

New Program Proposal

Date Submitted: 08/17/18 1:58 pm

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

Last edit: 09/19/18 3:13 pm

Changes proposed by: tecsmith

Submitter:	User ID:	Tom Smith	Phone:
575-3326			
Program Status	Active		
Academic Level	Graduate		
Type of proposal	Major/Field of Study		
Select a reason for this new program	Adding New Certificate or Degree--(LOI 1, Proposal-1)		
Are you adding a concentration?	No		
Are you adding a track?	No		
Are you adding a focused study?	No		
Effective Catalog Year	Fall 2019		
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			

In Workflow

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

Approval

25. Registrar Final

26. Catalog Editor Final

Approval Path

1. 08/16/18 2:39 pm
Amanda Corbell
(ac087): Rollback to
Initiator
2. 08/21/18 8:48 am
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean Initial
3. 08/21/18 11:05 am
Pat Koski (pkoski):
Approved for GRAD
Dean Initial
4. 08/22/18 2:36 pm
Terry Martin
(tmartin): Approved
for Provost Initial
5. 08/29/18 9:37 am
Alice Griffin
(agriffin): Approved
for Director of
Program
Assessment and
Review
6. 08/29/18 9:49 am
Lisa Kulczak
(lkulcza): Approved
for Registrar Initial
7. 08/29/18 10:22 am
Gary Gunderman
(ggunderm):
Approved for
Institutional
Research

8. 08/31/18 2:32 pm
Cheryl Murphy
(cmurphy):
Approved for CIED
Chair
9. 09/05/18 4:13 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Curriculum
Committee
10. 09/05/18 4:29 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Faculty
11. 09/05/18 4:31 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
12. 09/06/18 2:17 pm
Ketevan
Mamiseishvili
(kmamisei):
Approved for EDUC
Dean
13. 09/07/18 2:51 pm
Miran Kang (kang):
Approved for Global
Campus
14. 09/17/18 11:44 am
Carolyn Allen
(challen): Approved
for Dean of
University Libraries

15. 09/19/18 9:52 am
Terry Martin
(tmartin): Approved
for Provost Review
16. 09/30/18 2:51 pm
Alice Griffin
(agriffin): Approved
for University
Course and Program
Committee
17. 10/26/18 2:15 pm
Pat Koski (pkoski):
Approved for
Graduate
Committee

13.1206 - Teacher Education, Multiple Levels.

Program Title

Educational Equity, Master of Education

Program Delivery

Method

Online/Web-based

Is this program interdisciplinary?

No

Does this proposal impact any courses from another College/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
50-99%

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 \$10 million
Program over the
First 3 Years

List Courses Taught
by Adjunct Faculty

Upload
Memorandum of
Understanding Forms
(if required)

Program Requirements and Description

Requirements

The Master of Education in Educational Equity is a two year, 33-hour graduate program targeting early career educators who are committed to increasing effectiveness in their classrooms and meeting the educational needs of students in high-poverty districts. Participants work full-time as lead teachers in high-needs districts while enrolled in this program. The overall goal of the program is to increase the effectiveness and support of these early career teachers while they lead classrooms in struggling, high-poverty schools in Arkansas. Aligned to the U.S. Department of Education's directives that allow states to create outcomes-based training programs, the program's design leverages innovative best practices and is responsive to the needs identified by local school districts. Additionally, degree candidates bring a deep commitment to making a difference across the state of Arkansas, a desire to share in the ambitious work of teacher development, and an unwavering belief that students in high-poverty schools need a consistent, high-quality teacher workforce.

Arkansas, similar to other states across the country with a mix of low-density urban areas and high numbers of rural school districts, faces a significant teacher shortage, especially in districts with high levels of poverty. The lack of highly-effective teachers disproportionately affects students in high-needs schools. Additionally, preparation for the classroom is a continuous process, critically important in the initial years of teaching and being prepared to teach in schools that are struggling with poverty adds to the complexity of effective teacher development.

This program intends to help address the severe teacher shortage, as well as the need for additional professional development, in Arkansas' highest-need districts by combining a strong set of coursework, coaching, content-area support, and practical pedagogical resources. The two-year program is designed to attract educators from outside the state of Arkansas as well as educators who are already working in Arkansas districts, and enables all degree candidates to accelerate positive student outcomes in these districts.

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 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

EDEQ 5003

Course EDEQ 5003 Not Found

EDEQ 5013	Course EDEQ 5013 Not Found	3
EDEQ 5023	Course EDEQ 5023 Not Found	3
EDEQ 5033	Course EDEQ 5033 Not Found	3
EDEQ 5043	Course EDEQ 5043 Not Found	3
EDEQ 5053	Course EDEQ 5053 Not Found	3

Electives 15

[SPED 5173](#) Introduction to Dyslexia: Literacy Development & Structure of Language

[SPED 5733](#) Inclusive Practices for Diverse Populations

[EDFD 5683](#) Issues in Educational Policy

[EDFD 5373](#) Psychological Foundations of Teaching and Learning

or [EDLE 5033](#) Psychology of Learning

Other advisor 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
	FallSpringSummer

EDEQ 5013	Course EDEQ 5013 Not Found	3		
Elective1		3		
EDEQ 5023	Course EDEQ 5023 Not Found	3		
Elective1		3		
EDEQ 5003	Course EDEQ 5003 Not Found		3	
Year Total:		6	6	3

Second Year	Units
	FallSpringSummer

EDEQ 5043	Course EDEQ 5043 Not Found	3		
Elective1		3		
EDEQ 5053	Course EDEQ 5053 Not Found	3		
Elective1		3		
EDEQ 5033	Course EDEQ 5033 Not Found		3	
Elective1			3	
Year Total:		6	6	6

Total Units in Sequence: 33

1 15 hours of electives required chosen from: [SPED 5173](#), [SPED 5733](#), [EDFD 5683](#), [EDFD 5373](#) or [EDLE 5033](#), or other advisor approved courses that support the goals and objectives of the program.

Program Costs

All costs associated with the program are provided by a \$10 million gift from the Walton Family Foundation.

Library Resources

There are no additional University of Arkansas library resources needed. Since the program is a web-based program and students are not on campus, they will access resources through electronic means. Throughout the degree program, students will be able to access already existing resources, including the University of Arkansas Library’s vast education holdings.

Instructional

Facilities

Students will take courses during the summer on campus. During the academic year they will enroll in courses through Global Campus using web-based technology. No additional new facilities will be necessary.

Faculty Resources

Faculty associated with the program include several current faculty; much of the coursework will be delivered by staff employed by the Arkansas Academy for Educational Equity as part of their job responsibilities.

List Existing Certificate or Degree Programs that Support the Proposed Program

Program(s)
SPEDME - Special Education, Master of Education
EDLEME - Educational Leadership, Master of Education
EDLEED - Educational Leadership, Doctor of Education

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
<ul style="list-style-type: none"> • 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

Description and Justification for this request

Description of request	Justification for request
This request is for a new Master of Education in Educational Equity degree program that focuses on preparing and supporting teachers in high-needs districts in Arkansas.	There is an extreme shortage of qualified teachers in many specific subject areas. This shortage is amplified significantly in rural, poor districts with high levels of poverty. The proposed degree program provides a mechanism for identifying teachers and supporting them in rural, high-needs districts in Arkansas.

Upload attachments

[EDEQME_New Degree_Ltr of Intent 8_31_2018.docx](#)

[EDEQME-Proposal- 9-17-2018.docx](#)

Reviewer Comments

Amanda Corbell (ac087) (08/16/18 2:39 pm): Rollback: per department for changes.

Alice Griffin (agriffin) (08/29/18 9:37 am): Revised LOI and Proposal 1 form to match BOT guidelines for documents with input from program representatives.

Lisa Kulczak (lkulcza) (08/29/18 9:49 am): All courses not found currently in approval process for fall 2019

Gary Gunderman (ggunderm) (08/29/18 10:22 am): Changed CIP Code to 13.1206 and uploaded amended LOI and Proposal forms.

Cheryl Murphy (cmurphy) (08/31/18 2:17 pm): Updated LOI and Proposal files as well as CourseLeaf text to change program from 30-hour to 33-hour program, added comprehensive examination as requirement, and updated faculty list with correct titles.

Ketevan Mamiseishvili (kmamisei) (09/04/18 2:47 pm): Added admission requirements and updated faculty listing in LON.

Alice Griffin (agriffin) (09/19/18 3:13 pm): Inserted "Valid teaching license" into admission requirements and uploaded revised copy of LON, as requested by the college.

