

M.S.ED. IN EDUCATION AND SOCIAL CHANGE

<https://tal.edu.miami.edu/graduate/masters/esc-msed/index.html>

Overview

The Education and Social Change program's conceptual framework focuses on the world of education beyond classroom walls, the classroom context of teaching, and the students in classrooms, comprising a holistic, developmental approach across the three areas. Overall, the goals of the program track are to improve instruction for diverse populations, to prepare teachers for leadership roles within their schools, and to develop capacity to lead future change efforts in support of public education.

The Education and Social Change M.S. Ed. program track is made up of 10 courses (3 credits each) or 30 credits. Following the University of Miami's policies for credit transfer, it is possible to transfer in and apply up to six (6) graduate credit hours from an accredited institution's similar course content listed below to meet the program's 30-credit requirement for degree completion. It is possible to complete up to six additional credits of supervised teaching experience to total 36 credit hours. See graduate program advisor for guidance.

Application Requirements

Admission to all graduate-degree concentrations in the School of Education and Human Development is based on the recommendation of the faculty. Admissions decisions are based on faculty review of the following general requirements that apply to **all** Graduate Programs in the School as well as specific documents listed under each concentration.

Applicants must:

- complete an online application and submit the required application fee;
- provide official transcripts showing completion of a bachelor's degree from an accredited institution and an acceptable undergraduate grade point average. A minimum of 3.0 undergraduate GPA is required. Digital official transcripts from every institution attended by an applicant, whether or not the applicant completed a degree program at the institution, are required (please send in digital format to soegradadmissions@miami.edu);
- provide three letters of recommendation that address the issues and meet the criteria established by the program being applied to;
- provide a 1500-word essay response to a writing prompt addressing a current issue in education (see program website);
- resume;
- take part in an admissions interview (required by some programs); and
- exhibit personal and professional experiences and characteristics that are relevant to the profession and/or field and/or degree program for which the application is being submitted.

Master of Science in Education (M.S.Ed.)

International Applications

All international applications must provide additional information and meet additional requirements as required by the UM Graduate School and the Office of International Student and Scholar Services. For an appropriate link to these requirements, please visit the International Student and Scholar Services website.

Admission Decision

Once an applicant has been admitted to graduate study, that individual should meet with the faculty advisor who was appointed to serve in that capacity and whose name appears in the admissions letter. This advisor will help the student enroll in courses that are appropriate to the program; to develop and to refine a Course Sequence Plan that must be on file in the Office of Graduate Studies by the end of the first semester of enrollment.

Honor Code/Handbook of Policies and Procedures

The School of Education and Human Development follows the Graduate School's Honor Code. All students are required to review the Graduate Student Honor Code and the School of Education and Human Development's Handbook of Policies and Procedures for Graduate Students and submit the signed Acknowledgement of Receipt located on page 3 by the end of their first semester of enrollment.

Curriculum Requirements

Code	Title	Credit Hours
Core Courses:		
TAL 614	Assessment in Inclusive and Special Education Classrooms	3
TAL 629	Educating Exceptional Students	3
TAL 612	Building Positive Relationships with Diverse Learners	3
TAL 647	Language and Early Reading Instruction	3
or TAL 634	Language and Reading Instruction	

TAL 666	Introduction to the Politics of Education, Teaching, and Learning	3
TAL 668	Human Development, Learning and Schooling	3
TAL 669	Teacher and Student Wellbeing in Education	3
TAL 683	Introduction to Theories and Practice of TESOL	3
or TAL 606	Issues and Strategies for ESOL	
TAL 677	Applied Research in Education	3
Teaching Methods - Select one of the following:		3
TAL 660	Instruction and Assessment in the Secondary School	
TAL 665	Methods of Teaching in the Elementary School	
TAL 654	STEM Methods for Diverse Learners	
Electives		0-6
Electives (6 credits): With advisor approval, students may substitute up to 6 credits (e.g., 2 courses from list of approved course substitutes) for core courses, to be included in their program plans. ¹		
Total Credit Hours		30

¹ See Graduate Program Advisor for guidance.

Sample Plan of Study

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

Social Change Track Example

Year One		Credit Hours
Fall		
TAL 614	Assessment in Inclusive and Special Education Classrooms	3
TAL 629	Educating Exceptional Students	3
Credit Hours		6
Spring		
TAL 634	Language and Reading Instruction	3
TAL 612	Building Positive Relationships with Diverse Learners	3
Credit Hours		6
Summer		
TAL 669	Teacher and Student Wellbeing in Education	3
TAL 666	Introduction to the Politics of Education, Teaching, and Learning	3
Credit Hours		6
Year Two		
Fall		
TAL 668	Human Development, Learning and Schooling	3
TAL 683	Introduction to Theories and Practice of TESOL	3
Credit Hours		6
Spring		
TAL 660	Instruction and Assessment in the Secondary School	3
TAL 677	Applied Research in Education	3
Credit Hours		6
Total Credit Hours		30

Mission

The mission of the School of Education and Human Development (SEHD) is to produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community. The Education and Social Change Master's degree's goals and objectives mirror the SEHD's mission statement by focusing on educational policy systems at the federal, state, and local levels, as well as providing instructional opportunities to learn in order to promote equity and social justice in public schools and classrooms. This Master's in Education program in the Teaching and Learning (TAL) department focuses on teaching in urban contexts to culturally and linguistically diverse students. The Education and Social Change (ESoC) program track offers the graduate coursework required by the Florida Department of Education (FDOE) to fulfill Full

Certification requirements when the teacher candidate has secured a FDOE-issued Temporary Certificate. No formal background in education or teaching experience is required. The ESoC program is for veteran and novice teachers, providing cutting edge theoretical and practical understandings to teaching and learning for social justice and equity in diverse classroom settings. Additionally, the program partially fulfills state teacher certification requirements for novice teachers with a FDOE Temporary Teaching Certificate.

Goals

The ESoC program coursework will build the teaching, leadership, and advocacy skills of graduates to become more effective teachers of diverse students and lead efforts that support public education and equitable opportunities for all public school students. Upon completion of the program, students will have the knowledge and capacity needed to advocate, create and lead social change efforts in education.

Student Learning Outcomes

- Students will demonstrate knowledge of diversity from ecological, multicultural, and global perspectives.
- Students will be able to communicate well in oral, written, and digital media formats.
- Students will demonstrate knowledge of instructional practices for diverse learners and a Systems Change approach to education reform efforts.