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 front page of this guide or the fillable form **coversheet** from the website, which contains basic information about the proposed program.)

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

3.   Institutional Approval **(Only required for major revisions)**
   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 in 3.a. If approval has not be granted, indicate when approval is expected.

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 imbedded in a baccalaureate degree, include the current eight semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.
      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 the appropriate revised standards alignment **matrix** (Arkansas Teaching Standards for first-time licensure programs and Standards for School Administrators in Arkansas for administration licensure programs) showing alignment of the program's prescribed professional education courses and experiences with the appropriate standards, if applicable.
      iv Provide the appropriate revised evaluation **matrix** that shows alignment of the program's prescribed professional education courses and experiences with the current corresponding TESS or LEADS standards (TESS for classroom teachers, TESS for specialty areas, or **LEADS**), if applicable.
      v   Provide syllabi which 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.
         •   Syllabi for professional education courses in educator preparation programs for first-time licensure should link each learning objectives to its corresponding Arkansas Teaching Standard and the **Teacher Excellence Support System (TESS)**. This connection between objective and standard should occur directly on the syllabus itself.
         •   Syllabi for courses in administrator preparation programs should link each learning objective to its corresponding Standard for School Administrators in Arkansas and the **Leaders Excellence and Development System (LEADS)**. This connection between objective and standard should occur directly on the syllabus itself.
         •   Syllabi for professional education courses in the programs leading to

licensure in gifted and talented K-12, instructional facilitator, reading specialist, and school guidance and counseling K-12, should link each learning objective to the appropriate TESS for Specialty Areas standards. This connection between objective and standard should occur on the syllabus itself

- Syllabi should include a description of methods/assessments used to determine whether or not 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.

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.

b. 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.

- Programs for building-level administrator licensure should include face-to-face interaction with program supervisors throughout the program.

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
     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:

1.   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.)
2.   Rationale
     Explain the reason for the proposed deletion.
3.   Institutional Approval
      a.   Briefly describe the institution's educator preparation program deletion process.
      b.   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.
4.   Transition Plan
     If applicable, explain how candidates currently enrolled in the program will be accommodated.