)*
   1. Submit a rationale for the transition.
   2. Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
   3. Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
   4. Describe the assessment processes used in the courses to determine students’ achievement of intended outcomes
   5. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

*(Note:* [*HLC policy*](https://www.hlcommission.org/) *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.)*

1. Changes to Policies Overseeing Candidate Quality *(No revisions)*

i Describe any changes to entry requirements, including the process and/or when students are officially considered a candidate in the educator preparation program. ii Describe any changes to retention procedures, such as mid-program benchmarks or transition points. iii Describe any changes to exit requirements, including the definitions of the following:

* + - When a candidate is considered enrolled in the program
    - When a candidate is considered a program completer
    - When a candidate is eligible for graduation
    - When a licensure officer will recommend a candidate for Arkansas licensure

### 5. Transition Plan *(No revisions)*

If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.