

## Professional Education Program Proposal C O V E R S H E ET

**Institution: University of Arkansas Date Submitted: 11/08/2021 Program Contact Person: Jennifer Beasley Position/Title: Director of the Office of Teacher Education Phone: 479-575-6195**

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**Name of program: Counseling CIP Code: 13.1101**

**Degree or award level (B.S., M.A.T., graduate non-degree, etc.): M.S. Indicate the title and grade range of the license for which candidates will be prepared: Title: School Counseling Grade Range: K-12**

**Proposal is for:**

**New First-Time Licensure Program** (Complete Section A)

**New Educator Licensure Endorsement Program** (Complete Section B)

**X 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): 5 %

**Proposed program starting date: Fall 2022 Will this program be offered at more than one site?** □Yes □X 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.*

**2. Rationale**

a. The reason for the proposed revisions is to revise our approved licensure program by aligning our syllabi with new ADE standards.

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

a. N/A

b. N/A

**4. Documentation of Revisions**

a. Changes to Curriculum

i Attached in an approved program of study which has not changed with the updated standards.

ii Attached is a revised curriculum matrix that shows course alignment with the current corresponding Provide a revised curriculum matrix that shows course alignment with the

current corresponding Arkansas Educator Competencies for the masters in school counseling program.

iii Attached is a revised Arkansas Teaching Standards matrix for first-time licensure

programs documenting how the Arkansas Teaching Standards are covered in

the program of study

iv All school counseling course syllabi are attached which provide documentation outlining how the appropriate TESS standards are used in the program.

v All school counseling syllabi are included for all new or revised courses submitted on the curriculum matrix.

• Syllabi include objectives that align to the Arkansas Teaching

Standards (for first-time licensure programs), TESS/LEADS framework,

and Educator Competencies

• **N/A**: 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. The connection between objective and competency should

occur on the syllabus itself.

• **Foundations of Reading is addressed on the Professional Development form attached.**

**N/A**: 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. 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

Foundations of Reading Competencies-Awareness Level or how they ensure

candidates have previously completed the appropriate pathway. Note: DESE

approved prescribed pathways for awareness are aligned to the

awareness level competencies. **Foundations of Reading is addressed on the Professional Development form attached.**

• Syllabi should include a description of methods/assessments used to

determine if a candidate has successfully met the learning objectives. **See all syllabi attached.**

Vi **N/A:** 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.

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. **N/A**

b. **N/A** Transition to DLT format

i Submit a rationale for the transition.

ii Submit a current program of study identifying the courses in the program that

will be delivered totally or partially via distance learning technology.

iii 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.

iv. Describe the assessment processes used in the courses to determine students’

achievement of intended outcomes

v. Submit syllabi for DLT courses that reflect the revised methods for interaction

and assessment processes.

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.

c. Changes to Policies Overseeing Candidate Quality

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 licensure officer will recommend a candidate for Arkansas licensure

● When a candidate is considered a program completer

● When a candidate is eligible for graduation

**5. Transition Plan: N/A**

If the revision creates new or additional requirements for current program candidates,

indicate how they will be accommodated in the revised program.

D. Deletion of an Existing Program

Proposals for program deletion should be prepared with each section clearly identified,

appropriately labeled, and paginated. Proposals should be submitted electronically and

include the following components:

a. Cover Sheet (Use the front page of this guide or the fillable form coversheet from the

website, which contains basic information about the proposed program.)

b. Rationale

Explain the reason for the proposed deletion.

c. Institutional Approval

i. Briefly describe the institution’s educator preparation program deletion process.

ii. Provide official documentation, including signatures, showing approval of the

deletion was granted by all appropriate authorizing entities outlined in 3.a. If

approval has not been granted, indicate when approval is expected.

d. Transition Plan

If applicable, explain how candidates currently enrolled in the program will be

accommodated