

2015-2016 LONG SIGNATURE SHEET



Proposal Number: MDSK 4-22-15

Proposal Title: M.Ed. in Middle Grades and Secondary Education Addition of Advanced Licensure Pathways

Originating Department: Department of Middle, Secondary, and K-12 Education (MDKS)

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
4/22/15	12/15/15	12/15/15	Approved	<u>DEPARTMENT CHAIR</u> [print name here:] Scott Kissau
—	—	—	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] N/A
12/15/15	12/15/15	12/15/15	Approved	<u>COLLEGE DEAN</u> [print name here:] Ellen McIntyre Associate Dean
			Approved	<u>GENERAL EDUCATION</u> (if applicable, for General Education courses) [print name here:] N/A
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR (for undergraduate content)</u> N/A
	5/5/15	1/14/16	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Dennis Livesey
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

*To: Graduate Curriculum Committee, Dean Reynolds

From: Tina L. Heafner, Ph.D., M.Ed. in Secondary Education, Director

Date: April 22, 2015; Resubmitted October 23, 2015; Resubmitted December 15, 2015

Re: M.Ed. in Middle Grades and Secondary Education Addition of Advanced Licensure Pathways

University of North Carolina at Charlotte

Graduate

Department of Middle, Secondary, and K-12 Education

Addition of Advanced Licensure Pathways for the M.Ed. in Middle Grades and Secondary Education

CONTENT OF PROPOSAL

Summary

The Department of Middle, Secondary, and K-12 Education proposes to add advanced licensure pathways of English Language Arts and Mathematics in the secondary education strand of the M.Ed. in Middle Grades and Secondary Education.

Justification

Recent policy trends in education with the state of North Carolina have created a need to repurpose current programs we offer in the College of Education. In response to the elimination of master's level pay for teachers, program directors for the M.Ed. in Middle Grades and Secondary Education have sought ways to communicate the value of a graduate degree beyond a 10% pay step. The M.Ed. is designed to help experienced teachers to improve their knowledge, skills, and dispositions for addressing shifting school contexts and a growing diversity among students. North Carolina schools are experiencing one of the fastest growth rates in immigrant school-age populations in the nation.

Furthermore, the M.Ed. provides teachers training in advanced content pedagogies, technology-mediated learning, coaching and leadership skills, diversity training, and strategies for meeting the needs of all learners. The rise of new schools movement, charter schools, virtual schools, magnet and STEAM/STEM initiatives are examples of forces driving contextual changes especially prevalent in secondary schools.

Another significant influence is the Common Core State Standards adoption. North Carolina was an early adopter of Common Core. Big moves have been made in schools to redesign curriculum aligning with Common Core standards for English Language Arts (ELA) and mathematics. These changes have brought demands for teachers to develop new pedagogical skills. This has resulted in school systems seeking university expertise. School systems have expressed desires to partner with UNC Charlotte to provide advanced degree programs, specifically the M.Ed. in Middle Grades and Secondary Education, as a way to help teachers improve their abilities to positively impact student learning outcomes. The latter point is worth further explanation. National and state policy educational shifts have increased accountability in student performance for teachers through the federally funded *Race to the Top* program. Teachers are expected to demonstrate their added value by supporting student-learning growth through courses they teach. North Carolina tracks teacher data using Value Added Measures (VAMs).

Likewise, the Council for the Accreditation of Educator Preparation (CAEP), the new accrediting body for teacher preparation programs emphasizes the importance of innovative approaches to teacher preparation, has released new program preparation standards that require rich, collaborative, and integrated clinically based partnerships among schools, communities, and universities. In addition, CAEP requires teachers to have skills in assessment and data literacy. All programs in the College of Education are NCATE/CAEP accredited.

To proactively address these expectations as well as meet continuous improvement goals, the M.Ed. program reenvisioned the degree in 2009. The revised M.Ed. included creating new courses addressing topics such as, the intersection among teaching and: contemporary policy and curriculum issues, online education, globalization, transnationalism, urbanization, assessment and data literacy, multiliteracies in a global society, design thinking, and national board certification preparation. More recently, UNC Charlotte M.Ed. directors and the College of Education have partnered with local school systems to create a degree collaborative that offers a

hybrid, on-site Master's degree for experienced teachers. The M.Ed. Partners in Learning Collaborative is an innovative approach to community outreach and degree delivery. The M.Ed. is taught through vertical alignment of grades 6-12 curriculum and cross-disciplinary integration (ELA, math, science and social studies) with embedded coaching for sustained, advanced pedagogical support for teachers and schools in high poverty, demographically diverse school communities. This new model for program delivery requires the addition of two advanced licensure pathways for the secondary strand of the M.Ed. in Middle Grades and Secondary Education. Currently, the M.Ed. offers four content advanced licensure areas (ELA, math, science and social studies) for the middle grades strand while the secondary strand offers only science and social studies. As school systems have approached UNC Charlotte seeking partnerships, we have been unable to fulfill community needs to offer this integrated, multi-grade master's degree. Gaps in ELA and mathematics advanced licensure for the M.Ed. secondary strand, have limited large-scale (i.e. system-wide) interest. Moreover, funding opportunities through foundations and grants are limited because of these gaps. The need to expand advanced licensure pathways for the M.Ed. secondary strand to include ELA and mathematics is in direct response to an \$185,000 Goodnight Foundation grant to fund the innovative UNC Charlotte M.Ed. Partners in Learning Collaborative.

Additionally, the secondary strand of the M.Ed. in Middle Grades and Secondary Education is the only general education degree offered in the College of Education that does not include all four content areas (ELA, math, science and social studies). As an example, the MAT (Master of Arts in Teaching) graduate degree, housed in the Department of Middle Grades, Secondary, and K-12 Education, offers secondary advanced licensure in all four content areas.

Thus, expanding advanced licensure pathways in the M.Ed. secondary strand to include English Language Arts (ELA) and mathematics allows for the complete content advanced licensure offerings and the ability of a graduate program to better meet the needs of school partners. The following charts offer data summaries representing information collected from recruitment and interest sessions with two school system and local community partners. These data document underserved areas not being reached by current M.Ed. structures or University degree offerings.

Table 1. *Data to Support Addition of M.Ed. Licensure Pathways*

Union County Public Schools Expected cohort size, n = 16 <ul style="list-style-type: none"> ○ Approximately half are secondary teachers ○ 100% of high school teachers are ELA/math
Stanly County Public Schools Expected cohort size, n = 30 <ul style="list-style-type: none"> ○ 40 teachers expressed interest in degree ○ 50% secondary ○ 50% of secondary were ELA and Math teachers ○ Out of total teachers interested in M.Ed., 1/4 are ELA/Math high school teachers ○ Of secondary teachers, mean interest level 3.9 on ten point scale

• ELA/Math teachers have interest ratings averaging 8.8

While other degree tracks are offered, these serve different graduate student and professional degree interests. Although the M.Ed. program directors have advised interested math and ELA secondary teachers to seek MA degree options, enrollment trends in those programs do not show comparative levels to the M.Ed. in Middle Grades and Secondary Education. Data released from the UNC Charlotte Graduate School are provided for reference in Table 2. These data provide further evidence of the need to expand advanced licensure pathways for the secondary strand of the M.Ed. in Middle Grades and Secondary Education.

Table 2. 2014 Graduate Program Data Enrollment

College	Department	Program Desc	Program	Applied	Accepted	New Enrolled	Total Enrolled	Enrolled Spring 2014 (Undup)
AS	English	English Education-MA	ENED-MA	1	0	0	7	3
AS	Mathematics and Statistics	Mathematics Education-MA	MAED-MA	1	1	1	7	8
ED	Middle Grades, Sec Ed & K-12	Middle Grades & Sec Educ-MEd	MGSE-MED	2	1	1	22	21

Looking across data presented in Tables 1 and 2, there is evidence that suggests UNC Charlotte is missing opportunities to serve ELA and math high school teachers who are seeking an advanced pedagogy degree. In summary, to respond to the shifting educational contexts in secondary schools, the varying needs of high school teachers, and the diversifying of K-12 school populations, the Department of Middle, Secondary, and K-12 Education proposes to expand advanced licensure pathways in the M.Ed. secondary strand to include English Language Arts (ELA) and mathematics to allow for the complete content advanced licensure offerings.

Prerequisites/Corequisites

M.Ed. in Middle Grades and Secondary Education graduate students enroll in parallel degree tracks based on an advanced licensure level (6-9 and 9-12). The only course difference in the M.Ed. is a middle grades course (MDLG 6225) for 6-9 advanced licensure candidates, and a third advanced content course for 9-12 secondary advanced licensure candidates. To add advanced licensure pathways for ELA and mathematics, no changes in program prerequisites/corequisites for courses including class-standing, admission to the major, GPA, or other factors associated with student registration are required.

Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

No new courses or course numbers are needed at this time.

In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

As articulated in the justification, the additional of English Language Arts and mathematics advanced licensure pathways for the secondary strand of the M.Ed. will allow for consistency in outreach to serve middle and secondary schools collectively and to address mutual interests of collaborative 6-12 school-university partnerships. The additional licensure areas allows for consistency in our degree spanning 6-12. This expansion also provides opportunities to seek external program funding and to better serve the interests and needs of state and local educational communities. Courses are currently shared in the M.Ed. between the middle grades and secondary strands. The addition of the two advanced licensure pathways has the potential to increase course and program enrollments.

If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

N/A

IMPACT

Program Impact

The M.Ed. in Middle Grades and Secondary Education currently offers English (ELA), math, science, and social studies licensure in the middle grades strand; while, the secondary strand serves teachers licensed in science and social studies. The two strands share all advanced pedagogy courses in common, which comprise eight out of eleven of the required courses for the M.Ed. degree. Of the remaining three courses in the 33-hour degree, the middle grades strand requires one specialized advanced middle grades course (MDLG 6225) and two advanced content courses. The secondary strand requires three advanced content courses. Academic planning sheets are provided in the appendices to show current degree course rollout for both middle grades and secondary strands of the M.Ed. See Appendix A for secondary strand and Appendix B for middle grades strand. A planning sheet for proposed licensure pathways is also provided with changes highlighted (see Appendix C).

Middle grades and secondary strands share two advanced content courses for advanced licensure in social studies and science. The middle grades strand requires that each summer two advanced content courses are offered in mathematics and English Language Arts (ELA). These courses, which are already on the annual summer course-offering schedule, will be shared with the secondary strand if advanced licensure is added for ELA and math. Therefore, no new additional content classes are required. Current enrollment capacity based on summer 2015 courses indicates that adequate space is available to address potential enrollment growth in the M.Ed. secondary advanced licensure in ELA and math.

The third advanced content course required for secondary advanced licensure in ELA and mathematics would need to be added; however, in past summers, advanced content courses

choices have been provided to graduate students exceeding the required two courses needed. Summer course offerings have consistently included at least three advanced content course options. Thus, enrollment growth can be served with current course offerings.

In summary, the advanced content courses offered in ELA and math also serve the MAT degree, which is an alternative pathway to initial and advanced licensure in four content areas (ELA, math, science and social studies) with specialization in either middle grades (6-9) or secondary (9-12) education. Accordingly, it is feasible that content course choices are currently available and may require no additional resources to add the advanced licensure pathways for the M.Ed. secondary strand. Advanced content courses are currently taught by content faculty in the College of Liberal Arts and Sciences with approved faculty instructors in the Department of Middle, Secondary, and K-12 Education. Should degree enrollments increase as we would hope, additional content courses may be needed in long-term planning. This growth would be beneficial for all departments.

What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The M.Ed. in Middle Grades and Secondary Education serves teachers holding initial licensure in one of the core content areas (ELA, math, science, and social studies). County and school information and recruitment sessions will be held across the state to identify potential middle and high school teachers for admission to the M.Ed. program.

What effect will this proposal have on existing courses and curricula?

No curricular or course changes are needed to deliver the proposed advanced licensure pathways within the M.Ed. secondary strand. Current course offerings can serve the program expansion; however, if advanced content course choices beyond two required courses are not provided to meet the MAT/M.Ed. middle grades strand advanced licensure areas of ELA and math, one additional advanced content course will be needed each summer.

When and how often will added course be taught?

The additional advanced content course will be offered each summer on an annual basis.

How will the content and/or frequency of offering of other courses be affected?

Current M.Ed. degree rollout will not change.

What is the anticipated enrollment in course added (for credit and auditors)?

Annual enrollment is anticipated to be 8-10 graduate students. These numbers are based on projections for a cohort of 30 M.Ed. students. Actual numbers vary depending on graduate student current licensure upon program acceptance. Projections can be made each fall when the cohort begins the M.Ed. Information on projected enrollments will be shared with the English

and Math Departments to accommodate planning and faculty workload discussions.

How will enrollment in other courses be affected? How did you determine this?

Cohort enrollments range from 16 for the M.Ed. Partners in Learning Collaborative to 30 for the Stanly County distance education outreach. The goal is the increase overall program enrollment growth. With a cohort of 16 our current course offerings are sufficient. With a cohort of 30 we anticipate two sections of the eight advanced pedagogy course that comprise the M.Ed. This enrollment growth will be covered by the Department of Middle, Secondary, and K-12 Education’s current faculty resources.

Cohort enrollments are distributed across four advanced content methods courses and all advanced content courses. If distributions are equal, expected advanced content methods course enrollment increases range from 4 to 8 graduate students per content area (ELA, math, science, and social studies). The advanced content course enrollments vary due to the differences in requirements for middle grades (two required courses) and secondary (three required courses). Thus, advanced content courses can anticipate a slightly lower enrollment with projections of approximately 5 graduate students in each content advanced course if equal distribution is assumed. These numbers include the current degree offering of M.Ed. in Middle Grades (ELA, math, science, and social studies) and Secondary Education (science and social studies). So expected enrollment growth will be less at least until extensive program growth occurs.

Enrollment capacity for advanced content are based on current summer 2015 advanced content enrollments as presented in Table 3.

Table 3. *Advanced Content Course Enrollment for Summer 2015*

Course	Course Number	Instructor	Current Enrollment
Topics Math Education- Intermediate/Topics in Math Education- Secondary [Data Analysis]	MAED 5040/5070	Teresa M. Petty*	13
Topics Math Education- Intermediate/Topics in Math Education- Secondary [Algebra]	MAED 5040/5070	Victor V Cifarelli	2
Critical Literacy	MDSK 5000 - 786	Heather Coffey*	8
Topics in English: American Realism: The Short Story	ENGL 6070 - 080	Daniel L. Shealy	15**

*Note: Department of Middle, Secondary, and K-12 Education faculty.

**Note: Enrollment numbers include only 1 English MA and 1 M.Ed. graduate student. The target graduate students for this course are seeking a MA in English.

There are enough seats available in current courses to accommodate potential degree enrollment increases in ELA and math. If additional courses are needed, the Departments of Middle, Secondary, and K-12 Education, English, and Mathematics will benefit from this long-term growth. Advanced content courses are frequently under enrolled and low enrollments have been a trend for several years (see Tables 4 and 5). Low enrollment numbers can be boosted with the

addition of the M.Ed. advanced licensure tracks in ELA and math. This enrollment growth in content courses will be mutually beneficial for all department stakeholders (English, Math, and MDSK).

Table 4. *Advanced Content Course Enrollment for Summer 2014*

Course Number	Summer 2014 Enrollment
ENGL5050 Section: 080	5
ENGL6070 - 080	6
MDSK5000 Section: 78B	3
MAED5040 Section: 58A	4
MAED5070 Section: 58A*	4

*Content course for secondary mathematics only

Table 5. *Advanced Content Course Enrollment for Summer 2013*

Course Number	Summer 2013 Enrollment
ENGL5050 Section: 001	4
MDSK5000 Section: 58B	8
MAED5040 Section: 58A	10
MAED5040T Section: 080	4
MAED5070 Section: 78B*	2
MAED5040 Section: 58A	9
MAED5070 Section: 58A*	1

*Content course for secondary mathematics only

Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

The only Graduate Catalog changes required will be for the M.Ed. in Middle Grades and Secondary Education.

RESOURCES REQUIRED TO SUPPORT PROPOSAL

Personnel

None. Current faculty resources can meet enrollment needs of M.Ed. in Middle Grades and Secondary Education.

Physical Facility

None. The M.Ed. in Middle Grades and Secondary Education is a degree offered through distance education and is taught either as an online, hybrid or off campus (in a school site like Monroe High School). No UNC Charlotte classroom or campus resources are needed.

Computer

None. The M.Ed. in Middle Grades and Secondary Education will be supported by Moodle and Saba Classroom as well as on-site (i.e. a high school/middle school) in a local school system.

Audio-Visual

None.

Other Resources

None. The M.Ed. in Middle Grades and Secondary Education is a current distance education program. Travel reimbursements for on-site course delivery are already in the current program allocation.

Source of Funding

The M.Ed. in Middle Grades and Secondary Education Partners in Learning Collaborative is funded by the Goodnight Foundation. Future program outreach such as Stanly County is supported by the Graduate School and the College of Education. No additional resources are required for the expansion of secondary advanced licensure pathways for ELA and math.

CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS**NCDPI Consultation**

To ensure state approval to offer advanced licensure in the M.Ed. in Middle Grades and Secondary Education for the new ELA and math secondary pathways, consultation with the North Carolina Department of Public Instruction (NCDPI) occurred. Documentation of approval is provided in the appendix. Temporary approval is granted for the summer 2015 Union County Public Schools Partners in Learning Collaborative cohort and the fall 2015 Stanly County cohort. Subsequent permanent approval is pending UNC Charlotte Graduate Council approval.

Library Consultation

See Appendix F.

Consultation with Other Departments or Units

Meetings have occurred between the College of Education and the College of Liberal Arts and Sciences to discuss the Department of Middle, Secondary, and K-12 Education's intent to expand licensure pathways for the English Language Arts and mathematics in the secondary strand of the M.Ed. in Middle Grades and Secondary Education. A meeting was held on April 13, 2015 and attended by Deans and Associate Deans of both colleges and Kim Harris representing the Department of Mathematics. Consensus was reached and support for the

Department of Middle, Secondary, and K-12 Education to move forward with the M.Ed. in Middle Grades and Secondary Education initiatives was articulated.

The Senior Associate Dean of the College of Education, Chair of the Department of Middle, Secondary, and K-12 Education, M.Ed. program Directors, Chair of the English Department and a faculty representative of the Math Department met on April 21, 2015 to discuss the addition of licensure pathways for the M.Ed. secondary education strand. Data included within this long form were presented. The following were in attendance: Melba Spooner, Mark West, Scott Kissau, Kim Harris, Jeanneine Jones, and Tina Heafner. General agreement that the addition of licensure tracks for the M.Ed. secondary education strand serve a different target population from the MA in English and Mathematics was reached. It was communicated that program changes within the MA degrees had the potential to focus on community college teaching preparation, an option not available the M.Ed. In addition, the MA degrees would remain as alternative pathway options for secondary teachers seeking more advanced content training. Advising and recruitment efforts have and will continue to include all degree options available through UNC Charlotte. Agreement that all programs stand to gain from increases in advanced content course enrollments was deemed a benefit of M.Ed. programmatic changes.

Honors Council Consultation

N/A

INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

Originating Unit

The proposal to add licensure pathways in ELA and math for the secondary education strand within the M.Ed. in Middle Grades and Secondary Education has the overwhelming and unanimous support of the Dean of the College of Education and the Department of Middle, Secondary, and K-12 Education. The proposal was presented to the faculty in the Department of Middle, Secondary, and K-12 Education and approved by a unanimous department vote on April 24, 2015. Dean Ellen McIntyre, Senior Associate Dean Melba Spooner, and Associate Dean Dawson Hancock were involved from the onset in efforts to establish the M.Ed. Partners in Learning Collaborative with Union County Public Schools. They also approved the establishment of a Stanly County M.Ed. in Middle Grades and Secondary Education on-site cohort.

Credit Hour

N/A

Proposed Catalog Copy

See Appendix D.

Student Learning Outcomes

Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

Yes. If yes, please provide updated SLOs in template format.

No.

The M.Ed. in Middle Grades and Secondary Education SACS data for SLOs are reported from two courses: MDSK 6260 Principles of Teacher Leadership and MDSK 6691 Seminar in Professional Develop (the degree capstone course). No changes are being made to these courses and current SLO data collection procedures will automatically include additional students enrolled in these courses.

Textbook Costs

It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

Yes. Briefly explain below.

No. Briefly explain below.

Current textbooks used within the existing M.Ed. program will also serve the expansion of the advanced licensure pathways for the secondary strand. Efforts have already been made in the M.Ed. in Middle Grades and Secondary Education degree to reduce costs. Electronic textbooks and other electronic resources are currently used in all program courses. In addition, funding from the Goodnight Foundation is allocated to offset these expenses for this cohort. Ongoing efforts will be made to ensure that textbook costs are minimal for graduate students.

APPENDICES A-F

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Appendix B. M.Ed. Middle Grades Education Strand Current Planning Sheet

Appendix C. M.Ed. Secondary Education Strand Proposed Planning Sheet Including ELA and
Math Advanced Licensure Pathways

Appendix D. Graduate Catalog Changes

Appendix E. Documentation of NCPDI Licensure Approval

Appendix F. Atkins Library Consultation

APPENDICES A-B

M.ED. IN MIDDLE GRADES AND SECONDARY EDUCATION CURRENT
PLANNING SHEETS

APPENDIX A. M.Ed. Secondary Education Strand Current Planning Sheet



UNC CHARLOTTE

College of Education

Master of Education in Middle and Secondary Grades

Secondary Education Strand

FALL 2015 Cohort

Concentration: Science or Social Studies

Name: _____

Student ID #: _____

Email Address: _____

Telephone: _____

Advisor: Dr. Tina HeafnerEmail: theafner@uncc.edu

M.Ed. (33 hours)

Prerequisites: Licensure in 9-12 Science or Social Studies

Advanced Pedagogy: Nine hours in advanced pedagogy courses in 9-12 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
MDSK 6156: Curriculum, Teaching, and Contemporary Issues in Education (3) A consolidated examination of curriculum and learning theory with emphasis on educational reform and the origins of contemporary issues in education. This course 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. In addition, this course approaches learning theory associated with information processing, personal, social, and behavior models as the foundation of current content area instructional methodology. <i>(Fall) (Evening)</i>	Fall 2015	
MDSK 6220: Adolescence and Learning (3) Study of adolescence as a phase of development and its relationship to the learning process. <i>(Summer, Fall) (Evening)</i>	Fall 2015	
TESL 6206: Globalization, Communities and Schools (3) [Spring] An examination of the intersection of globalization and education with specific	Fall 2016	

attention to the experiences of Latinos in North Carolina and the contemporary phenomenon of transnationalism. This course does not carry a fieldwork requirement.		
Advanced Specialized Pedagogy: Three hours in advanced specialized pedagogy courses with a focus on systematic evaluation of student learning, creation of respectful educational environments, 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 st Century content and technology skills into educational practice.		
Required Courses [Summer] Select the Cohort Course or Choose <u>ONE</u> :	Semester	Grade
<p>READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times</p> <p>READ 6265. Multiliteracies in a Global World: Reading and Writing Texts in New Times. (3) 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><i>If you apply early, you could take this class in Summer 2015.</i></p>	Summer 2015 5-week session	
Alternative Course Options: These courses are NOT guaranteed to be offered for the cohort.		
<p>EDUC 6102. The Person and School in Urban Society. (3) The basic philosophical theories and sociocultural forces that influence the objectives, structure and programs of schools, agencies and institutions in urban society. <i>(On demand)</i></p>		
EDUC 7126 Comparative Education		
<p>EIST 5100. Computer Applications in Education. (3) Computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focus on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. <i>(Fall, Spring, Summer)</i></p>		
<p>EIST 6110. Instructional Design. (3) Prerequisites: EDUC 6100 and RSCH 6101. Instructional Design and evaluation principles are included and examine Goal and task analysis, analysis of audience, flow chart development, instructional strategies, selection and development of instructional materials, formative and summative evaluation. <i>(Spring)</i></p>		
<p>MDSK 6142: Readings in Assessment, Measurement and Student Achievement. (3) An examination of research-based assessment strategies for the 6-12 classroom. Practitioners will construct appropriate assessment items with a focus on reliability and validity. Interpretation and utilization of student outcomes to improve classroom practice is emphasized. 3 hours. No clinical experience required. <i>(Fall) (Evening)</i></p>		
<p>RSCH 6109. Assessment and Evaluation Methods. (3) Prerequisite: RSCH 6101 or equivalent. Fundamentals of individual and group assessment, including selection, administration, and interpretation of norm-referenced and criterion-referenced assessment instruments and demonstration of competencies prescribed by the State of North Carolina and other professional organizational standards. <i>(Fall, Spring)</i></p>		
<p>RSCH 6110. Descriptive and Inferential Statistics. (3) Prerequisite: RSCH 6101 or equivalent. Identification of objective reporting and decision-making statistics; application of descriptive and inferential methods; illustration of elementary parametric and non-parametric techniques in hypothesis testing; and, demonstration of the fundamentals of data processing. <i>(Fall, Spring, Summer)</i></p>		
EDUC 6144: Introduction to National Board Certification. (3) 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, c) effective integration of assessment-oriented instructional decision-making, and d) successful engagement and partnerships with all educational stakeholders. 3 hours. No clinical experience required. *(Summer) (Evening)*

If you apply early, you could take this class in Summer 2015.

Advanced Content: Nine hours in a graduate advanced content course for extension of content and curriculum expertise for engaging students in relevant and rigorous content analysis integrating 21st Century content and skills into educational practice.

Required Course [Summer] <i>Three advanced content classes in science and social studies will be offered onsite/hybrid/online in summer 2016. Course names will be provided in the spring advising session.</i>	Semester	Grade
<i>NOTE: if you apply early, you could take 1-2 classes in Summer 2015.</i> Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____ (3)	Summer 2016 1st Summer Session	
Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____ (3)	Summer 2016 2nd Summer Session	
Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____ (3)	Summer 2016 1st or 2nd Summer Session	
Introduction to Research Methods: <u>Three hours</u> 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.		
Required Course [Fall] RSCH 6101: Educational Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. <i>(Fall, Spring, Summer)</i>	Semester Spring 2016	Grade
Advanced Content Methods: <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.		
Required Course [Spring] <u>One of the following:</u> MDSK 6351: Advanced Methods in Middle and Secondary Science MDSK 6354: Advanced Methods in Middle and Secondary Social Studies MDSK 6351. Advanced Methods in Middle and Secondary Science. (3) 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> MDSK 6354. Advanced Methods in Middle and Secondary Social Studies. (3)	Semester Spring 2016	Grade

<p>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>		
<p>Authentic Applications of Leadership and Reflection: <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.</p>		
<p>Final program courses: [Fall, Spring]</p>	<p>Semester</p>	<p>Grade</p>
<p>MDSK 6260: Principles of Teacher Leadership (3) 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) (Evening)</i></p>	<p>Fall 2016</p>	
<p>MDSK 6691: Seminar in Professional Development (3) Capstone Experience: Final course scaffolds candidates' development of capstone evidence of professional and programmatic growth with the creation of a research 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>Capstone Experience and Research Committees 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>	<p>Spring 2017</p>	

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)*

APPENDIX B. M.Ed. Middle Grades Education Strand Current Planning Sheet



UNC CHARLOTTE

College of Education

Master of Education in Middle and Secondary Grades

Middle Grades Education Strand

FALL 2015 Cohort

Concentration: English, Mathematics, Science or Social Studies

Name: _____

Student ID #: _____

Email Address: _____

Telephone: _____

Advisor: Dr. Jeanneine JonesEmail: jjones@uncc.edu**M.Ed. (33 hours)****Prerequisites: Licensure in 6-9 English Language Arts, Mathematics, Science or Social Studies**

Advanced Pedagogy: Twelve hours 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
MDSK 6156. Curriculum, Teaching, and Contemporary Issues in Education. (3) 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>	Fall 2015	
MDSK 6220. Adolescence and Learning. (3) Study of adolescence as a phase of development and its relationship to the learning process. <i>(Fall, Summer) (Evening)</i>	Fall 2015	
MDLG 6225: Issues in Middle Grades Education (3) 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>	Summer 2016 10-week session	
TESL 6206: Globalization, Communities and Schools (3) 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>	Fall 2016	

<p>Advanced Specialized Pedagogy: <u>Three hours</u> in advanced specialized pedagogy courses with a focus on systematic evaluation of student learning, creation of respectful educational environments, 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 21st Century content and technology skills into educational practice.</p>		
<p>Required Courses [Summer] Select the Cohort Course or Choose ONE:</p>	Semester	Grade
<p>READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times</p> <p>READ 6265. Multiliteracies in a Global World: Reading and Writing Texts in New Times. (3) 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, and combinations of forms in digital contexts, which are represented in inter-related and complex ways. <i>(Fall, Summer, On demand) (Evenings)</i></p>	<p>Summer 2016 5-week session</p>	
<p>Alternative Course Options: These courses are NOT guaranteed to be offered for the cohort.</p> <p>EDUC 6102. The Person and School in Urban Society. (3) The basic philosophical theories and sociocultural forces that influence the objectives, structure and programs of schools, agencies and institutions in urban society. <i>(On demand)</i></p> <p>EDUC 7126 Comparative Education</p> <p>EIST 5100. Computer Applications in Education. (3) Computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focus on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. <i>(Fall, Spring, Summer)</i></p> <p>EIST 6110. Instructional Design. (3) Prerequisites: EDUC 6100 and RSCH 6101. Instructional Design and evaluation principles are included and examine Goal and task analysis, analysis of audience, flow chart development, instructional strategies, selection and development of instructional materials, formative and summative evaluation. <i>(Spring)</i></p> <p>MDSK 6142: Readings in Assessment, Measurement and Student Achievement. (3) An examination of research-based assessment strategies for the 6-12 classroom. Practitioners will construct appropriate assessment items with a focus on reliability and validity. Interpretation and utilization of student outcomes to improve classroom practice is emphasized. 3 hours. No clinical experience required. <i>(Fall) (Evening)</i></p> <p>RSCH 6109. Assessment and Evaluation Methods. (3) Prerequisite: RSCH 6101 or equivalent. Fundamentals of individual and group assessment, including selection, administration, and interpretation of norm-referenced and criterion-referenced assessment instruments and demonstration of competencies prescribed by the State of North Carolina and other professional organizational standards. <i>(Fall, Spring)</i></p> <p>RSCH 6110. Descriptive and Inferential Statistics. (3) Prerequisite: RSCH 6101 or equivalent. Identification of objective reporting and decision-making statistics; application of descriptive and inferential methods; illustration of elementary parametric and non-parametric techniques in hypothesis testing; and, demonstration of the fundamentals of data processing. <i>(Fall, Spring, Summer)</i></p> <p>EDUC 6144: Introduction to National Board Certification. (3) 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</p>		

<p>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, c) effective integration of assessment-oriented instructional decision-making, and d) successful engagement and partnerships with all educational stakeholders. 3 hours. No clinical experience required. <i>(Summer) (Evening)</i></p> <p><i>If you apply early, you could take this class in Summer 2015.</i></p>		
<p>Advanced Content: <u>Six hours</u> in a graduate advanced content course for extension of content and curriculum expertise for engaging students in relevant and rigorous content analysis integrating 21st Century content and skills into educational practice.</p>		
<p>Required Course [Summer] <i>Two advanced content classes in ELA, mathematics, science and social studies will be offered onsite/hybrid/online in summer 2016. Course names will be provided in the spring advising session.</i> NOTE: if you apply early, you could take 1-2 classes in Summer 2015.</p>	<p>Semester</p>	<p>Grade</p>
<p>Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____ (3)</p>	<p>Summer 2016 1st Summer Session</p>	
<p>Recommended approved advanced content course in licensure area (e.g. Science and Social Studies) Course Number and Title _____ (3)</p>	<p>Summer 2016 2nd Summer Session</p>	
<p>Introduction to Research Methods: <u>Three hours</u> 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>Required Course [Fall, Spring, or Summer]</p>	<p>Semester</p>	<p>Grade</p>
<p>RSCH 6101: Educational Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. <i>(Fall, Spring, Summer)</i></p>	<p>Spring 2016</p>	
<p>Advanced Content Methods: <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.</p>		
<p>Required Course [Spring]</p>	<p>Semester</p>	<p>Grade</p>
<p>One of the following: ENGL 6274: Context and Issues in the Teaching of English MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education MDSK 6351: Advanced Methods in Middle and Secondary Science MDSK 6354: Advanced Methods in Middle and Secondary Social Studies</p> <p>ENGL 6274. Contexts and Issues in the Teaching of English. (4) 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>MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education (3) 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</p>	<p>Spring 2016</p>	

and leadership. <i>(Spring, On demand)</i>			
<p>MDSK 6351. Advanced Methods in Middle and Secondary Science. (3) 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>MDSK 6354. Advanced Methods in Middle and Secondary Social Studies. (3) 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>			
<p>Authentic Applications of Leadership and Reflection: <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.</p>			
Final program courses: [Fall, Spring]		Semester	Grade
<p>MDSK 6260: Principles of Teacher Leadership (3) 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) (Evening)</i></p>		Fall 2016	
<p>MDSK 6691: Seminar in Professional Development (3) Capstone Experience: Final course scaffolds candidates' development of capstone evidence of professional and programmatic growth with the creation of a research 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>Capstone Experience and Research Committees 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>		Spring 2017	

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)*

APPENDIX C

**M.Ed. Secondary Education Strand Proposed Planning Sheet Including ELA and Math
Advanced Licensure Pathways**

Changes are highlighted in yellow.



UNC CHARLOTTE

College of Education

Master of Education in Middle and Secondary Grades

Secondary Education Strand

FALL 2015 Cohort

[NOTE: Date is provided only to demonstrate course offering overlap]

Concentration: English Language Arts, Mathematics, Science or Social Studies

Name: _____

Student ID #: _____

Email Address: _____

Telephone: _____

Advisor: Dr. Tina Heafner

Email: theafner@uncc.edu

M.Ed. (33 hours)

Prerequisites: Licensure in 9-12 English Language Arts, Mathematics, Science or Social Studies

Advanced Pedagogy: <u>Nine hours</u> in advanced pedagogy courses in 9-12 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
MDSK 6156: Curriculum, Teaching, and Contemporary Issues in Education (3) A consolidated examination of curriculum and learning theory with emphasis on educational reform and the origins of contemporary issues in education. This course 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. In addition, this course approaches learning theory associated with information processing, personal, social, and behavior models as the foundation of current content area instructional methodology. <i>(Fall) (Evening)</i>	Fall 2015	
MDSK 6220: Adolescence and Learning (3) Study of adolescence as a phase of development and its relationship to the learning process. <i>(Summer, Fall) (Evening)</i>	Fall 2015	

<p>TESL 6206: Globalization, Communities and Schools (3) [Spring] 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.</p>	<p>Fall 2016</p>	
<p>Advanced Specialized Pedagogy: <u>Three hours</u> in advanced specialized pedagogy courses with a focus on systematic evaluation of student learning, creation of respectful educational environments, 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 21st Century content and technology skills into educational practice.</p>		
<p>Required Courses [Summer] Select the Cohort Course or Choose <u>ONE</u>:</p>	<p>Semester</p>	<p>Grade</p>
<p>READ 6265/EDCI 8265: Multiliteracies in a Global World: Reading and Writing Texts in New Times</p> <p>READ 6265. Multiliteracies in a Global World: Reading and Writing Texts in New Times. (3) 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, and combinations of forms in digital contexts, which are represented in inter-related and complex ways. <i>(Fall, Summer, On demand) (Evenings)</i></p> <p><i>If you apply early, you could take this class in Summer 2015.</i></p>	<p>Summer 2015 5-week session</p>	
<p>Alternative Course Options: These courses are NOT guaranteed to be offered for the cohort.</p>		
<p>EDUC 6102. The Person and School in Urban Society. (3) The basic philosophical theories and sociocultural forces that influence the objectives, structure and programs of schools, agencies and institutions in urban society. <i>(On demand)</i></p>		
<p>EDUC 7126 Comparative Education</p>		
<p>EIST 5100. Computer Applications in Education. (3) Computer systems and software for enhancing teaching, learning, and educational management; evaluating, selecting, and integrating courseware; focus on current PC operating system, word processing, database, spreadsheet, presentation, Internet, e-mail, and multimedia software. <i>(Fall, Spring, Summer)</i></p>		
<p>EIST 6110. Instructional Design. (3) Prerequisites: EDUC 6100 and RSCH 6101. Instructional Design and evaluation principles are included and examine Goal and task analysis, analysis of audience, flow chart development, instructional strategies, selection and development of instructional materials, formative and summative evaluation. <i>(Spring)</i></p>		
<p>MDSK 6142: Readings in Assessment, Measurement and Student Achievement. (3) An examination of research-based assessment strategies for the 6-12 classroom. Practitioners will construct appropriate assessment items with a focus on reliability and validity. Interpretation and utilization of student outcomes to improve classroom practice is emphasized. 3 hours. No clinical experience required. <i>(Fall) (Evening)</i></p>		
<p>RSCH 6109. Assessment and Evaluation Methods. (3) Prerequisite: RSCH 6101 or equivalent. Fundamentals of individual and group assessment, including selection, administration, and interpretation of norm-referenced and criterion-referenced assessment instruments and demonstration of competencies prescribed by the State of North Carolina and other professional organizational standards. <i>(Fall, Spring)</i></p>		
<p>RSCH 6110. Descriptive and Inferential Statistics. (3) Prerequisite: RSCH 6101 or equivalent. Identification of objective reporting and decision-making statistics; application of descriptive and inferential methods; illustration of</p>		

<p>elementary parametric and non-parametric techniques in hypothesis testing; and, demonstration of the fundamentals of data processing. <i>(Fall, Spring, Summer)</i></p>		
<p>EDUC 6144: Introduction to National Board Certification. (3) 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, c) effective integration of assessment-oriented instructional decision-making, and d) successful engagement and partnerships with all educational stakeholders. 3 hours. No clinical experience required. <i>(Summer) (Evening)</i></p> <p><i>If you apply early, you could take this class in Summer 2015.</i></p>		
<p>Advanced Content: <u>Nine hours</u> in a graduate advanced content course for extension of content and curriculum expertise for engaging students in relevant and rigorous content analysis integrating 21st Century content and skills into educational practice.</p>		
<p>Required Course [Summer] <i>Three advanced content classes in English Language Arts, Mathematics, Science or Social Studies will be offered onsite/hybrid/online in summer 2016. Course names will be provided in the spring advising session.</i></p>	<p>Semester</p>	<p>Grade</p>
<p><i>NOTE: if you apply early, you could take 1-2 classes in Summer 2015.</i></p>		
<p>Recommended approved advanced content course in licensure area (e.g. English Language Arts, Mathematics, Science and Social Studies) Course Number and Title _____ (3)</p>	<p>Summer 2016 1st Summer Session</p>	
<p>Recommended approved advanced content course in licensure area (e.g. English Language Arts, Mathematics, Science and Social Studies) Course Number and Title _____ (3)</p>	<p>Summer 2016 2nd Summer Session</p>	
<p>Recommended approved advanced content course in licensure area (e.g. English Language Arts, Mathematics, Science and Social Studies) Course Number and Title _____ (3)</p>	<p>Summer 2016 1st or 2nd Summer Session</p>	
<p>Introduction to Research Methods: <u>Three hours</u> 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>Required Course [Fall] RSCH 6101: Educational Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. <i>(Fall, Spring, Summer)</i></p>	<p>Semester</p> <p>Spring 2016</p>	<p>Grade</p>
<p>Advanced Content Methods: <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.</p>		
<p>Required Course [Spring] One of the following: ENGL 6274: Context and Issues in the Teaching of English MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education MDSK 6351: Advanced Methods in Middle and Secondary Science MDSK 6354: Advanced Methods in Middle and Secondary Social Studies</p>	<p>Semester</p> <p>Spring 2016</p>	<p>Grade</p>

<p>ENGL 6274. Contexts and Issues in the Teaching of English. (4) 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>MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education (3) 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>MDSK 6351. Advanced Methods in Middle and Secondary Science. (3) 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>MDSK 6354. Advanced Methods in Middle and Secondary Social Studies. (3) 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>		
<p>Authentic Applications of Leadership and Reflection: <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.</p>		
<p>Final program courses: [Fall, Spring]</p>	<p>Semester</p>	<p>Grade</p>
<p>MDSK 6260: Principles of Teacher Leadership (3) 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) (Evening)</i></p>	<p>Fall 2016</p>	
<p>MDSK 6691: Seminar in Professional Development (3) Capstone Experience: Final course scaffolds candidates' development of capstone evidence of professional and programmatic growth with the creation of a research 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>Capstone Experience and Research Committees 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>	<p>Spring 2017</p>	

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)

APPENDIX D

GRADUATE CATALOG CHANGES

Changes are highlighted in yellow.

Middle Grades and Secondary Education

- **Master of Education (M.Ed.)**
- **Master of Arts in Teaching (M.A.T.)**
- **Graduate Certificate in Teaching**

Department of Middle Grades, Secondary, and K-12 Education

mnsk.uncc.edu

Graduate Coordinators

Dr. Jeanneine Jones, M.Ed. Program – Middle Grades

Dr. Tina L. Heafner, M.Ed. Program – Secondary

Dr. Teresa Petty, MAT Program

Graduate Faculty

Dr. Joyce Brigman, Clinical Assistant Professor

Dr. Bettie Ray Butler, Assistant Professor

Dr. Heather Coffey, Assistant Professor

Dr. Diana Dagenhart, Clinical Assistant Professor

Dr. Warren DiBiase, Associate Professor

Dr. Tarra D. Ellis, Clinical Assistant Professor

Dr. Paul Fitchett, Associate Professor

Dr. Tina Heafner, Professor

Dr. Charles Hutchison, Associate Professor

Dr. Jeanneine Jones, Professor

Dr. Scott Kissau, Associate Professor

Dr. Lan Quach Kolano, Associate Professor

Dr. Chance Lewis, Professor

Dr. Teresa Petty, Associate Professor

Dr. David Pugalee, Professor

Dr. Spencer Salas, Associate Professor

Dr. Greg Wiggan, Associate Professor

MASTER OF EDUCATION IN MIDDLE AND SECONDARY GRADES

The Master of Education in Middle and Secondary Grades has been developed specifically for experienced licensed teachers in middle and secondary schools who desire advanced study in content and pedagogy, and seek an opportunity to integrate advanced study with their teaching

experiences. In addition, candidates acquire the skills, knowledge, dispositions, and abilities required to assume a leadership role. For example, candidates are required to take Teacher Leadership within their final two semesters, a course that better prepares them to become content department chairs, interdisciplinary team leaders, or staff development specialists. Furthermore, by admitting only experienced teachers, candidates serve as resources for one another and become active members in a community of professionals who are knowledgeable, effective, and committed practitioners. At the conclusion of the program, graduates become teacher leaders who understand and establish respectful educational environments, demonstrate content and curriculum expertise, effectively support student learning through evidence-based research, and exhibit systematic, critical analysis of learning through purposeful and meaningful reflection. Finally, because this degree focuses on a teacher's professional growth, it requires completion of a comprehensive portfolio or capstone research project, which is determined by the individual program's requirements.

Program Goals

Successful graduates possess a comprehensive pedagogical, conceptual, and reflective knowledge base that can be applied to their classrooms through effective instruction, responsiveness, and collaboration. This developed and applied knowledge is, in turn, shared with other professionals through a variety of leadership opportunities. Both the College's Conceptual Framework and the following goals provide structure for the entire program.

Program graduates are able to:

- 1) Self-direct their personal and professional growth
- 2) Respond effectively to adolescent differences, equity and diversity, and global learning communities
- 3) Demonstrate advanced pedagogical content knowledge of the curriculum, as well as apply 21st knowledge, skills, and technical expertise
- 4) Improve educational practice through critical self-reflection, self-assessment, and applied research
- 5) Work collaboratively with colleagues, professionals, parents, guardians, families and individuals charged with the well-being of learners
- 6) Assume a leadership role at the local, district, regional, state, or national level

National Board for Professional Teaching Standards Connections

A unique feature of this program is its strategic alignment with core propositions, skill sets, academic language, and concepts from the National Board for Professional Teaching Standards (NBPTS). Activities are designed to provide information and support to potential and current candidates. They also account for recent certification program changes by the NBPTS.

Admission Requirements

- 1) A Bachelor's degree from a regionally accredited college or university
- 2) A North Carolina "A" license (Standard Professional 1 [SP1] Professional Educator's License) in Middle Grades (6-9) or Secondary Education (9-12), or the equivalent from another state in both the track and content field of the program to which the candidate is making application
- 3) Teaching experience in a middle grades or secondary classroom

- 4) An undergraduate GPA of 2.75 overall and 3.0 in the Junior/Senior years
- 5) An acceptable score on the GRE or MAT
- 6) A written narrative providing a statement of purpose for Master's degree study
- 7) Satisfactory recommendations from three professional educators

Degree Requirements

This degree requires a total of 33 hours of coursework in either middle grades or secondary education. Candidates must fulfill requirements in one of these two tracks.

Tracks

There are two tracks within this degree. One focuses on middle grades education and the other on secondary education. Each requires a total of 33 hours as prescribed by program requirements. The selected track must match the candidate's initial A license, as issued by the state of North Carolina.

Core Courses

There are six core courses required that are common to both the middle grades and secondary tracks. These include:

- MDSK 6156 Curriculum, Teaching, and Contemporary Issues (3)
- MDSK 6220 Adolescence and Learning (3)
- MDSK 6260 Principles of Teacher Leadership (3)
- MDSK 6691 Seminar in Professional Development (3)
- RSCH 6101 Research Methods (3)
- TESL 6206 Globalization, Communities, and Schools (3)

Electives

Each track allows one three-hour advanced specialized pedagogy choice from selected coursework

Capstone Experience

Candidates in both middle grades and secondary must complete a capstone experience. They complete either a comprehensive portfolio or research project, as assigned by their program advisor.

Advising

Each candidate will have an assigned advisor within the Department of Middle Grades, Secondary, and K-12 Education.

Licensure

Graduates of the M.Ed. will be eligible to receive an Advanced Competency "M" license (Standard Professional 2 [SP2] Professional Educator's License) in either middle grades (6-9) or secondary (9-12) from the state of North Carolina in addition to their Master's Degree.

Note: Standard Professional 2 (SP2) Professional Educator's Licenses are intended for teachers with 3 or more years of teaching experience, and are valid for five years. Teachers who are fully licensed and "Highly Qualified" in another state who have three or more years of teaching

experience in another state AND who meet NC's Praxis testing requirements OR have National Board Certification are issued the SP2 Professional Educator's license.

Qualifying Examination

Acceptable scores on either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).

Committees

Candidates convene a committee of three graduate faculty members whom they select with assistance from their department advisor if a research project is required as the capstone experience. The primary role of this committee is to assess the research project. All other candidates complete the comprehensive portfolio which is guided by the course instructor for MDSK 6691.

Research Opportunities and Experiences

There are many opportunities for candidates to participate in research studies on either an independent or collaborative basis. These opportunities are available with Department faculty members, through assigned coursework, and through the research project.

Assistantships

There are limited opportunities available within the Department of Middle Grades, Secondary, or K-12 Education. Contact the Department for more information.

Financial Aid/Financial Assistance

Information is available from the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). See tealr.uncc.edu for details. Additional information is available from the Office of Student Financial Aid at finaid.uncc.edu.

Program Certifications/Accreditation

Programs are accredited by both NCATE and NCDPI.

Middle Grades Education

Degree Requirements

Total of 33 hours

Core Courses (6 hours)

MDSK 6156 Curriculum, Teaching, and Contemporary Issues (3)

MDSK 6220 Adolescence and Learning (3)

MDSK 6260 Teacher Leadership (3)

MDSK 6691 Seminar in Professional Development (3)

RSCH 6101 Research Methods (3)

TESL 6206 Globalization, Communities, and Schools (3)

Middle Grades Course (3 hours)

MDLG 6225 Issues in Middle Grades Education (3)

Methods Course (3 hours)

Students choose one from their content concentration:

- ENGL 6274 Contexts and Issues in the Teaching of English (3)
- MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education (3)
- MDSK 6351 Advanced Methods in Middle and Secondary Science (3)
- MDSK 6354 Advanced Methods in Middle and Secondary Social Studies (3)

Content Specialization Requirements (6 hours)

The content field of study may be chosen from one of the following areas:

- Science
- Social Studies
- Mathematics
- English

Including content specific program coursework:

- MDSK 6250 Issues in 6-12 Science Education (3)
- MDSK 6251 Issues in 6-12 Math Education (3)
- MDSK 6254 Issues in 6-12 Social Studies Education (3)

Advanced Specialization Pedagogy (3 hours)

A graduate-level pedagogy course should be chosen in consultation with student's advisor. Possible elective options include, and are limited to one of, the following:

- EDUC 6102 Person and School in Urban Society (3)
- EDUC 7126 Comparative Education (3)
- EIST 5100 Technology Integration in Education (3)
- EIST 6110 Instructional Design (3)
- MDLG 6800 Individual Study in Middle Grades Education (1-6)
- MDSK 6142 Readings in Assessment, Measurement, and Student Achievement (3)
- READ 6265/EDCI 8265 Multiliteracies in a Global World: Reading and Writing Texts in New Times (3)
- RSCH 6109 Assessment and Evaluation Methods (3)
- RSCH 6110 Descriptive and Inferential Statistics in Education (3)
- TESL 5101 Second Language Diagnosis and Evaluation (3)

Secondary Education

Degree Requirements

Total of 33 hours

Core Courses (18 hours)

- MDSK 6156 Curriculum, Teaching, and Contemporary Issues (3)
- MDSK 6220 Adolescence and Learning (3)
- MDSK 6260 Teacher Leadership (3)
- MDSK 6691 Seminar in Professional Development (3)
- RSCH 6101 Research Methods (3)
- TESL 6206 Globalization, Communities, and Schools (3)

Methods Course (3 hours)

Students should choose one from their content concentration.

ENGL 6274 Contexts and Issues in the Teaching of English (3)

MAED 6252 Advanced Methods in Middle and Secondary Mathematics Education (3)

MDSK 6351 Advanced Methods in Middle and Secondary Science (3)

MDSK 6354 Advanced Methods in Middle and Secondary Social Studies (3)

Content Specialization Requirements (9 hours)

The content field of study may be chosen from one of the following areas:

- Science
- Social Studies
- Mathematics
- English

Including content specific program coursework:

MDSK 6251 Issues in 6-12 Math Education (3)

MDSK 6250 Issues in 6-12 Science Education (3)

MDSK 6254 Issues in 6-12 Social Studies Education (3)

Note: For students interested in teaching at the community college level, Master's degrees in Mathematics and English Education are offered through the Departments of Mathematics & Statistics and English, respectively.

Advanced Specialized Pedagogy (3 hours)

A graduate-level pedagogy course should be chosen in consultation with the student's advisor.

Possible elective options include, and are limited to, one of the following:

EDUC 6102 Person and School in Urban Society (3)

EDUC 7126 Comparative Education (3)

EIST 5100 Technology Integration in Education (3)

EIST 6110 Instructional Design (3)

MDSK 6142 Readings in Assessment, Measurement, and Student Achievement (3)

READ 6265/EDCI 8265 Multiliteracies in a Global World: Reading and Writing Texts in New Times (3)

RSCH 6109 Assessment and Evaluation Methods (3)

RSCH 6110 Descriptive and Inferential Statistics in Education (3)

TESL 5101 Second Language Diagnosis and Evaluation (3)

SECD 6800 Individual Study in Secondary Education (1-6)

MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION

The Master of Arts in Teaching (M.A.T.) in Middle Grades or Secondary Education program is designed for individuals with a bachelor's degree and a major in English, Mathematics, History, Biology, Chemistry, Earth Sciences, Physics, or a related field. The M.A.T. program is a 39-hour program composed of two phases: the Graduate Certificate phase (Phase I) and the Master's degree completion phase (Phase II). Completion of Phase I of the M.A.T. leads to the initial Standard Professional I teaching license in the related content area. Phase I requires 18 semester hours of coursework, including the graduate student teaching/internship experience plus any background content deficiency courses. Upon completion of Phase I, qualified candidates may continue into Phase II upon acceptance into the program to complete the remaining requirements for the Master's degree and qualify for the advanced Standard Professional II teaching license. For more information on the M.A.T., visit pathwaytoteaching.com.

All courses for both phases of the M.A.T. must be completed within six years. Coursework within Phase I/Graduate Certificate must be completed within four years.

General Requirements for Admission to the Graduate School

Please refer to admission information in the Graduate School section of this *Catalog*.

Admission Requirements for all M.A.T. (Phase II) programs

- 1) Completion of the Graduate Certificate in Teaching
- 2) A minimum graduate GPA of 3.5 in the Graduate Certificate in Teaching
- 3) One recommendation from a full-time faculty member who has taught you in the Graduate Certificate in Teaching program
- 4) A statement of purpose
- 5) Official transcripts
- 6) Apply online at graduateschool.uncc.edu

The admission process includes timely completion of the Admission to Candidacy form and the Application for Graduation from the Graduate Certificate program.

Students with a GPA below 3.5 in the Graduate Certificate Phase I may be considered for admission to the M.A.T. program with scores above the 30th percentile on either the GRE or Miller Analogies Test.

Degree Requirements

Phase I/ Graduate Certificate Required Courses (18 hours)

MDSK 6162 Planning for K-12 Instruction (3)

READ 5255 Integrating Reading and Writing in the Content Areas (3)

EDUC 5100 Diverse Learners (3)

MDSK 6470 Graduate Student Teaching and Internship (3)

One of the following:

MDLG 5130 The Middle Grades Experience (3)

SECD 5140 The Secondary School Experience (3)

Content Methods (choose the one related content area):

ENGL 5254 Teaching English/Communications to Middle/Secondary School Learners (3)

MAED 5232 Teaching Mathematics to Middle School Learners (3)

MAED 5252 Teaching Mathematics to Secondary School Learners (3)

MDSK 5251 Teaching Science to Middle and Secondary School Learners (3)

MDSK 5253 Teaching Social Studies to Middle and Secondary School Learners (3)

Phase II/ Completion of the M.A.T. Required Courses (21 hours)

MDSK 6220 - Adolescence and Learning (3)

MDSK 6260 Teacher Leadership (3)

MDSK 6691 Seminar in Professional Development (3)

RSCH 6101 Research Methods (3)

One Graduate-Level in the Content Area (5000 or 6000 level) (3)

One of the following:

MDLG 6225 Issues in Middle Grades Education (3) (middle grades only)

Graduate-Level in the Content Area (5000 or 6000 level) (3) (secondary only)

One of the following Advanced Methods courses:

ENGL 6274 Context and Issues in the Teaching of English (3)

MAED 6252 Advanced Methods in Middle and Secondary Mathematics (3)

MDSK 6351 Advanced Methods in Middle and Secondary Science (3)

MDSK 6354 Advanced Methods in Middle and Secondary Social Studies (3)

Electives

There are no elective hours in the M.A.T. in Middle Grades and Secondary Education.

Admission to Candidacy

The Candidacy form supplied by the Graduate School must be received no later than the eighth instructional day of the semester in which completion of all degree requirements is expected.

Application for Degree

The Application for Degree and graduation supplied by the Graduate School must be submitted early in the semester in which completion of all program requirements is expected.

Clinical Field Experiences

Most courses require students to develop their knowledge, skills, and dispositions in public school/agency settings. *All students are expected to complete clinical experiences in at least two significantly different settings.* Clinical field experiences provide opportunities for helping all students learn, including children with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. During clinical experiences, students apply theories and understandings gained in coursework, analyze P-12 student learning, and develop the ability to positively impact all learners. These structured experiences can take place in multiple settings such as neighboring schools or districts, day care centers and after-school programs, alternate youth centers, or in the schools and classrooms in which the candidates work.

Candidates who are lateral entry teachers and teacher assistants must move beyond their own classrooms and schools for at least two clinical experiences. Alternative settings must be approved by the instructor. A limited number of clinical experiences may be approved in

significantly different classrooms within their school of employment. Employed candidates are encouraged to seek assistance and support from their administrators.

Internship/Student Teaching

The graduate-level student teaching/internship is the culminating experience in Phase I of the M.A.T., offering students the opportunity to demonstrate their readiness for the initial Standard Professional I teaching license. Students are assigned to an appropriate classroom for a full-time, semester-long experience under the supervision of the classroom teacher and University faculty. Lateral entry teachers and teacher assistants must contact the Office of Field Experiences to determine the appropriateness of their classroom for the student teaching/internship experience and licensure requirements. This contact should take place at least one semester before student teaching.

There is no required internship for Phase II of the M.A.T.

Capstone Requirements

The capstone experience for the M.A.T. will be fulfilled by completing a Comprehensive Portfolio.

Advising

All students are assigned an advisor upon formal admission to the program. Students should consult with their advisors at least once each semester.

Assistantships

The Program typically has a limited number of graduate assistantships with salaries starting at \$8,000/academic year. Applications are available from the Department of Middle, Secondary, and K-12 Education.

Licensure

Upon successful completion of the Phase I/Graduate Certificate, students will be recommended for the North Carolina initial Standard Professional I teaching license. For this initial license, students are required to complete an electronic licensure portfolio that is created during coursework and student teaching. Upon successful completion of Phase II, students will be recommended for the North Carolina advanced Standard Professional II teaching license. For the advanced license, students are required to complete an advanced electronic licensure portfolio during coursework.

Financial Aid/Financial Assistance

Information is available from the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). See tealr.uncc.edu for details. Additional information is available from the Office of Student Financial Aid at finaid.uncc.edu.

Program Approval

All teacher education programs at UNC Charlotte are accredited by the National Council for Accreditation of Teacher Education. The M.A.T. in Middle Grades and Secondary Education has been approved by North Carolina State Board of Education.

GRADUATE CERTIFICATE IN TEACHING - MIDDLE GRADES AND SECONDARY EDUCATION

The Graduate Certificate in Teaching - Middle Grades and Secondary Education is an 18 semester-hour program, including the graduate student teaching/internship experience plus any background content deficiency courses, designed for students who hold a bachelor's degree. Upon successful completion of the Graduate Certificate, students are eligible for the North Carolina Standard Professional 1 (SP1) Professional Educator's License.

The required courses for the Graduate Certificate are identical to Phase I of the M.A.T. Upon completion of the Graduate Certificate, qualified students have the option of continuing into Phase II to complete the M.A.T. Admission to the Graduate Certificate is separate and distinct from admission to a graduate degree program and not an indication of automatic admission to the M.A.T. degree program. For more information on this option, refer to the M.A.T. section above.

All courses for the Graduate Certificate must be completed within four years.

General Requirements for Admission to the Graduate School

Please refer to admission information in the Graduate School section of this Catalog.

Admission Requirements for the Graduate Certificate in Teaching program

- 1) An undergraduate degree from a regionally accredited four-year institution
- 2) A minimum graduate GPA of 2.5 [For alternate ways to demonstrate academic competence, contact the Teacher Education Advising, Licensure, and Recruitment (TEALR) Office]
- 3) One of the following:
 - a) Hold a relevant undergraduate degree
 - b) Obtain or already possess 24 hours of coursework in the content area for which licensure is sought
- 4) Three recommendations from persons knowledgeable of your interaction with children or youth
- 5) A statement of purpose
- 6) Clear criminal background check
- 7) Apply online at graduateschool.uncc.edu

Degree Requirements

Phase I/ Graduate Certificate Required Courses (18 hours)

MDSK 6162 Planning for K-12 Instruction (3)

READ 5255 Integrating Reading and Writing in the Content Areas (3)

EDUC 5100 Diverse Learners (3)

One of the following courses

MDLG 5130 The Middle Grades Experience (3)

SECD 5140 The Secondary School Experience (3)

Content Methods (choose the related content area)

ENGL 5254 Teaching English/Communications to Middle/Secondary School Learners (3)

MAED 5232 Teaching Mathematics to Middle School Learners (3)

MAED 5252 Teaching Mathematics to Secondary School Learners (3)

MDSK 5251 Teaching Science to Middle and Secondary School Learners (3)

MDSK 5253 Teaching Social Studies to Middle and Secondary School Learners (3)

Student Teaching/Internship
MDSK 6470 Graduate Student Teaching and Internship (3)

Admission to Candidacy

The Candidacy form supplied by the Graduate School must be received no later than the eighth instructional day of the semester in which completion of all degree requirements is expected.

Application for Degree

The Application for graduation supplied by the Graduate School must be submitted early in the semester in which completion of all program requirements is expected.

Clinical Field Experiences

Most courses require students to develop their knowledge, skills, and dispositions in public school/agency settings. *All students are expected to complete clinical experiences in at least two significantly different settings.* Clinical field experiences provide opportunities for helping all students learn, including children with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. During clinical experiences, students apply theories and understandings gained in coursework, analyze 6-12 student learning, and develop the ability to positively impact all learners. Arrangements for the clinical field experience are made through the Office of Field Experiences.

Candidates who are lateral entry teachers and teacher assistants must move beyond their own classrooms and schools for at least two clinical experiences. Alternative settings must be approved by the instructor. A limited number of clinical experiences may be approved in *significantly different* classrooms within their school of employment. Employed candidates are encouraged to seek assistance and support from their administrators.

Internship/Student Teaching

The graduate-level student teaching/internship is the culminating experience in the Graduate Certificate program, offering students the opportunity to demonstrate their readiness for the initial Standard Professional I teaching license. Students are assigned to an appropriate classroom for a full-time, semester-long experience under the supervision of the classroom teacher and University faculty. Lateral entry teachers and teacher assistants must contact the Office of Field Experiences to determine the appropriateness of their classroom for the student teaching/internship experience and licensure requirements. This contact should take place at least one semester before student teaching.

Advising

All students are assigned an advisor upon formal admission to the program. Students should consult with their advisors at least once each semester.

Licensure

Upon successful completion of the Phase I/Graduate Certificate, students will be recommended for the North Carolina Standard Professional I (SP1) Professional Educator's License. For this initial license, students are required to complete an electronic licensure portfolio that is created during coursework and student teaching.

Financial Aid/Financial Assistance

Middle, Secondary, and K-12 Education (MDSK)

MDSK 5000. Topics in Middle and Secondary Education. (1-6) May include classroom and/or clinical experiences in the content area. With department approval, *May be repeated for credit with change of topic.*

MDSK 5251. Teaching Science to Middle and Secondary School Learners. (3) Comprehensive overview of both science education and the nature of science. Planning and implementing effective learning experiences and assessment for both the number and the diversity of learners in a middle or secondary science classroom. Extensive clinical experience required.

MDSK 5253. Teaching Social Studies to Middle and Secondary School Learners. (3) Comprehensive overview of history and social studies education with an emphasis on providing opportunities for history and social studies teachers to create relevant, stimulating, content specific lessons for the diversity of students in middle or secondary schools. Extensive clinical experience required.

MDSK 6142. Readings in Assessment, Measurement, and Student Achievement. (3) An examination of research-based assessment strategies for the 6-12 classroom. Practitioners construct appropriate assessment items with a focus on reliability and validity. Interpretation and utilization of student outcomes to improve classroom practice is emphasized. No clinical experience required. *(Fall, Summer) (Evening)*

MDSK 6150. Models of Teaching. (3) Learning theory associated with information processing, personal, social, and behavioral models; current trends in instructional methodology for a variety of content areas. *(Spring) (Evening)*

MDSK 6156. Curriculum, Teaching, and Contemporary Issues in Education. (3) 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. *(Fall) (Evening)*

MDSK 6162. Planning for K-12 Instruction. (3) Introduction to the systematic process of planning for effective classroom instruction and assessment. Special attention is given to the related use of technology in the development of effective and systematic learning environments. Recommended as a prerequisite for EDUC 5100 and most of the methods courses, as students need lesson planning skills to be successful in most other courses. Extensive clinical experience required.

MDSK 6220. Adolescence and Learning. (3) Study of adolescence as a phase of development and its relationship to the learning process. *(Fall, Summer) (Evening)*

MDSK 6250. Issues in 6-12 Science Education. (3) Orientation to content, curriculum and methods appropriate for teaching science. Emphasis is on a critical examination of current trends and practices in the teaching of science. *(On demand)*

MDSK 6251. Issues in 6-12 Mathematics Education. (3) Orientation to content, curriculum and methods appropriate for teaching mathematics. Emphasis is on critical examination of current trends and practices in the teaching of mathematics. *(On demand)*

MDSK 6254. Issues in 6-12 Social Studies Education. (3) Current issues in teaching and learning social studies. Emphasis on current trends in curriculum, advanced instructional methods, and research. *(On demand)*

MDSK 6260. Teacher Leadership. (3) 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. *(Fall, Spring) (Evening)*

MDSK 6351. Advanced Methods in Middle and Secondary Science. (3) 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. *(Spring, On demand)*

MDSK 6354. Advanced Methods in Middle and Secondary Social Studies. (3) 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. *(Spring, On demand)*

MDSK 6356. Curriculum Studies. (3) Examination of the field of curriculum study with particular emphasis on the change process. *(Fall) (Evening)*

MDSK 6464. Primary and Secondary Source Analysis. (3) Advanced content course for middle and secondary social studies teachers seeking advanced social studies licensure. Provides a focused study of primary and secondary sources that effectively support middle and secondary student understanding of social studies content. Emphases include increased content knowledge of social studies, extensive content research and reading, development of content resources, application of advanced instructional methods through the integration of content resources to support student learning of social studies content, and experience in curriculum evaluation.

MDSK 6470. Graduate Student Teaching and Internship. (3) Prerequisites: completion of all coursework required for the "A" license completion of an application for the course by the established deadline, and approval of the department. Requires a full-time, semester-long graduate student teaching experience of teaching in the appropriate area of licensure. Includes formal observations in the intern's classroom by university faculty and/or school-based supervisors. Includes seminars. Application required.

MDSK 6691. Seminar in Professional Development. (3) Seminar focused on the self-direction and professional development of teachers. Emphasis placed on the design, development, and completion of the candidate's comprehensive portfolio, thesis, or research project. *(Fall, Spring) (Evening)*

APPENDIX E

DOCUMENTATION OF NCDPI LICENSURE APPROVAL

From: Joyce Gardner [mailto:Joyce.Gardner@dpi.nc.gov]
Sent: Wednesday, April 22, 2015 1:37 PM
To: Hart, Laura
Subject: RE: update on UNCC temp approval

Hello, Laura.

I don't see a problem with this and I am sorry for the delay. I am reviewing House Bills impacting education that just came across our desks this week and providing feedback before tomorrow's House session.




I'll be back with you soon.

Joyce

Joyce Gardner M.Ed., MSA
Director
-Educator Preparation
-Governor's Teacher Network
-NC Teacher Corps

NC Department of Public Instruction

Educator Effectiveness
6330 Mail Service Ctr | Raleigh, NC 27699-6330

[O] 919.807.3427  919.807.3427 | [M] 919.825.9388  919.825.9388 | [F] 919.807.3362 
919.807.3362

joyce.gardner@dpi.nc.gov


From: Hart, Laura
Sent: Wednesday, April 22, 2015 3:47 PM
To: Spooner, Melba; Macon, Amanda; Jones, Jeanneine; Heafner, Tina; Kissau, Scott
Subject: DPI temporary approval to offer M licensure for Eng/Math through Med

Good afternoon ... we have received temporary DPI approval to offer M-licensure through our Middle-Secondary MEd to English / Math Concentrations in the Union and Stanly county cohorts proposed to begin this summer/fall. This approval currently only applies for these two cohorts.

If any additional changes are made to the program content, please let me know. Thanks!


Laura Hart, Ed.D.
Director of Accreditation and Continuous Improvement
College of Education | Dean's Office | COED 206


9201 University City Boulevard | Charlotte, NC 28223-0001

Telephone: 704-687-8189  704-687-8189
lchart1@uncc.edu

Are you interested in sharing some good ideas about the best practices of teaching? **The Teacher to Teacher conference** is the perfect place to network and share ideas with other education professionals! **Find us on the web at** <http://oeo.uncc.edu/t2t>.

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in

error, please notify me immediately by reply e-mail or by telephone at 704-687-8189  704-687-8189. Thank you.

 Be green, keep it on the screen! Please consider the environment before printing this email.

APPENDIX F

LIBRARY CONSULTATION



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Tina L. Heafner, Director of the M.Ed. In Secondary Education

From: Judy Walker, Education/ Psychology Librarian

Date: April 22, 2015

Subject: M.Ed. in Middle Grades and Secondary Education licensure (ELA & Math)

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** _____

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Additional resources will not be needed in the library since we already support all four content areas in the middle grades strand of the M.Ed. as well as the MAT degree.

Evaluator's Signature

April 22, 2015
Date

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



UNC CHARLOTTE

College of Liberal Arts & Sciences

Office of the Dean

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t/ 704.687.0088 f/ 704.687.0089 www.clas.uncc.edu

MEMORANDUM

TO: Dr. Dawson Hancock
Associate Dean, College of Education

FROM: Dr. Nancy Gutierrez *Nancy Gutierrez*
Dean, College of Liberal Arts & Sciences

DATE: December 14, 2015

SUBJECT: Graduate Course Proposal - MDSK 4-22-15: M.Ed. in Middle Grades and Secondary Education Addition of Advanced Licensure Pathways

The College of Liberal Arts & Sciences fully supports the Department of Middle, Secondary, and K-12 Education proposal to add advanced licensure pathways of English Language Arts and Mathematics in the secondary education strand of the M.Ed. in Middle Grades and Secondary Education. We have reviewed the proposal and conferred with the Department of English and the Department of Mathematics and Statistics, as well as the Dean and Associate Deans of the College of Education. As our two affected departments, both English and Math fully support the proposal without qualification.

Please let me know if you need additional information about our consultation regarding this proposal.