### PROPOSAL – 1

### NEW DEGREE PROGRAM

 1. **PROPOSED PROGRAM TITLE:** Teaching and Learning, Master of Education

 2. **CIP CODE REQUESTED:**

Link for CIP Codes:  <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>.

13.1206: Teacher Education, Multiple Levels; Elementary School Teachers, Except Special Education; Secondary School Teachers, Except Special and Career/Technical Education

 3. **PROPOSED STARTING DATE:** Fall 2021

 4. **CONTACT PERSON**

 Name (Provost/Academic Affairs Officer): Dr. Terry Martin

 Title: Senior Vice Provost for Academic Affairs

 Name of Institution: University of Arkansas Fayetteville

 E-mail Address: tmartin@uark.edu

 Phone Number: (479) 575-2151

 Name (Program Contact Person): Jason Endacott

 Title: Associate Professor/Graduate Coordinator

 E-mail Address: jendacot@uark.edu

 Phone Number: (479) 575-2657

 5. **PROGRAM SUMMARY**

 Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

The Master of Education in Teaching and Learning is a 33 hour online program designed for educators who seek enhancement of their knowledge and practice in K-12 education. The program is built around 5 themes that include: (1) Human Learning & Social-Emotional Well Being; (2) Inclusive & Justice-Oriented Education; (3) Instructional Design & Development; (4) Integrating Technology into the Teaching & Learning Process; and (5) Educational Assessment & Practitioner Research. These themes are woven throughout the program and provide a guiding framework for course outcomes and learning experiences. With a holistic approach to teaching and learning, the program enhances educators’ practice through the coalescence of evidence-based approaches to learning theory, curricular development, inclusive and culturally relevant pedagogy, data informed instructional development, educator collaboration, and professional learning.

 Program Outcomes:

 Upon completion of the M.Ed. in Teaching and Learning, graduates will be able to:

1. Understand and apply theories of human learning and social-emotional wellbeing to their educational practice
2. Incorporate the principles of inclusive and justice-oriented education across a variety of educational contexts and with a diverse range of learners
3. Design and develop instructional materials and experiences that are empirically informed and informed by data collected from a variety of formative and summative assessments within the classroom context
4. Enhance their educational practice through the integration of technology into the teaching and learning process
5. Develop, administer, and analyze a variety of valid and reliable educational assessments that are sensitive to learner diversity and designed specifically to inform teaching and learning

 Library Resources. Additional library resources will not be needed. The seven programs that use Library Resources will be existing resources through libguides.

 Facilities and Equipment.No additional facilities or equipment is necessary.

 **List degree programs or emphasis areas currently offered at the institution that support the proposed program.**

There are several programs in the department of Curriculum and Instruction that will support the proposed Master of Education program. These include:

Secondary Education (SEED)

Elementary Education (CHED)

Career and Technical Education (CATE)

Educational Technology (ETEC)

Special Education (SPED)

Doctor of Philosophy (CIEDPH)

Educational Specialist (CIEDES)

 6. **NEED FOR THE PROGRAM**

 (Submit Employer Needs Survey Forms)

 Provide survey data. Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

 Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.

 Provide names and types of organizations/businesses surveyed.

 Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

 The Workforce Analysis Request Form was submitted in lieu of the survey data and letters of support. See Appendix A.

 Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

 N/A

 Describe what need the proposed program will address and how the institution became aware of this need.

The proposed program seeks to meet the growing need for graduate education for teaching professionals in Arkansas and across the nation. According to the Academic Benchmark & Labor Market Report prepared by the University of Arkansas Global Campus, teaching professions aligned with this degree program (elementary and secondary teachers) show positive job growth at the national, regional (border state), and state level. The report also shows that degree completions at distance offered programs have increased over the last five years (+3%), while completions at non-distance offered programs has decreased considerably (-25%). Yet, out of the 19 cohort schools reviewed for that report, only five (26%) offered an online Master’s degree in Curriculum & Instruction. The proposed program would help meet the growing need for online graduate education provided by institutions similar to the University of Arkansas.

 Indicate which employers contacted the institution about offering the proposed program.

 Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

The program advisory committee will be comprised of one faculty member from each of the supporting programs in CIED. Each program (CHED, SEED, CATE, SPED, ETEC, EDLE, EDST) will be asked to nominate one faculty member to participate.

 Indicate the projected number of program enrollments for Years 1 - 3.

 Year 1: 10-15 students

 Year 2: 20-30 students

 Year 3: 30-40 students

 Indicate the projected number of program graduates in 3-5 years.

If growth proceeds according to projections provided above, the proposed program would have 30-50 students in 3-5 years.

7. **CURRICULUM**

 Provide curriculum outline by semester (include course number and title).

#  (For bachelor’s degree program, submit the 8-semester degree plan.)

Give total number of semester credit hours required for the program, including prerequisite courses.

 Identify new courses *(in italics)* and provide course descriptions.

 Identify required general education courses, core courses and major courses.

Identify courses currently offered by distance technology (with an asterisk\*) and endnote at the end of the document.

 Describe specified learning outcomes and course examination procedures.

All Students will be required to complete a praxis-oriented research project including presentation. This requirement will be embedded in CIED 5983 Practicum in Curriculum & Instruction as the final program requirement.

This new Masters Degree program is 33 semester credit hours.

Program Curriculum:

 *CIED 5693 Human Learning - Theory to Practice (3 Hours)*

Examination of human learning theories and applications for educational practice. Emphasis placed on psychosocial development, motivation, cognitive and affective dimensions of learning, and learner diversity.

Learning Outcomes

* Identify and articulate personal assumptions about human learning and development
* Connect learning theories with specific elements of pedagogical practice
* Discuss and critique various theories on human learning, development, and educational practice
* Analyze motivation as an instructional concept and its implications for educational practices/environments.
* Understand and apply knowledge of the cognitive and affective dimensions of the classroom environment into teaching and learning
* Understand and apply major theories on cognitive and psychosocial development to the practice of education in the classroom and school
* Utilize learning theory to meet the needs of a diverse range of contemporary learners and learning contexts (e.g., social, cultural, economic, political, linguistic…etc.)

*CIED 5333 Curriculum Theory and Development for Educators (3 Hours)*

The design and adaptation of curriculum for students in regular and special K-12 classrooms. Theoretical bases and curriculum models are reviewed.

Learning Outcomes

* + Discuss the basic philosophical, theoretical, and practical foundations of curricula
	+ Evaluate the multiple definitions of the concept of curriculum over time

Analyze current trends in curricula drawing from historical, political, and social influences

* + Examine curriculum and instructional practices within current context (school) and
	+ relate them to curricular theory, orientations, and influences
	+ Critique an existing curriculum based on established rationales and practices
	+ Examine the curriculum development process through the backwards design process
	+ Identify and operationalize appropriate enduring understandings for assessment
	+ Evaluate curricular assessment measures for validity and reliability

*CIED 5733 Educator as Researcher (3 Hours)*

Survey of methods for practitioner research in education with emphasis on analyzing educational research, creating valid and reliable educational assessments, utilizing research strategies for classroom data collection, interpreting data to analyze the impact of educational interventions, and disseminating findings for collaboration with other educators.

Learning Outcomes

* Critically consume and analyze education research
* Discuss and consider various research strategies for teacher research including quantitative and qualitative traditions
* Describe the characteristics of valid and reliable measurement instruments
* Create and implement formative and summative assessments that are valid and reliable
* Implement assessment practices that allow students to demonstrate their learning through multiple forms of communication and expression
* Utilize descriptive and inferential statistics for classroom research
* Score, analyze and interpret results of measurement instruments used in classroom research
* Interpret and apply data from both standardized and classroom assessments to record, organize, and analyze the impact of educational interventions
* Critically assess the impact of assessment on classroom instruction and environment

*CIED 5783 Disciplinary & Digital Literacies in the Modern Classroom (3 Hours)*

Methods of enhancing classroom instruction and student understanding through the use of disciplinary and digital literacies. Includes coverage of literacy in disciplinary learning environments, media literacy and the adaptation of media for educational use, integration of multiple modalities of media into instruction, and analyzing the role of disciplinary literacy within the content area.

Learning Outcomes

* Discuss the role of literacy instruction in disciplinary learning environments
* Analyze the role of the disciplinary literacies in various learning standards
* Integrate appropriate strategies for literacy instruction specific to each discipline
* Define and describe the nature of discipline specific literacy for their content area.
* Investigate and utilize appropriate discipline specific literacy skills for their content area.
* Adapt and utilize multiple modes of educational media and technology for teaching and learning
* Incorporate media literacy concepts, skills and tools in classroom instruction
* Integrate modern forms of technology beyond hardware (i.e. podcasts, audiobooks, multi-modal literacy, author commentary…etc.) into the teaching and learning process
* Educate students on the concepts of digital citizenship and responsibility
* Utilize technology to meet the needs of special needs, culturally diverse, and linguistically diverse learners.

CIED 5553 Social Justice and Multicultural Issues in Education(3 Hours)

This seminar provides an introduction to the major concepts and issues related to multicultural education and social justice in education and the ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior. The course also examines the intersection of teacher and student perceptions of identity, schooling, and learning and the effects on educational systems.

Learning Outcomes

* Develop a working vocabulary as it relates to equity and social justice.
* Discuss attitudes of racism and discrimination and their relationship to student achievement.
* Understand the relationship of culture, identity, and learning.
* Respect the role that language plays in identity and learning.
* Discuss the role of equity, social justice, and school reform and their implications for teachers, schools, and families.
* Recognize the reality of equity education in today's classroom.
* Articulate their own frame of reference regarding equity and social justice and how they will adjust their teaching methods to accommodate these concepts in the classroom.
* Explore opportunities for service learning projects that support ideals of social justice
* Discuss how to effectively collaborate with community members to ensure learner growth
* Describe the importance and implementation of culturally responsive education and critical pedagogy within the framework of social justice education
* Understand the importance of civic engagement and social action as a component of teaching for social justice
* Describe the intersection of discrimination and student outcomes in teaching and learning

*CIED 5753 Empirically Informed Instructional Development (3 hours)*

Integration and application of evidence from educational literature and data from appropriate educational assessments to the process of instructional design and development. Emphasis placed on the critical evaluation of instructional changes and their impact on student learning and development.

Learning Outcomes

* Access and utilize educational research to develop appropriate instructional strategies to improve student learning
* Identify and implement instructional strategies that address issues of diversity and equity in the classroom and ensure that individual student learning needs remain the central focus of instruction.
* Explore student-led curriculum and the inclusion of students’ interests, motivations, and responsibility within the process of teaching and learning
* Utilize data from appropriate assessments to diagnose and adjust teaching and learning within multiple contexts and instructional situations
* Examine the impact of instructional modifications to student learning and the classroom environment

*CIED 5743 Professional Learning & Educator Leadership (3 Hours)*

Exploration of the professional collaboration process for educators and teacher leaders. Emphasis placed on consumption of educational data, reflective dialog with colleagues, collaborative instructional design, teacher leadership characteristics, and effective communication with families and other stakeholders.

Learning Outcomes

* Work collaboratively to solve problems, make decisions, manage conflict, and create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* Utilize information about emerging education, economic, and social trends to inform collaborative efforts with other educators
* Collaborate with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* Engage in reflective dialog with colleagues based on observation of instruction, student work, and assessment data
* Collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* Utilize case study and real world example to analyze decision making processes of teacher leaders
* Identify teacher leadership strategies in various educational contexts
* Provide constructive feedback to colleagues to strengthen teaching practice and improve student learning
* Implement effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances

*CIED 5763 Inquiry & Problem-Based Learning (3 Hours)*

Design and implementation of instruction that explores and examines real-world or persistent questions within and across content areas. Specific treatment given to question identification and development, modes and construction of inquiry supports for learners, development of appropriate assessments that leverage multiple modes of learner expression, and extension of learning beyond the classroom.

Learning Outcomes

* Design and implement advanced, research supported methods of classroom instruction that address a wide range of student needs
* Analyze disciplinary specific considerations for designing and implementing inquiry-based learning experiences
* Incorporate inquiry-learning techniques within day-to-day instructional practices
* Involve students in the creation of compelling or essential questions of interest that guide inquiry learning
* Develop problem-based instructional units that address real-world questions and/or issues within society
* Engage students in project-based learning experiences that extend learning beyond the classroom

  *CIED 5383 Positive Classroom Structure & Social-Emotional Well Being (3 Hours)*

Development of classroom environments conducive to learning for and social-emotional well being for all students. Emphasis placed on creation of positive classroom management structures, disciplinary interventions, and communication of expectations with students, families and school leaders.

Learning Outcomes

* Discuss the importance of classroom management to the learning environment and students’ social-emotional well being
* Establish positive behavioral structures to support classroom management and foster learning environments that support responsive teaching
* Design and implement appropriate classroom rules and procedures
* Implement a variety of classroom management strategies
* Recognize and utilize appropriate disciplinary interventions
* Reflect on their efficacy as a classroom manager and adjust practices to improve the instructional environment
* Discuss the importance of trauma informed practices to support students social-emotional well being
* Understand and promote professional self-care as an integral facet of social-emotional well-being for teachers, students, and the learning environment

*\**CIED 5943 Teaching People of Other Cultures *(3 Hours)*

This is one in a series of four courses leading to Arkansas approved endorsement for teaching English as a Second Language (ESL). The course focuses on cultural awareness, understanding cultural differences, and instruction methods for integrating second cultures, especially the culture of the United States, into the curriculum.

Learning Outcomes

* Articulate the ways in which students and teachers are a product of (and act according to) their own socialization in a particular culture and language.
* Discuss the *historical, philosophical, and social foundations* of multicultural education, as well as implications for practice in diverse schools.
* Specify ways in which the nine *areas of diversity* (as recognized by NCATE, including exceptionalities) impact cultural and linguistic issues and dynamics in schools, classrooms, and the community of the learning environment.
* Demonstrate positive impacts on *culturally responsive teaching* as an intentional outcome of capacity building for cross-cultural and cross-linguistic competence in professional practice.
* Explain the ways in which the educator’s prior socialization (in a particular culture and language) influences the expectations held for, instruction of, and academic outcomes witnessed among CLD and other students of that educator.
* Detail the ways in which the *Accommodation Readiness Spiral* (Herrera & Murry, 2005; Murry & Herrera, 2008) provides both a framework and a self-assessment tool for school educators in their capacity building for mutual accommodation in professional practice with CLD students and families.
* Articulate what it means to engage in the *mutual accommodation* of CLD students and families in the curricular, planning, instructional, assessment, and collaborative aspects of practice in diverse schools.
* Critically reflect upon *dispositions, expectations, instruction, assessment, and advocacy in professional practice with CLD students and families.*
* Reflectively collaborate with colleagues in order to assess the *culture of the school* vis-à-vis cultural and linguistic diversity and equitable opportunities to learn, as well as ways in which that culture may be enhanced toward the success of *all students*.
* Demonstrate the capacity to locate and maximize those *cultural, linguistic, cognitive, and academic assets* that CLD students bring to the learning community, especially through the maximization of *oral histories* of CLD students and/or family members via *Audacity* software.
* Articulate the roles of enculturation, acculturation, assimilation, and adaptation in the *cultural identities and preferred learning styles* of CLD and other students, as well as the ways in which these are maximized (or not maximized) in the classroom
* Understand the impact of *deficit perspectives* and the *cultural mismatch hypothesis* on the capacity of educators to foster learning environments, instruction, and assessments that are respectful, equitable, and indicative of multifaceted diversity in the classroom and school.
* Detail those *physical, material, organizational, operational, and social dimensions of an effective learning environment for CLD students* that enable the functional adaptation of instructional methods, strategies, and techniques for differential student needs. {
* Utilize a variety of *grouping configurations* for instruction that: (a) maximize the *biographical assets of students*, (b) build upon the learning styles preferences and strategies of students, and (c) promote high-order and critical thinking.
* Incorporate the findings of *brain research* (e.g., re-voicing strategies, et al.) and other studies (in collaboration with colleagues) to develop culturally-responsive and theory/research-driven curricula that transcends subject area boundaries, encourages school-wide improvement, promotes collaboration, and incorporates emergent technologies.
* Describe ways in which a *social constructivist perspective on curriculum* may enable a broad range of structures in instruction, tools of inquiry, and communication techniques not otherwise feasible with a behaviorist perspective.
* Utilize highly-differentiated instructional and collaborative strategies, such as TPSI, with CLD students in order to promote *critical and higher-order thinking and development* in each of the four dimensions of the CLD student biography: sociocultural, linguistic, cognitive, and academic.
* Maximize a *framework for advocacy* (Herrera & Murry, 2005; 2008) including currency, defensibility, and futurity in order to promote ethical practices, school improvement, reflective practices, as well as parental and community involvement.
* See Students & Families as Assets

 CIED 5983 Practicum in Curriculum & Instruction *(3 Hours)*

This course will provide degree candidates with advance knowledge of teaching in the elementary or secondary schools. This will be accomplished through a semester-long practicum during which an action research project will be designed, enacted, and reported. (Typically offered: Irregular) May be repeated for up to 6 hours of degree credit.

Learning Outcomes

* Design an action research project that addresses a problem of practice specific to teaching and learning
* Utilize valid and reliable educational assessment protocols to collect data pertinent to their identified problem of practice
* Analyze collected data and prepare findings
* Reflect on and revise instructional practices/materials based on research findings
* Present findings as a possible strategy to address identified problem of practice to interested parties (e.g., colleagues, administration, university faculty…etc.)

 For each program major/specialty area course, list the faculty member assigned to teach the course.

 Indicate the number of contact hours for internship/clinical courses.

N/A

 State the program admission requirements.

The M.Ed. in Teaching and Learning will use a variety of inputs to determine the qualifications of applicants including; (1) prior undergraduate and graduate work, (2) curriculum vita that includes related experiences, (3) writing sample from prior educational or work setting, (4) statement of purpose that addresses the fit between the applicant’s educational needs and the program’s learning outcomes; and (5) three letters of recommendation that address the applicant’s potential for graduate study. The GRE exam will be required for applicants with an undergraduate G.P.A. below 3.0 unless applicant has already successfully completed a graduate degree.

Applicants must meet all requirements for admission to the University of Arkansas Graduate School, except the standardized test score requirement.

 Include a copy of the course evaluation to be completed by the student.

Our courses will be evaluated in accordance with the University of Arkansas Academic Policy 1405.15: <https://provost.uark.edu/policies/140515.php>. Students will complete the course evaluation required in all web-based courses offered through the Global Campus or as required by the University of Arkansas Graduate School.

 Include information received from potential employers about course content.

 N/A

 Provide institutional curriculum committee review/approval date for proposed program.

 November 11, 2020

 8. **FACULTY**

 List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Endacott, Jason L., Ph.D., M.S. (University of Kansas), B.S. (Kansas State University), Associate Professor, Department of Curriculum and Instruction, 2011, 2016.

Goering, Christian Z., Ph.D., M.S. (Kansas State University), B.A. (Washburn University), Professor, Department of Curriculum and Instruction, 2007, 2012, 2018.

Ward, Peggy, Ph.D. (University of Arkansas), M.S. (Texas A&M University), B.S.Ed. (Southern Arkansas University), Clinical Assistant Professor, Department of Curriculum and Instruction, 2010, 2016.

Young, Heather D., Ph.D. (University of Arkansas), M.S. (University of Tennessee), B.S. (Arkansas Tech University), Associate Professor, Department of Curriculum and Instruction, 2007, 2019.

Beasley, Jennifer G. Ed. D. (University of Virginia), M.A. (Wichita State University), B.A. (Kansas State University), Clinical Associate Professor, Department of Curriculum and Instruction, 2009, 2018.

 Indicate lead faculty member or program coordinator for the proposed program.

Endacott, Jason L., Ph.D., M.S. (University of Kansas), B.S. (Kansas State University), Associate Professor, Department of Curriculum and Instruction, 2011, 2016.

 Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.** No known new faculty will be hired.

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 No new faculty will be hired. If they were to be hired, an advanced degree would be required.

 For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

 See Appendix B for Faculty CVs.
No Graduate Teaching or Research Assistants are planned to be hired to teach in the program.

9. **DESCRIPTION OF RESOURCES**

 Current library resources in the field

 Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

 New instructional resources required, including costs and acquisition plan

All current library resources, facilities, classrooms, equipment and technology may be used for the program. There are no additional requirements.

**10. NEW PROGRAM COSTS – Expenditures for the first 3 years**

New administrative costs (number and position titles of new administrators)

 Number of new faculty (full-time and part-time) and costs

 New library resources and costs

 New/renovated facilities and costs

 New instructional equipment and costs

 Distance delivery costs (if applicable)

 Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.)

We do not anticipate any new major costs to implement and sustain the proposed program.

* No new faculty are required; existing faculty in Curriculum and Instruction will serve as faculty for all of the courses.
* No new administrators, support staff, or graduate assistants will be required.
* No new library resources and costs are required; students will access existing resources available to graduate students through Mullins Library.
* No new or renovated facilities are required because the program will be delivered online.
* No new instructional equipment is required for this online program.
* The program will use the existing distance delivery infrastructure. Global Campus may provide course development monies to individual faculty members for course development.
* No additional state funds will be required.

All courses will be delivered online. One course has been developed which leaves ten courses for development. Fifty thousand dollars will be necessary for course development ($5000 per course). Unless developed by a Faculty In Load, funding will be provided by Global Campus.

 **If no new costs required for program implementation, provide explanation.**

The proposed program will be taught by existing faculty that have availability in their workload agreements. Courses will be developed and taught by CIED faculty using existing LMS infrastructure and existing library resources.

11. **SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation** If there will be a reallocation of funds, indicate from which department, program, etc.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

 Other (grants [list grant source & amount of grant], employers, special tuition rates,
 mandatory technology fees, program specific fees, etc.).

 There will not be any reallocation of funds for this program.

Ideally, this proposed program would have at least 40 master’s students within 3 years. This would allow for two sections of each course to be offered concurrently or staggering of the program to increase flexibility and help meet student needs. With sustainable minimum enrollments and reasonable scalable growth in mind, projected annual student enrollment for the first three years is:

 Year 1: 10-15 students

 Year 2: 20-30 students

 Year 3: 30-40 students

The program requires 33 graduate credit hours. Tuition per graduate credit hour is $430.69. The total cost of the program, including tuition and fees, is between $15,000 and $16,000.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

 Proposed program will be housed in (department/college)

13. **SPECIALIZED REQUIREMENTS**

 If specialized accreditation is required for program, list the name of accrediting agency.

 N/A

 Indicate the licensure/certification requirements for student entry into the field.

 N/A

#  Provide documentation of Agency/Board review/approvals (education, nursing—initial approval required, health-professions, counseling, etc.)

14. **BOARD OF TRUSTEES APPROVAL**

 Provide the date that the Board approved (or will consider) the proposed program.

 January 28, 2021

 Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

15. **SIMILAR PROGRAMS**

#  List institutions offering program:

##  Proposed undergraduate program – list institutions in Arkansas

 Proposed master’s program – list institutions in Arkansas and region

 Proposed doctoral program – list institutions in Arkansas, region, and nation

 State why proposed program needed if offered at other institutions in Arkansas or region.

In the state of Arkansas there are relatively similar online programs offered by Arkansas State University (MSE in Curriculum & Instruction) and Henderson State University (MSE in Advanced Instructional Studies). Both of those programs consist of 36 credit hours. There are also on-campus programs that are relatively similar offered at Arkansas Tech University and the University of Central Arkansas.

 List institution(s) offering a similar program that the institution used as a model to
 develop the proposed program.

There are other examples of research-intensive cohort universities offering similar degree programs that served as models for the creation of the proposed program. Those universities include the University of Kansas, Clemson University, Arizona State University and the University of Florida.

 Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **“Reply All”**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

 **Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.**

16. **DESEGREGATION**

 State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

 N/A

1. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

 If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

1. **ACADEMIC PROGRAM REVIEW**

 Provide scheduled program review date (within 10 years of program implementation date).

 2022-2023

1. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE** **STAFF**
2. **INSTRUCTION BY DISTANCE TECHNOLOGY**

 If the proposed program will be offered by distance technology, provide the following information:

 Summarize institutional policies on the establishment, organization, funding and management of distance courses/degrees.

 Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

 Summarize the policies and procedures to keep the technology infrastructure current.

 Summarize the procedures that assure the security of personal information.

 Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

Policies for development of distance courses and degrees require approval at various levels of academic and administrative authority, including requirements from the Higher Learning Commission and Arkansas Department of Higher Education. Internally, the Global Campus and programs collaborate to build course development shells and Quality Matters checklist to ensure areas of instruction are mapped to approved program outcomes and learning objectives. Technology infrastructure is updated through a coordinated and collaborative committee with academic, administrative and learning management system experts. Marketing, analysis, learning management system help desk, online payments, and privacy are evaluated by respective vice chancellors to ensure each area is in compliance and maintained to the highest standard. Information Technology security departments ensure personal information is updated and monitor any potential breaches of systems.

IT Services maintains the technology infrastructure to ensure the security and compatibility of enterprise systems as guided by the [Computer and Network Security Policy](https://its.uark.edu/policies/network-security/), [Data Management Use and Protection Policy](https://vcfa.uark.edu/policies/fayetteville/uits/3095.php), and [Acquisition of Enterprise Systems Policy](https://vcfa.uark.edu/policies/fayetteville/uits/3096.php). The [Computer Activities Council](https://provost.uark.edu/committees/cac.php) (CAC), the information technology governance structure at the University, facilitates participation of students, faculty, staff, and administrators in long-range planning and setting of priorities for IT Services.

Procedures are in accordance with the [Computer and Network Security Policy](https://its.uark.edu/policies/network-security/), [Code of Computing Practices](https://its.uark.edu/policies/code/), and [Privacy Policy](https://its.uark.edu/policies/privacy/). The IT Security group monitors university systems, performs security audits of resources, and provides security services such as security information, anti-virus software, and security alerts. University systems (student information system, learning management system, etc.) require authentication. Privileged supervisory accounts are limited and managed by system administrators. Links to the [privacy policies of third-party tools used in online instruction](https://tips.uark.edu/privacy-policy-links/) are provided in the information section of online courses and support sites.