



**College of Education**  
**Master of Education in Middle and Secondary Grades**  
**Middle Grades Education Strand**  
**FALL 2017**

**Concentration: English, Mathematics, Science or Social Studies (must match field from initial license)**

Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

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Advisor: Dr. Jeanneine Jones

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**M.Ed. (33 hours)**

**Prerequisites: Licensure in 6-9 English Language Arts, Mathematics, Science and/or Social Studies**

<b>Advanced Pedagogy: Twelve hours</b> in advanced pedagogy courses in 6-9 licensure with a focus on student learning, respectful educational environments, global and cultural issues, differentiation of instruction, adolescent development and diversity, and encouraging collaborative and communicative educational experiences.		
Required Courses	Semester	Grade
<b>MDSK 6156. Curriculum, Teaching, and Contemporary Issues in Education. (3)</b> A consolidated examination of curriculum and learning theory with emphasis on educational reform and the origins of contemporary issues in education. Merges curriculum and learning theory to examine contemporary issues in education. Drawing from the field of curriculum studies, attention is given to historical roots of curriculum and important theorists, educational reform and the change process, as well as global comparisons among American and international educational systems. Approaches learning theory associated with information processing, personal, social, and behavior models as a foundation of current content area instructional methodology. <i>(Fall) (Evening)</i>		
<b>MDSK 6220. Adolescence and Learning. (3)</b> Study of adolescence as a phase of development and its relationship to the learning process. <i>(Fall, Summer) (Evening)</i>		
<b>MDLG 6225: Issues in Middle Grades Education (3)</b> Examination of educational practices in the middle grades (6-9) including trends and issues unique to that philosophy. Emphasis on broadening understanding of foundational components, organizational patterns, instructional programs and management techniques. <i>(Spring) (Evening)</i>		
<b>TESL 6206: Globalization, Communities and Schools (3)</b> An examination of the intersection of globalization and education with specific attention to the experiences of Latinos in North Carolina and the contemporary phenomenon of transnationalism. This course does not carry a fieldwork requirement. <i>(Spring, Fall) (Evening)</i>		
<b>Advanced Specialized Pedagogy: Three hours</b> in advanced specialized pedagogy courses with a focus on systematic evaluation of student learning, creation of respectful educational environments,		

<p>responsiveness to global and cultural issues, differentiation of instruction for diverse adolescents, urbanization and issues in urban schools, scaffolding student reading and literacy development of collaborative and communicative educational experiences, and integrating 21<sup>st</sup> Century content and technology skills into educational practice.</p>		
<p><b>Required Courses [Summer]</b> Selected the Online Course or Choose <u>ONE</u>:</p>	<b>Semester</b>	<b>Grade</b>
<p><b>READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times</b> or <b>TESL 5103 Teaching English as a 2nd Language (3)</b></p> <p><b>READ 6265. Multiliteracies in a Global World: Reading and Writing Texts in New Times. (3)</b> Cross-listed as EDCI 8265. Immerses students in both the theory and practice of multiliteracies and considers how globalization has created a more complex environment for teachers and students. Focus goes beyond traditional print-based literacy to multiple forms of knowing, including print, images, video, combinations of forms in digital contexts, which are represented in inter-related and complex ways. <i>(Fall, Summer, On demand) (Evenings)</i></p>		
<p><b>Alternative Course Option: Summer</b></p> <p><b>EDUC 6144: Introduction to National Board Certification. (3)</b> An examination of NBPTS standards and expectations for advanced teaching credentials in 6-12 specializations. Practitioners will reflectively and critically evaluate their teaching context and students' needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement. The course will support the development of reflective analyses of: a) rigorous content-driven, accessible and equitable curriculum, b) appropriate learning experiences for advancing student learning outcomes, and c) effective integration of assessment-oriented instructional decision-making.</p>		
<p><b>Advanced Content: Six hours</b> in a graduate advanced content course for extension of content and curriculum expertise for engaging students in relevant and rigorous content analysis integrating 21<sup>st</sup> Century content and skills into educational practice.</p>		
<p><b>Required Course [Summer]</b></p> <p><i>Two advanced content classes in ELA, mathematics, science and social studies will be offered online in summer. Course names will be provided in the spring advising session.</i></p>	<b>Semester</b>	<b>Grade</b>
<p>Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____(3)</p>		
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<p><b>Introduction to Research Methods: Three hours</b> in graduate methodology examining qualitative and quantitative research, to understand the role of data analysis in affecting student achievement, fostering instructional and evaluation methods that embrace variety and authenticity, and critically assess research-based practices.</p>		
<p><b>Required Course [Fall, Spring, or Summer]</b></p>	<b>Semester</b>	<b>Grade</b>
<p><b>RSCH 6101: Educational Research Methods (3)</b> Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting</p>		

research findings, and preparing reviews of related literature. ( <i>Fall, Spring, Summer</i> )		
<b>Advanced Content Methods:</b> <u>Three hours</u> in advanced content specific methodology designing instruction to promote respectful educational experiences for adolescents, supporting student learning, demonstrating content and curriculum expertise, advocating for students and effective educational practices, developing leadership skills and encouraging deep reflection and systematic analysis of content and content pedagogy.		
<b>Required Course [Spring]</b>	<b>Semester</b>	<b>Grade</b>
<p><u>One of the following:</u></p> <p><b>ENGL 6274: Context and Issues in the Teaching of English</b>  <b>MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education</b>  <b>MDSK 6351: Advanced Methods in Middle and Secondary Science</b>  <b>MDSK 6354: Advanced Methods in Middle and Secondary Social Studies</b></p> <p><b>ENGL 6274. Contexts and Issues in the Teaching of English. (4)</b> Prerequisite: Admission to the Program. Examine key concepts of the discipline. In doing so, students consider their own identities as readers, writers, teachers, researchers, and makers of meaning. Emphasizes critical approaches and pedagogical issues, with special attention given to technology in the teaching of language, composition, and literature, as well as cultural contexts for the study of English. (<i>Fall</i>)</p> <p><b>MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education (3)</b> Prerequisite: Enrollment in the MAT or M.Ed. program. Examination of current research and scholarship on the teaching of mathematics in middle and secondary schools. Particular emphasis on the development of advanced instructional expertise and leadership. (<i>Spring, On demand</i>)</p> <p><b>MDSK 6351. Advanced Methods in Middle and Secondary Science. (3)</b> Examination of current research and scholarship on the teaching of science in middle and secondary schools. Particular emphasis on the development of advanced instructional expertise and leadership. (<i>Spring, On demand</i>)</p> <p><b>MDSK 6354. Advanced Methods in Middle and Secondary Social Studies. (3)</b> Examination of current research and scholarship on the teaching of social studies in middle and secondary schools. Particular emphasis on the development of advanced instructional expertise and leadership. (<i>Spring, On demand</i>)</p>		
<b>Authentic Applications of Leadership and Reflection:</b> <u>Final six hours</u> within graduate program. Courses provide culminating applications of teacher leadership, respectful educational environments, content and curriculum expertise, student learning, and systematic reflection.		
<b>Final program courses: [Fall, Spring]</b>	<b>Semester</b>	<b>Grade</b>
<p><b>MDSK 6260: Principles of Teacher Leadership (3)</b>  An examination of the current research on adult learning and development, expert knowledge, and the professionalization of the field of teaching. Students develop skills to direct other educational professionals. (<i>Fall, Spring</i>) (<i>Evening</i>)</p>		
<p><b>MDSK 6691: Seminar in Professional Development (3)</b>  Capstone Experience: Final course scaffolds candidates development of capstone evidence of professional and programmatic growth with the creation of a research</p>		

<p>project. Seminar is focused on the self-direction and professional development of teachers. Emphasis will be placed on the design, development, and completion of the candidate's comprehensive portfolio, thesis, or research project. <i>(Fall, Spring) (Evening)</i></p> <p><b>Capstone Experience and Research Committees</b>  Candidates in both middle grades and secondary must complete a capstone experience in the form of a research project. Candidates will convene a committee of three graduate faculty members whom they will select with assistance from their department advisor if a research project is selected as the capstone experience. The primary role of this committee is to assess the research project for MDSK 6691.</p>		
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*Completion of 33 graduate hours to be applied to the degree \_\_\_\_\_ (date)*

*Application for candidacy filed with the Graduate School \_\_\_\_\_ (date)*

*Application for graduation filed with the Graduate School \_\_\_\_\_ (date)*

*Report of Capstone Research Project sent to the Graduate School \_\_\_\_\_ (date)*

*Application for "M" license filed in TEAL Office \_\_\_\_\_ (date)*

**General Information:**

**Advising:**

Each candidate will have an assigned advisor within the Department of Middle Grades, Secondary, and K-12 Education. Dr. Jones will generally advise all students in the M.Ed. cohort, and you will also have a content advisor (your methods instructor).

**Licensure:**

Graduates will be eligible to receive an Advanced Competency "M" license from the state of North Carolina in addition to their Master's Degree. For all M.Ed. graduates, there is an additional paperwork requirement for advanced licensure. This paperwork is submitted to TEAL [Teacher Education, Advising, and Licensure] Department in the College of Education. TEAL will file your licensure application with the North Carolina Department of Public Instruction. Advanced licensure forms should be completed in the semester in which the graduate degree is completed. For information concerning application for advanced licensure, please contact the Office of Teacher Education, Advising, and Licensure, College of Education Building Suite 119, 9201 University City Blvd, Charlotte, NC 28223, Phone 704.687.8725 and 704.687.8725 and Fax 704.687.3774.

**National Board Certification: 12% Pay Increase Opportunity**

All students deserve accomplished teachers who are equipped to prepare them for success in today's world. National Board Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. Similar to certification in fields like medicine, National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement. Candidates who seek National Board Certification can choose to take the Advanced Teaching Credentials Preparation course (MDSK 6144) as their program elective. This course is designed to support teachers who want to learn how to become Nationally Board Certified. At this time, NBPTS certification accompanies a 12% pay increase in North Carolina. Enrollment in the course does not guarantee certification will be awarded. The peer review process is conducted independent of UNC Charlotte and the university is not responsible for ensuring successful certification.

**Graduation Information:**

Graduation is the culminating experience and celebration of your successful completion of your graduate degree. This is a very exciting time. In preparing for graduation, there are paperwork requirements by the Graduate School.

What follows is a general overview of expectations.

Commencement at UNC Charlotte is held twice annually, once in December and once in May. It is important that if you intend to graduate in a particular semester that you meet all the requirements by the University Graduate School published deadlines. You will be notified via email if additional information is needed in order to be cleared for graduation. Detailed information about deadlines can be found on the Graduate School's web page, <http://graduateschool.uncc.edu/graduation/information.html>.

Please note that you must be enrolled in coursework at UNC Charlotte in the semester or summer term in which you expect to graduate. If you have completed coursework, then you will be expected to register for a one hour residency course (MDSK 7999: Master's Graduate Degree Residence). If you miss Graduate School deadlines for graduation during your final semester of coursework, you will be required to take the one-hour residency course requirement in the semester in which you do participate in graduation. This must be done to process your candidacy and degree completion, whether or not you walk in the graduation ceremony.