

## **Program Approval Protocol for:**

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an \*asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

\*1. Cover Sheet (See Attached)

### **\*2. Rationale**

- a. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

### **\*3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be

considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost. The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php> ). The Workflow Steps for Program/Unit Changes are also provided on the registrar’s website (<https://registrar.uark.edu/program-unitchanges/index.php> ).

b. 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.

#### 4. Documentation of Revisions

##### a. Changes to the 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.

First Year	Units	
	FALL	SPRING
<a href="#">ENGL 10103</a> Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra or MATH 11103 Quantitative Reasoning or Higher Level Course (Satisfies General Education Outcome 2.1)	3	
PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
<a href="#">ENGL 10203</a> Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
<b>Year Total:</b>	<b>15</b>	<b>16</b>

Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		
CIED 10003 Intro to Technology in Education	3	
<b>MATH 22103</b> Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab	4	
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
<b>CIED 30303</b> Classroom Learning Theory		3
<b>MATH 22203</b> Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
<b>Year Total:</b>	<b>16</b>	<b>16</b>

Third Year	Units	
	FALL	SPRING
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 31103 Emergent Literacy	3	
<b>CIED 31203 Primary Elementary Math Methods</b>	<b>3</b>	
<b>CIED 41503 Learning Centered Classroom Management</b>	<b>3</b>	
<b>STEM 40303</b> Introduction to STEM Education	3	
CIED 34503 Developmental Literacy		3
CIED 41803 Instruction and Assessment of Writing		3
CIED 31303 Integrated Social Studies		3
STEM 31403 Teaching Science in the Elementary Grades		3
<b>CIED 41903 Intermediate Elementary Math Methods</b>		<b>3</b>
<b>Year Total:</b>	<b>15</b>	<b>15</b>
Fourth Year	Units	
	FALL	SPRING
CIED 41703 Residency I	3	
CIED 30203 Survey of Exceptionalities	3	
<b>CIED 40003 Seminar</b>	<b>3</b>	

CIED 45303 Reading Comprehension through Children's and Adolescent Lit	3	
CIED 41403 Curriculum Design	3	
CIED 42003 Advanced Seminar (Satisfies General Education Outcome 6.1)		3
CIED 42906 Advanced Residency		6
CIED 41203 Assessment and Instruction		3
<b>Year Total:</b>	<b>15</b>	<b>12</b>
<b>Total # of credits for the BSE</b>		<b>120</b>

CIED Content Course Numbers	Changes (if any)
CIED 2943 Foundations of Language and Literacy	Removed and content embedded in other literacy courses to aid in increasing the number of hours for residency
CIED 30203 Survey of Exceptionalities	Updated to include K-6 Special Education standards
CIED 30303 Classroom Learning Theory	Replaced CIED 30103 Development and Learning Theory in the K-6 classroom
CIED 30503 Emerging Adolescent	Removed and embedded in Classroom Learning Theory and all other content methods courses
CIED 44003 Understanding Cultures in the Classroom	No change and replaces CIED 4463 Culture and Learning
CIED 31103 Emergent Literacy	No change
CIED 31203 Primary Math Methods in the Elementary Classroom	Revised to focus on K-3 Learners
CIED 41503 Learning Centered Classroom Management	Name change and revised to reflect current research and practice
STEM 40303 Introduction to STEM	No change
CIED 41203 Assessment and Instruction	Updated content and changed the name of the course from Literacy Assessment to examine Assessment more broadly and emphasize how assessment data is used to inform Instruction - this course also replaces CIED 41303 Measurement and Research in the K-6 Classroom
CIED 41803 Instruction and Assessment of Writing	No change
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41903 Intermediate Math Methods	New course – added a 2 <sup>nd</sup> Math

	Methods class to focus on Grades 4-6 Learners
CIED 41703 Residency I	-change name to residency
CIED 40003 Seminar	Updated
CIED 45303 Reading Comprehension through Children's and Adolescent Literature	No change
CIED 41403 Curriculum Design	No change
CIED 420003 Advanced Seminar	New Course
CIED 42906 Advanced Residency II	-new course
<b>Third Year Credits</b>	-No Change
<b>Fourth Year Credits (27)</b>	-15 in Fall -12 in Spring

\*ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

\*iii 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.

See Appendices for both ii & iii matrices...

\*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
CIED 44003 Understanding Cultures in the Classroom	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31103 Emergent Literacy	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 31203 Primary Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41503 Learning Centered Classroom Management	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
STEM 40303 Introduction to STEM	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41803 Instruction and Assessment of Writing	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

CIED 34503 Developmental Literacy	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31303 Integrated Social Studies	1 – Plan & Prep 2 – Classrm Env 3 - Instruction 4 – Prof Respon
STEM 31403 Teaching Science	1 – Plan & Prep 2 – Classrm Environment 3 – Instruction 4 – Prof Respon
CIED 41903 Intermediate Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41703 Residency I	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 30203 Survey of Exceptionalities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 40003 Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 45303 Reading Comprehension through Children’s and Adolescent Literature	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41403 Curriculum Design	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 42003 Advanced Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 42906 Advanced Residency II	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41203 Assessment and Instruction	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

**v For programs approved in the past two years:**

This program was approved in the last two years. Syllabi for the updated courses (CIED 41503 Learning Centered Classroom Management, CIED 30203 Survey of Exceptionalities and CIED 31203 Primary Math Methods) and new courses (CIED 41903 Intermediate Math, CIED 41203 Assessment and Instruction, CIED 42003 Advanced Seminar) and the revised residency courses (CIED 41703 Residency I and CIED 42906 Residency II) have been included.

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. (if there are no changes, just say this for this indicator)

No changes to common assessments

**\*b. Program Partnerships and One-Year Supervised Residency**

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

1. [One-Year Supervised Residency Handbook - DRAFT](#)
2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
  - i. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
    - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
    - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
    - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](#)
      - ii. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master's degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
      - iii. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
      - iv. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings needed to meet their grade band.

**General Requirements for Traditional Programs:**



- For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
- A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
- A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

**Requirements of the Traditional Educator Preparation Programs:**

- i. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
  - a. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
  - b. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
- ii. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.
  - a. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.
- iii. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all

partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.

iv. A copy of the MOU signed by districts can be find in Appendix \_\_\_\_\_. The MOU includes:

- a. Goals of partnership
- b. Responsibilities of the district
- c. Responsibilities of the EPP
- d. Joint responsibilities
- e. Timelines/Schedules for walk-throughs, meetings, and other communications

v. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:

- a. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](#).
- b. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](#), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
- c. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
- d. The Aspiring teacher permit experience shall take place in a public-school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

**\*c. 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.**

**\*d. Changes to Policies Overseeing Candidate Quality**

i **Describe any changes to entry requirements.** Students are defined as teacher candidates once they have been officially admitted into their teacher education program. This typically occurs during the sophomore year for undergraduate programs.

See transition plan below for students who will be admitted spring, 2025.

ii **Describe any changes to retention procedures,** such as mid-program benchmarks or transition points.

iii A candidate is a successful program completer once they have graduated from their program. All candidate must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

**\*5. Transition Plan**

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

Because the admission to the program happens in the spring of 2025 before the revised program of study goes into effect Fall 2025, the admission procedures will remain as they are currently. Beginning January 2026, the admissions process will involve eliminating the Praxis I core test requirement and replacing it with Praxis II Multiple Subjects test instead. This change will allow students to take the content exam at a time that is closer to when those content courses were taken and reduce costs for the degree by taking one less exam. Additionally, taking this required Praxis test for the K-6 licensure prior to entering the program provides some assurance students have the necessary content knowledge they will need to teach subject matter content.