



**DIVISION OF ELEMENTARY
& SECONDARY EDUCATION**

**ALTERNATIVE EDUCATOR
PREPARATION PROVIDERS**

**PROTOCOL FOR THE REVIEW AND
APPROVAL OF PROGRAMS OF STUDY
LEADING TO EDUCATOR LICENSURE IN
ARKANSAS**

PROTOCOL FOR THE REVIEW AND APPROVAL OF ALTERNATIVE EDUCATOR PREPARATION PROGRAMS OF STUDY LEADING TO EDUCATOR LICENSURE IN ARKANSAS

The Division of Elementary and Secondary Education (DESE) approval is required for any educator preparation program provider prior to implementing a new program of study that prepares candidates for any professional educator license in Arkansas. This protocol shall be utilized by non- IHE based educator preparation program providers intending to offer an alternative educator preparation program that leads to educator licensure. To ensure candidates are in compliance with licensure requirements, please refer to the DESE [Rules Governing Educator Licensure](#) and the DESE [Rules Governing Educator Support and Development](#). The DESE is responsible for oversight of the program review and approval process at the state level (see Ark. Code Annotated §6-11-105, §6-17-402, and §6-17-409). Once initially approved, an educator preparation program is subject to periodic review by the DESE for compliance with accreditation, and state and federal requirements for educator preparation. By submitting this application, the educator preparation program provider acknowledges and understands that the DESE may schedule periodic audits or reviews that it deems necessary for continued program approval.

Programs will be required to submit a Higher Education Act (HEA) Title II Report, submit data to DESE, and submit data to Educational Testing Service (ETS). The HEA Title II Report is a national data collection of institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>.

HEA Title II Report data is also incorporated into the DESE's Educator Preparation Provider Quality Report (EPPQR). To continuously improve the quality of educator preparation providers (EPP), the DESE works with program directors to produce this report. Information EPPs are required to submit for the EPPQR includes:

- Data submitted to HEA Title II
 - Program requirements
 - Enrollment and completer numbers
 - EPP candidates' and completers' race and gender data
 - Program field experiences/clinical practice information
 - Faculty data
 - Technology information
 - Goals regarding addressing shortage areas
- Data submitted to DESE
 - Partnership, minority, and shortage area information
- Data submitted to ETS for Title II Pass Rate reporting:
 - Enrollment and completer data
 - Demographic information
 - Candidates' and completers' licensure information

The EPPQR is published annually on the DESE's website and is used for the following purposes:

- The public may view aggregate provider and program data of EPP completers.
- School districts and charter schools may use the report to make informed decisions about hiring.

- Those interested in a career in education may use the report to make decisions regarding which program to attend.
- Institutions may use data to support continuous improvement efforts.

The EPP will be required to report to the DESE all minority graduates who have been recommended for Arkansas Educator Licensure. The report is shared with school districts to support their recruitment efforts.

If this is a new program operating as a new provider, no data will be reviewed until October of the following year for Educator Preparation Program Reports

Section I. Procedure for approving a New Educator Licensure Program

1. An educator preparation program provider seeking to offer a new program of study to prepare candidates for an educator license in Arkansas shall complete the following procedure:
 - a. Submit in writing to the DESE a letter of intent to offer a new program for Arkansas licensure.
 - This application must be submitted no less than six (6) months prior to the date the program anticipates that it will enroll students.
 - b. The DESE will send notification of receipt to the educational provider.
 - c. The educator preparation program provider will submit an Alternative Educator Preparation Program Application (see application below) to the DESE.
 - This application must be submitted no less than six (6) months prior to the date the program anticipates that it will enroll students.
2. The DESE convenes a panel for the purpose of reviewing the program of study.
 - a. The panel is comprised of at least three (3) members from the DESE, and, if available, representatives from similar state-approved alternative educator preparation programs and/or K-12 educators.
 - b. A DESE program advisor coordinates and facilitates the work of the panel.
3. After the DESE receives the program application:
 - a. The DESE program advisor verifies submitted application is complete
 - b. The DESE advisor recruits panel members
 - c. Completed application is sent to each panel member via email attachment
 - d. The DESE facilitates an application presentation by the EPP for the panel
 - e. The DESE program advisor sends any feedback to the educational provider and requests a response if necessary
4. A decision is made as to the approval or denial of the proposed program.
 - a. If the DESE determines that the proposed program does not meet the necessary standards and requirements and does not approve the proposed program, written notification of the denial is sent to the educational provider.
 - b. If the DESE determines that the proposed program meets all necessary standards and requirements and grants initial program approval, written notification if the approval is sent to the educational provider and appropriate DESE staff.

NOTE: The timeline for the review process is dependent on the availability and scheduling of reviewers and the time needed for responses to the panel's comments and/or requests for additional or clarifying information.

Section II. Revisions to Existing Educator Licensure Program

A. Conditions Requiring DESE Approval of Revisions to Existing Educator Licensure Programs

1. New or revised licensure or program requirements from the DESE.
2. Major revisions from the EPP
 - a. Changes that involve 25% or more of a program's curriculum
 - b. Changes that lead to a different grade range of licensure being awarded
 - c. Changes in the program's delivery structure (e.g. converting 50% or more of the courses in a program from a traditional format to a distance learning technology format)
3. Minor Revisions from EPP
 - a. Changes involving less than 25% of a program's curriculum
 - b. Changes to the entry or exit requirements of a program
 - c. Changes in delivery structure that involve less than 50% of the program's curriculum

B. Procedure for Approving Program Revisions

1. An EPP seeking to revise an approved program of study for educator licensure submits the Program Proposal for Revised Programs to the DESE.
2. The DESE reviews the proposed revisions and the supporting documentation submitted by the EPP. A panel review is usually not required. Additional or clarifying information may be requested.
3. The DESE program advisor will work with the EPP to establish a timeline for revision.

Alternative Educator Preparation Licensure Program Application

COVERSHEET

Program Name:		Date Submitted:	
Address:		Website:	
Program Contact:		Position/Title:	
Phone:	Email:		
Additional Program Contact: (optional)		Position/Title:	
Phone:	Email:		

Indicate the licensure area(s) and grade range(s) of the license for which candidates will be prepared:

Area(s) _____

Grade Range(s): _____

Proposal is for:

New Educator Licensure Program (Complete Section A)

New Educator Licensure Program with Distance Learning Technology*
(Alternative Ed Prep Program Non-IHE Based) (Complete Section A and B)

Revision to an Approved Licensure Program (Complete Section C)

*At least 50% of the curriculum is delivered via distance learning technology.

Indicate the portion of the proposed program to be delivered via distance learning technology (on-line). _____%

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. _____

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word or PDF documents with each section clearly identified, appropriately labeled, and paginated. The educator preparation program provider shall submit applications to the DESE electronically. Applications shall include the following components:

1. Cover Sheet
2. Needs Summary
 - a. Provide a brief statement of the program's purpose, mission, and/or goals.
 - b. What is the organizational structure of the program, and how does it support the achievement of the mission and/or goals?
 - c. Explain the need for the program with supporting data, such as data from supply and demand studies, institutional surveys, or requests from individuals.
 - d. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.

3. Institutional or Governance Approval For Institutions of Higher Education:

- 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.

For Entities Not Affiliated with Institutions of Higher Education:

- a. A letter of support from a governing board acknowledging support for program sustainability

4. Program Description

- a. Provide a general description of the program two to three paragraphs in length. Include the following:
 - i. Provide a description of the provider offering the educator preparation program.
 - ii. Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.
 - iii. What strategies does the program employ to build and select a pool of high quality, diverse applicants? Include information on recruitment strategies and selection process.
 - iv. If any courses/modules 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.
- b. Provide a description of the timeline for the program.
 - i. Indicate at what point a student will be officially admitted into the program.
 - ii. Indicate the start date for a cohort and the latest a candidate can enroll in the program and still be considered part of the cohort.
 - iii. Describe plans for supporting candidates during the clinical component and/or during the employment component of the program.
 - iv. Indicate when a candidate must be employed as a teacher to continue in the program, if applicable.
 - v. Explain the procedures when a teacher is not continuously employed throughout the program.
 - vi. How often will the program communicate with districts, principals, and mentors regarding candidate performance and professional development?
 - c. Provide a description of the financial structure of the program.
 - i. Describe the available human, fiscal, and physical resources available to support the program.
 - ii. Include an estimated budget of anticipated expenditures.
 - iii. Describe how the program will collect and account for candidate's program fee payments, receipt for fee payments, and any refunds that might be due to candidates.
 - iv. Describe what financial aid, if any, is available to candidates in the program (TEACH Grants, AmeriCorps, Title IV Financial Aid, Arkansas-specific grants or scholarships, institution/provider financial assistance, other, N/A).
 - d. Provide a copy of the plan of study for the program.
 - e. Provide a copy of any policies and practices publications for students, facilitators/faculty, and staff.
 - f. Provide curriculum [matrices](#) that show alignment of the program's prescribed professional education courses/modules and experiences with the [Arkansas Teaching Standards \(ATS\)](#) and the [Teacher Excellence and Support System \(TESS\)](#).
 - g. Provide documentation that the program includes curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the DESE 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 Ark. Code Ann. § 6-17-409
 - 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. Human trafficking awareness
 - vii. 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
 - viii. Science of reading instruction, Ark. Code Ann. § 6-17-402 and 6-17-429
 - Programs leading to Elementary Education K-6 and Special Education K-12 should submit syllabi/module descriptions showing objective alignment to the [Foundations of Reading Competencies-Proficiency Level](#). The 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 Science of Reading Competencies-Awareness Level. **Note: DESE approved prescribed pathways for awareness are aligned to the awareness level competencies.**
- h. Provide all syllabi that include course/modules descriptions, clock hours per module, and mode of delivery for all courses/modules prescribed in the proposed program.
 - i. Syllabi should include objectives that align to Arkansas Teaching Standards (ATS) and the Teacher Excellence and Support System (TESS) framework.
 - ii. Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.
- i. 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](#))
- j. Describe how mastery of knowledge, skills, and pedagogy are assessed throughout the program.
 - i. Detail all transition points.
 - ii. Provide samples of the methods/assessments and their scoring rubrics.
 - iii. Indicate the relative places within the program where the assessments occur, including state licensure assessments
 - iv. 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.
 - v. Explain how data from the assessments will be collected and used for program improvement.

- k. Describe the field experiences and/or culminating experience required for the candidates in the program, including the settings in which the experiences will be accomplished.
 - i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences.
 - ii. Plans for supporting candidates during the clinical component and/or during the employment component of the program.

5. Program Placement Procedures

Describe steps taken to ensure candidates are assigned a qualified mentor teacher or to recruit and select a strong cooperating teacher.

6. Program Partnerships

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

- a. Include the length of the relationship, how it formed, how it is structured, and the roles and responsibilities of the provider 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 a basic skills 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 committee interview.

8. Retention Procedures

- a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. What checkpoints are in place to ensure candidates meet program expectations prior to receiving a recommendation for licensure?
- 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 removed

from a program during the teaching component of the program.

9. Exit Requirements

- a. List program exit criteria, such as final assessments, performances, or portfolio preparation.
- b. 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

10. Candidate Follow-Up Procedures

Describe the program's plan for obtaining and reporting data from program graduates.

11. Faculty (if applicable)

Provide a roster of all faculty/facilitators who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their highest degrees, professional experience, educator licensure areas, course/module assignments. If supervising candidates, provide verification of training in the system of support, development, and appraisal of teacher performance (e.g. TESS) used.

12. Data

- a. Explain methods/procedures in place to ensure the program will be in compliance with reporting data to HEA Title II, DESE, and ETS
- b. Explain what additional program impact and candidate outcome data will be collected to determine program effectiveness, and how the program will collect the data
- c. Include any additional context or information needed to explain the data trends for the program

B. Distance Learning Technology Programs

This additional section must be completed for proposals in which 50 percent or more of a program's curriculum is to be delivered via distance learning technology. IHE-based programs that are HLC approved will only need to complete Section 1.

1. Curriculum and Instruction

- a. Submit a rationale explaining the benefit of DLT over a brick and mortar setting.
- b. Submit a plan of study for the program and identify courses/modules in the program that will be delivered totally or partially via distance learning technology.
- c. Describe the methods for instructor-to-student and student-to-student interaction in distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
- d. Describe assessment processes used in the courses to determine students' achievement of intended outcomes.
- e. Submit syllabi for DLT courses that reflect the methods for interaction and assessment processes.
- f. Provide a listing of faculty who will be teaching courses/modules via distance learning technology, and indicate the courses/modules and online teaching experience for each instructor.

2. Methods of Course Delivery and Faculty/Student Interaction

- a. Describe the learning management system used to deliver the courses/modules offered via distance learning technology.
- b. Describe methods of course delivery (synchronous, asynchronous, fully online and/or hybrid experiences).
- c. Describe how necessary ADA accommodations to ensure the success of all learners are provided.

3. Provider Readiness and Commitment

- a. Describe the provider's internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or oversight.
- b. Summarize the provider's policies and procedures to keep the distance learning technology infrastructure current.
- c. Provide evidence that electronic security measures (including failsafe backup systems) are in place to support the integrity and security of data.
- d. Summarize the procedures that assure the security of students' personal information.
- e. Provide a list of services, such as course/module materials, management and delivery,

or other technical services that will be outsourced to other organizations, if applicable.

4. Instructional and Technical Support

- a. Describe the training required of facilitators/faculty and support staff that interact with students in distance technology courses/programs.
- b. Include mechanisms to ensure faculty members possess the appropriate hardware, software, and IT support to be successful.
- c. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to facilitators/faculty and students.
- d. Describe how ongoing academic and technology support for students, including availability of support services beyond the normal 40-hour work week is provided.

5. Evaluation and Assessment

- a. Describe how the institution reviews the effectiveness of its distance learning technology programs.
- b. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process.

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. Coversheet

2. Rationale

Explain the reason for and a description of the proposed revision(s)

3. Institutional or Governance Approval (Only for Major Revisions)

Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities. If approval has not been granted, indicate when approval is expected

4. Documentation of Revisions

a. Changes to Program of Study

i. Submit the current program of study and the proposed program. Indicate where the change(s) occur.

ii. Provide a revised [Arkansas Teaching Standards matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study, if applicable

iii. Provide documentation outlining how the appropriate TESS ([TESS for classroom teacher](#)) are covered in the program of study, if applicable

iv. Provide assurance that the revised program includes curriculum that addresses requirements established by Arkansas statues governing educator preparation and the DESE Rules Governing Educator Licensure

v. Provide all revised/new syllabi/module descriptions

- Syllabi should include objectives that align to Arkansas Teaching Standards (ATS) and Teacher Excellence and Support System (TESS) framework
- Syllabi should include a description of methods/assessment used to determine if a candidate has successfully met the learning objectives
- Programs leading to Elementary K-6 and Special Education K-12 should submit syllabi/modules descriptions showing objective alignment to the [Foundations of Reading Competencies-Proficiency Level](#)

vi. Provide assurance that the revised program competencies based on the [International Society for Technology in Education \(ISTE\) Standards for Educators](#) are included in the revised program of study

b. Changes to Admission/Exit Requirements

i. Indicate any changes to the point a student will be officially admitted into the program

ii. Indicate any changes to the start date for a cohort and/or the latest a candidate can enroll in the program and still be considered part of the cohort

iii. Indicate any changes to when a candidate must be employed as a teacher to continue in the program, if applicable

iv. Explain any changes to the procedures when a teacher is not continuously employed throughout the program, if applicable

v. Explain any changes to program exit criteria, such as final assessments, performances, or portfolio preparation

vi. Explain any changes to the following:

- When a licensure officer will recommend a candidate for Arkansas licensure
- When a candidate is considered a program completer

- c. Transition to DLT format
 - i. Curriculum and Instruction
 - Submit a rationale explaining the benefit of DLT over a brick and mortar setting.
 - Submit a program of study for the program and identify courses/modules that will be delivered totally or partially via distance learning technology.
 - Describe the methods for instructor-to-student and student-to-student interaction in distance learning courses/modules, including synchronous (e.g. videoconferencing and chat) and asynchronous (e.g. email and discussion boards) methods.
 - Describe assessment processes used in the courses/modules to determine students' achievement of intended outcomes.
 - Submit syllabi/module descriptions for DLT courses that reflect the methods for interaction and assessment processes.
 - Provide a listing of faculty who will be teaching courses/modules via distance learning technology, and indicate the courses/modules and online teaching experience for each instructor.
 - ii. Methods of Course Delivery and Faculty/Student Interaction
 - Describe the learning management system used to deliver the courses/modules offered via distance learning technology.
 - Describe methods of course delivery (synchronous, asynchronous, fully online and/or hybrid experiences).
 - Describe how necessary ADA accommodations to ensure the success of all learners are provided.
 - iii. Provider Readiness and Commitment
 - Describe the provider's internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or oversight.
 - Summarize the provider's policies and procedures to keep the distance learning technology infrastructure current.
 - Provide evidence that electronic security measures (including failsafe backup systems) are in place to support the integrity and security of data.
 - Summarize the procedures that assure the security of students' personal information.
 - Provide a list of services, such as course/module materials, management and delivery, or other technical services that will be outsourced to other organizations, if applicable.
 - iv. Instructional and Technical Support
 - Describe the training required of facilitators/faculty and support staff that interact with students in distance technology courses/programs.
 - Include mechanisms to ensure faculty members possess the appropriate hardware, software, and IT support to be successful.
 - Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to facilitators/faculty and students.
 - Describe how ongoing academic and technology support for students, including availability of support services beyond the normal 40-hour work week is provided.

v. Evaluation and Assessment

- Describe how the institution reviews the effectiveness of its distance learning technology programs.
- Describe how assessment activities related to distance delivery are integrated into the institutional assessment process.

Glossary of Terms

Alternative Educator Preparation Program- A program of study approved by the Department of Education for candidates who have a bachelor's degree or higher from an accredited institution of higher education and are preparing for licensure as teachers and leaders in public schools in this state.

Asynchronous – Describes a distance-learning venue in which there is a separation between the time that instruction is delivered by the instructor and the time that it is received by the learner

Benchmark – A description or example of candidate performance that serves as a standard of comparison for evaluation or judging quality

Candidate – A student who has been admitted into a professional education program

Clinical educator- All educator preparation provider (EPP) and school-based individuals, including classroom teachers, administrators, and instructional support personnel, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences

Clinical practice – Field-based experiences including student teaching or other internships performed under the supervision of clinical faculty

Distance learning – An approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the student

Distance learning technology – Electronic media including the Internet, e-mail, telecommunications, and other audio-visual communication devices used to deliver instruction

In-person – Describes a setting where individuals are physically present at the same time.

Face-to-face interaction – Communication, either in person at the same physical location or electronically, during which the participants can see and hear each other

Field experiences – A variety of early and ongoing practice opportunities in which candidates have opportunities to observe, assist, instruct, and/or conduct research

GPA – Grade point average based on a 4.0 scale

Internship – A form of field-based supervised clinical practice

Online course – A course of study that utilizes an electronic communications medium for the delivery of instruction

Rubrics – Criteria that indicate levels of quality or performance

Supervised clinical practice – 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. This includes internships and student teaching

Synchronous – describes a distance learning technology venue in which instruction is delivered and received simultaneously

TESS - Teacher Excellence and Support System, a statewide system for observation and support of K-12 Classroom and Specialty Teachers

Transition point – A key point in a program when candidates are assessed for their knowledge, skills, and/or dispositions to determine if they are ready to proceed to the next stage in the program