

A deleted record cannot be edited

Program Deactivation Proposal

Date Submitted: 09/06/24 9:18 am

Viewing: **EDEQME : Educational Equity, Master of Education**

Last approved: 12/20/23 3:06 pm

Last edit: 11/14/24 7:52 pm

Changes proposed by: msganio

Catalog Pages Using this Program

[Educational Equity \(EDEQ\)](#)

End Catalog Fall 2025

No new students admitted after:

In Workflow

1. EDUC Dean Initial
2. GRAD Dean Initial
3. Provost Initial
4. Director of Curriculum Review and Program Assessment
5. Registrar Initial
6. Institutional Research
7. CIED Chair
8. EDUC Curriculum Committee
9. EDUC Dean
10. Global Campus
11. Provost Review
12. Graduate Council
13. Faculty Senate
14. Provost Final
15. Provost's Office-- Documentation sent to System Office
16. Higher Learning Commission
17. Board of Trustees
18. ADHE Final
19. Provost's Office-- Notification of Approval
20. Registrar Final
21. Catalog Editor Final

Approval Path

1. 09/06/24 9:19 am
Matthew Ganio (msganio):

- Approved for EDUC
Dean Initial
2. 09/06/24 10:04 am
Ed Bengtson
(egbengts):
Approved for GRAD
Dean Initial
3. 09/06/24 10:33 am
Jim Gigantino
(jgiganti): Approved
for Provost Initial
4. 09/18/24 4:26 pm
Lisa Kulczak
(lkulcza): Approved
for Director of
Curriculum Review
and Program
Assessment
5. 09/23/24 7:33 am
Gina Daugherty
(gdaugher):
Approved for
Registrar Initial
6. 09/23/24 11:35 am
Doug Miles
(dmiles): Approved
for Institutional
Research
7. 10/17/24 9:19 pm
Suzanne Kucharczyk
(suzannek):
Approved for CIED
Chair
8. 11/06/24 3:04 pm
Matthew Ganio
(msganio):
Approved for EDUC
Curriculum
Committee
9. 11/08/24 12:53 pm
Matthew Ganio

(msganio):

Approved for EDUC
Dean

10. 11/08/24 1:12 pm
Suzanne Kenner
(skenner): Approved
for Global Campus
11. 11/08/24 3:41 pm
Jim Gigantino
(jgiganti): Approved
for Provost Review
12. 11/23/24 7:01 am
Ed Bengtson
(egbengts):
Approved for
Graduate Council

History

1. May 13, 2019 by
tecsmith
2. May 20, 2019 by
Lisa Kulczak (lkulcza)
3. Dec 20, 2023 by
Jean Mitchell
(jem03)

Fall 2024

Allow students in
program to complete
through:

Fall 2024

Number of students
still enrolled:

0

Courses Deleted as a
result of this action:

How will students in
the deleted program

be accommodated?

[There are no students in the program.](#)

How will funds from
the deleted program
be reallocated?

[The funding to operate this program is no longer available.](#)

Deactivation
attachments

[Letter_of_Notification_NEW_2-24.pdf](#)

[EDEQME - Deletion - Ltr of Notification_Rev_BOT.pdf](#)

Justification for this
request

[The funding to operate this program is no longer available, and there are no students in this program; thus, due to viability requirements, it needs to be deactivated.](#)

Submitter: User ID: Tom Smith Phone: 575-3326

Program Status Active

Academic Level Graduate

Type of proposal Major/Field of Study

Are you adding a concentration? No

Are you adding or modifying a track? No

Are you adding or modifying a focused study? No

Effective Catalog Year Fall 2025

College/School Code College of Education and Health Professions (EDUC)

Department Code Department of Curriculum and Instruction (CIED)

Program Code EDEQME

Degree Master of Education

CIP Code

13.1206 - Teacher Education, Multiple Levels.

Program Title

Educational Equity, Master of Education

Program Delivery

Method

Online/Web-based

Is this program interdisciplinary between two or more colleges or schools?

No

Do the proposed changes impact any specific course(s) from another college or school?

No

What are the total 33
hours needed to
complete the
program?

On-line/Web-based Information

Reason for offering

Web-based Program

Students in the Master of Education in Educational Equity teach in high-needs school districts in Arkansas. The intent of the program is to identify licensed teachers and place them in high-needs school districts which are most often located in rural, poor areas of the state, and provide them with new knowledge, coaching, and mentoring support. The Arkansas Delta is a key geographical area for these teachers. As a result of their teaching in these districts, the majority of the degree program needs to be on-line and field-based.

Maximum Class Size 25
for Web-based
Courses

Course delivery
mode

Method(s)
Online

Class interaction
mode

Method(s):
E-mail

Percent Online

100% with Required Campus Component

Provide a List of
Services Supplied by
Consortia Partners or
Outsourced
Organization

Local high-needs school districts employ students enrolled in the M.Ed. in Educational Equity as lead teachers and collaborate with the Arkansas Academy for Educational Equity in providing mentoring and support.

Estimate Costs of the Program over the First 3 Years \$10 million

List Courses Taught by Adjunct Faculty

Upload Memorandum of Understanding Forms (if required)

Program Requirements and Description

Requirements

Admission Requirements: Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement. Additionally, the following are requirements for admission into the program:

Two years of teaching experience or a bachelor's degree in education or a related field with one year teaching experience.

Valid teaching license.

Applicants must complete program-specific admission requirements including an interview with program staff and providing at least two references.

Degree Requirements: Degree candidates enter the Master of Education in Educational Equity program during the summer as a cohort. The degree is completed in two years (four regular semesters and two summers) and focuses on building skills around teaching particular content areas in high-poverty districts. During the program, candidates complete two courses each term through web-based distance technology, one in-person course during the first summer, and two courses (one in-person course and one course either in-person or online) during the second summer. Candidates are also working full-time as lead teachers in high-need districts across the state during the two year program, which provides them with a real-time opportunity, with mentor support, to implement instructional strategies. During their final semester, candidates will complete a written comprehensive examination.

Educational Equity core requirements

EDLE 50003	Schools and Society	3
EDEQ 50103	Classroom Management Mechanics and Content	3
EDEQ 50203	Collecting and Analyzing Student Data	3

EDEQ 50303	High-Leverage Teaching Practices in High-Poverty Schools	3
EDEQ 50403	Reflecting and Planning Content Delivery	3
EDEQ 50503	Understanding and Exploring Community Context	3
Electives		15
SPED 51703	Introduction to Dyslexia: Literacy Development & Structure of Language	
SPED 57303	Inclusive Practices for Diverse Populations	
EDFD 56833	Issues in Educational Policy	
EDFD 53733	Psychological Foundations of Teaching and Learning	
or EDLE 50303	Psychology of Learning	
Other adviser-approved courses that support the goals and objectives of the program		

Total Hours 33

Educational Equity plan of study follows the sequence of First Year Summer, First Year Fall, First Year Spring, Second Year Summer, Second Year Fall, and Second Year Spring.

First Year	Units		
	Fall	Spring	Summer
EDEQ 50103 Classroom Management Mechanics and Content Elective ¹	3	3	
EDEQ 50203 Collecting and Analyzing Student Data Elective ¹		3	3
EDEQ 50003 Best Practices for Teaching in High-Needs Schools			3
Year Total:	6	6	3

Second Year	Units		
	Fall	Spring	Summer
EDEQ 50403 Reflecting and Planning Content Delivery Elective ¹	3	3	
EDEQ 50503 Understanding and Exploring Community Context Elective ¹		3	3
EDEQ 50303 High-Leverage Teaching Practices in High-Poverty Schools Elective ¹			3
Year Total:	6	6	6

Total Units in Sequence: 33

¹ 15 hours of electives required chosen from: [SPED 51703](#), [SPED 57303](#), [EDFD 56833](#), [EDFD 53733](#) or [EDLE 50303](#), or other adviser-approved courses that support the goals and objectives of the program.

Are Similar Programs available in the area?

No

Estimated Student Demand for Program 30 - 50 students

Scheduled Program Review Date 2022-2023

Program Goals and Objectives

Program Goals and Objectives

- Reduce the shortage of teachers in high-needs districts in Arkansas
- Improve teacher retention in high-needs districts in Arkansas through strong mentor support
- Enhance the effectiveness of teachers already working in high-needs districts by providing additional support and training
- Improve education outcomes for students in high-needs districts

Learning Outcomes

Learning Outcomes

- Develop a comprehensive understanding of high-needs school districts
- Understand and implement culturally responsive teaching
- Develop a comprehensive understanding of the unique needs of students from high-poverty environments
- Understand the inter-relatedness of community factors in high-poverty environments
- Develop skills related to family involvement in high-poverty environments
- Enhance subject matter knowledge and develop strategies to teach content effectively
- Learn how to collect and analyze quantitative and qualitative data in order to drive improved instruction

Upload attachments

Reviewer Comments

Lisa Kulczak (lkulcza) (09/18/24 4:11 pm): Revised effective date to Fall 2025; program deletions must follow the catalog publication cycle. However, since there are currently no students active in the program, the last admit terms and the complete through dates can remain as Fall 2024.

Lisa Kulczak (lkulcza) (09/18/24 4:26 pm): Uploaded revised LON with appropriate approval dates.

Lisa Kulczak (lkulcza) (09/18/24 4:27 pm): ATTENTION REGISTRAR: Please remove Undergraduate Council from the workflow.

Gina Daugherty (gdaugher) (09/23/24 7:29 am): Removed Undergraduate Council from workflow.

Key: 670