**LON E Revision**

**Letter of Notification**

**Revision of Existing Education Programs**

 **(LON E Revision and ADE Program Proposal submitted to ADHE)**

***Note: This LON is for existing programs only. For new programs, submit a Letter of Intent and ADE Program Proposal for New Licensure Programs***

1. Institution submitting request: University of Arkansas Fayetteville
2. Date submitted:
3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs
4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
5. Revised program effective date:
6. Current program title:
7. CIP Code: Degree Code:
8. Revised program title:
9. CIP Code: Degree Code:
10. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.):
11. Is this program intended to prepare candidates for educator licensure? \_\_ Yes \_\_ No
If yes, indicate the title and grade range of the licensure area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Indicate if courses/program of study will be offered for distance delivery:
13. Provide additional program information if requested by ADE/ADHE staff.

Curriculum Committee Approval Date:

President/Chancellor Approval Date:

Board of Trustees Approval Date:

Chief Academic Officer: Date:

**Submit LON E Revision and ADE Program Proposal for revision of existing degree or certificate program by February 1 for Fall program implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer systems. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.**

**C. Major Revisions to an Existing Program (25% or more of program)**

 Proposals for revising existing programs should be prepared as Microsoft Word or PDF documents with each section clearly identified, appropriately labeled, and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals via e-mail as attachments to the ADE. (If the major revision involves a name change to an existing certificate or degree, then submit Letter of Notification E Revision to ADHE via the File Transfer system with proposal documents for the program revisions.) Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following

1. Cover Sheet: (Use the front page of this guide or the fillable form [coversheet](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Cover_Sheet_for_Program_Proposals_Form082514.pdf) from the website, which contains basic information about the proposed program.)

# 2. Table of Contents

 3. Rationale for the revision(s)

 4. Institutional Approval

a. Submit documentation by a letter or memo from the chief academic officer acknowledging that the proposed revision has been approved by the institution’s appropriate authorizing entity.

#  5. Program Description

1. Provide a copy of the degree plan and/or plan of study for the program indicating the proposed revisions.
2. Provide a curriculum matrix that shows alignment of the program’s prescribed professional education courses and experiences with the current corresponding [state competencies](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/educator-preparation/educator-competencies)for the content area or category of licensure and [Arkansas Teaching Standards.](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) A sample matrix is available for each content area on the ADE website.
3. Provide syllabi which include course descriptions, for all courses prescribed in the revised program.
	1. Syllabi for professional education courses in **educator preparation** programs should link each learning objectives to its corresponding [*Arkansas Teaching Standard*](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) and the [Teacher Excellence Support System (TESS).](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system)  This connection between objective and standard should occur directly on the syllabus itself.
	2. Syllabi for courses in **administrator preparation** programs should link each learning objective to its corresponding [Standard for School Administrators in Arkansas](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/Beginning_Admin/Standards_for_School_Administrators_in_Arkansas_Revised031015.pdf) and the [Leaders Excellence and Development System (LEADS).](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/leader-excellence-and-development-system-leads) This connection between objective and standard should occur directly on the syllabus itself.
	3. Also include all syllabi for content courses listed on the submitted curriculum matrix as described above in 5.c.
4. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
5. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:
	1. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences. A minimum of 12 weeks/420 clock hours is required for supervised clinical practice. A minimum six (6) months/216 clock hours is required for administrator internships.
	2. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.

#  6. Transition Plan

1. If the revision creates new or additional requirements for current program candidates, indicate how they will be accommodated in the revised program.
2. If revisions include distance learning technology courses comprising at least 50% of the program’s curriculum, complete Section E. of this template.

**D. Procedure for Reporting Minor Program Revisions** (less than 25% of program)

Proposals for revising existing programs should be prepared as Microsoft Word or PDF documents with each section clearly identified, appropriately labeled, and paginated. Arkansas public universities and institutions certified under Arkansas Code Ann. §6-61-301 shall submit proposals via e-mail as attachments to the ADE. (If the major revision involves a name change to an existing certificate or degree, then submit Letter of Notification E Revision to ADHE via the File Transfer system with proposal documents for the program revisions.) Independent institutions shall submit proposals to the ADE via e-mail as attachments. Proposals shall include the following

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. Table of Contents (If proposal is lengthy.)
3. Rationale for the revision(s)

#  4. Program Description

1. Provide a copy of the degree plan and/or plan of study for the program indicating the proposed revisions.
2. Provide curriculum matrices that show alignment of the program’s prescribed professional education courses and experiences with the **current** corresponding [state competencies](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit/educator-preparation/educator-competencies) for the content area or category of licensure. A sample matrix is available for each content area on the ADE website.
3. Provide syllabi for all new or revised courses.
	1. Syllabi for professional education courses in **educator preparation** programs should link each learning objectives to its corresponding [*Arkansas Teaching Standard*](http://www.arkansased.org/public/userfiles/HR_and_Educator_Effectiveness/Educator_Prep/Arkansas_Teaching_Standards_2012.pdf) and the [Teacher Excellence Support System (TESS).](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/teacher-evaluation-system)  This connection between objective and standard should occur directly on the syllabus itself.
	2. Syllabi for courses in **administrator preparation** programs should link each learning objective to its corresponding [Standard for School Administrators in Arkansas](http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_EducatorEffectiveness/Beginning_Admin/Standards_for_School_Administrators_in_Arkansas_Revised031015.pdf) and the [Leaders Excellence and Development System (LEADS).](http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/office-of-educator-effectiveness/leader-excellence-and-development-system-leads)  This connection between objective and standard should occur directly on the syllabus itself.
4. Provide samples and scoring rubrics for any new or revised assessments that will be implemented for candidates in the program.
5. Please provide a description, if revisions include changes to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:
	1. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences. A minimum of 12 weeks/420 clock hours is required for supervised clinical practice. A minimum six (6) months/216 clock hours is required for administrator internships.
	2. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.
6. Transition Plan (if appropriate)

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

1. If revisions include distance learning technology courses comprising at least 50% of the program’s curriculum, complete Section E. of this template.

**E. Distance Learning Technology Programs**

This section must be completed for proposals in which 50% or more of a program’s curriculum is to be delivered via distance learning technology.

**NOTE: An institution that has been approved by the Arkansas Department of Higher Education (ADHE) to offer programs for educator licensure via distance learning technology may submit documentation of the ADHE approval in lieu of completing subsections 2-6.**

# 1. Curriculum and Instruction

1. Submit a plan of study for the program and identify courses in the program that will be delivered totally or partially via distance learning technology.
2. Indicate in each course syllabus the learning objectives to be addressed and activities to be conducted via distance learning technology.
3. Provide a listing of faculty who will be teaching courses via distance learning technology, and indicate the courses and online teaching experience for each instructor.

# 2. Methods of Course Delivery and Faculty/Student Interaction

1. Describe the delivery method for the courses offered via distance learning technology.

(Web-based, CIV, synchronous, asynchronous, etc.)

1. Describe the method(s) for instructor-to-student and student-to-student interaction in the distance learning courses, such as electronic bulletin boards, e-mail, phone, fax, or chat room.

#  3. Institutional Readiness and Commitment

1. Describe the institution’s internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or oversight.
2. Summarize the institution’s policies and procedures to keep the distance learning technology infrastructure current.
3. Summarize the procedures that assure the security of students’ personal information.
4. Provide a list of services, such as course materials, course management and delivery, or other technical services which will be outsourced to other organizations, if applicable.

#  4. Instructional and Technical Support

1. Describe the training required of faculty and support staff that teach or otherwise interact with students in distance technology courses/programs.
2. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to faculty and students.

#  5. Student Support

1. Describe how students are informed of course/program requirements, such as registration, costs, schedule of courses, technical competencies, access to library and learning services, and course/program withdrawal.
2. Describe the online student services provided, such as academic advising, financial aid, program/course orientation, technology applications, interventions, learning resources, and helpdesk.

# 6. Evaluation and Assessment

1. Describe how the institution reviews the effectiveness of its distance learning technology programs.
2. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process. What are the administrative and procedural links between the evaluation of distance technology courses/programs and other academic programs?
3. Describe the assessment process used in the courses to determine students’ achievement of intended outcomes. If proctoring is used, what are the procedures for selecting proctors, establishing student identity, ensuring security of test instruments, administering examinations, and ensuring secure and prompt evaluation.