# Educational Equity (EDEQ)

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**Degree Offered:**
M.Ed. in Educational Equity (EDEQME)

**Program Description:** 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-need 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. Degree candidates will 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.

## Requirements for M.Ed. in Educational Equity

**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 503 | 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 | 3 | | |
| Elective[1] | 3 | | |
| EDEQ 50203 Collecting and Analyzing Student Data | | 3 | |
| Elective[1] | | 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 | 3 | | |
| Elective[1] | 3 | | |
| EDEQ 50503 Understanding and Exploring Community Context | | 3 | |
| Elective[1] | | 3 | |
| EDEQ 50303 High-Leverage Teaching Practices in High-Poverty Schools | | | 3 |
| 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.

# Courses

**EDEQ 50003. Best Practices for Teaching in High-Needs Schools. 3 Hours.**
This course is designed to equip students with the knowledge and skills to be successful in the classroom. The course primarily focuses on teaching specific content areas, classroom management, and understanding the socioeconomic circumstances driving poverty. Sessions will focus on Cultural Competency or Content and Pedagogy. Students will learn and develop a working knowledge of the concepts of rigor, cultural responsiveness, and learner variability. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Summer)

**EDEQ 50103. Classroom Management Mechanics and Content. 3 Hours.**
The course provides students the knowledge and skills to move from good to great in the areas of classroom mechanics and content. Directors of Content will provide direct classroom observation, feedback, and coaching. Students will periodically meet electronically as a whole cohort for additional sessions on vital skills such as workshopping lesson plans, analyzing data, diagnosing and planning for interventions, sharing best practices, and building community and parent engagement skills. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Irregular)

**EDEQ 50203. Collecting and Analyzing Student Data. 3 Hours.**
This course provides students the knowledge and skills to collect and analyze quantitative and qualitative data in order to master data-driven instruction and improvement. Data from norm-referenced, high stakes testing as well as informal assessments will be used. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Irregular)

**EDEQ 50303. High-Leverage Teaching Practices in High-Poverty Schools. 3 Hours.**
This course focuses on high-leverage teaching practices in high-poverty schools that research has demonstrated can impact student achievement and be used across different content areas and grade levels. High-leverage practices can provide infrastructure to support effective teaching and consistent learning for students to succeed. Students focus on a core set of evidence-based fundamental capabilities to advance their skills in equitable teaching. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Summer)

**EDEQ 50403. Reflecting and Planning Content Delivery. 3 Hours.**
This course focuses on the delivery of specific content instruction for students in high-needs school districts in content areas, e.g. math, science, literacy, special education. Students identify specific, evidence-based strategies for students from high poverty schools and apply these strategies directly in classrooms. This course also provides students the opportunity to build the skills necessary to engage in self-directed growth and learning related to their instruction. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Irregular)

**EDEQ 50503. Understanding and Exploring Community Context. 3 Hours.**
This course provides students the opportunity to understand the overall impact of poverty, and explore equity within their specific school and community context. The course is designed for students to build the skills necessary for tapping into existing networks and building relationships outside of their school building. Prerequisite: Admission into EDEQ program or instructor consent. (Typically offered: Irregular)