Master’s in Education and Social Change Overview for 2018-19 Enrollment

School of Education and Human Development
Department of Teaching and Learning
Program Goals
M.S.ED-Education and Social Change Program Track

• To become a better educator by:
  – Understanding diversity from ecological, multicultural, and global perspectives;
  – Preparing for leadership roles within schools and communities; and
  – Developing the capacity to lead future change efforts in support of public education.
General Information
M.S.ED-Education and Social Change

• Rolling admission possibilities for 2018-19:
  – To enroll in
    • Aug. 2018, apply by July 1
    • January 2019, apply by Nov. 30
    • May 2019, apply by April 1
    • June 2019, apply by May 30

• 30-36 credits (10-12 graduate courses);*

• Capstone Project Paper due final semester enrolled

*Many variables determine time to degree completion (e.g., transfer of credits, full or part time attendance, etc.).
Program Model
M.S.ED-Education and Social Change

• Most classes meet in-person on the UM Coral Gables campus;
  – During the fall and spring semesters, classes generally meet once/week;
    Evening hours (5:00 or 5:30-7:40 or 8:00 p.m.)
    • Two classes=two evenings/week
  – Summer schedules vary
    • Summer classes will take place mid-May through June (Summer A) and early July through beginning of August (Summer B).
    • The Summer A session is a traditional face-to-face course; you must be in Miami during this time to attend classes.++
    • Summer B classes are hybrid and vary with required meeting times.
Transfer of Credits

• You may transfer in up to 6 graduate credits from an accredited institution with a minimum grade of B, and for courses not already applied towards a degree;

• Teach For America Summer Institute
  • Delta’s free graduate credits are a viable option to receive graduate credit for the work you complete at the Summer Institute (contact Teach For America for details);
  • Six Delta graduate credits for Summer Institute may be transferred in and applied to the Ed and Social Change program’s 30 credit hour requirement; however, the content of the courses may not be substituted for the Ed and Social Change program’s courses.
  • If you enroll in these credits, appropriate forms will be completed to apply/substitute Delta’s 6 credits towards the 30 credits required to earn the M.S. ED and you would enroll in 24 credits here at UM.

• If no credits are transferred in and applied to the Ed and Social Change program, your time to degree completion may be different (six additional credits are generally taken in one semester or two summer sessions).
Core Program Courses

1. TAL 601 Educational Assessment and Accountability (3 credits)

2. TAL 627 Understanding Culture in the Classroom (3 credits)

3. TAL 629 Educating Exceptional Students (3 credits)

4. TAL 634 Language and Reading Instruction (secondary teachers) or TAL 647 Language and Early Reading Instruction (elementary teachers) (3 credits)

5. TAL 666 Introduction to Politics of Education (3 credits)

6. TAL 668 Development, Learning, and Schooling (3 credits)

7. TAL 669 Organizational Well-being in Education (3 credits)
If pursuing a FL DOE Full Teaching Certificate (3 credits)

Choose one course that coincides with your area of teaching certification:

**Elementary Teachers:**
TAL 665 Methods for Teaching in the Elementary Classroom (3 credits)

**Secondary Teachers (Choose one):**
TAL 661 Methods for Teaching English in the Secondary Classroom (3 credits)
TAL 654 Methods for Teaching STEM in the Secondary Classroom (3 credits)
TAL 664 Methods for Teaching Social Sciences in the Secondary Classroom (3 credits)

Or, if not interested in earning a FL DOE Teaching Certificate, you may choose another Social Change course (3 credits)

TAL 667: Reform, Politics, and the Social Organization of Schooling (3 credits)
The Education and Social Change Program does not lead directly to FL teaching certification upon degree conferral; ... 

- however, if you have a FL DOE Temporary Certificate ([http://www.fldoe.org/teaching/certification/general-cert-requirements/](http://www.fldoe.org/teaching/certification/general-cert-requirements/)), the graduate credits needed to receive a FL DOE Professional Certificate are included in this program.

  - To apply for a Florida Temporary Teaching Certificate:
    - Apply to the FL DOE for a Temporary Teaching certificate in a “teachable” subject area (see link above);
    - You will receive a Statement of Eligibility from the FL DOE with the disposition of your application for a Temporary Certificate; if granted, a list of requirements will be included to complete in order to receive the Professional Certificate. The graduate credits needed are included in this program (see next slide).

Please review the FL DOE website for detailed information and requirements.
From Temporary to Full FL Teaching Certificate

• If you have applied to the FL DOE for temporary teaching certification prior to enrollment, refer to your Statement of Status of Eligibility for Temporary Certification issued by the FL DOE:

**Program’s coursework includes the required FL DOE credits in the following content:

– Assessment**
– Teaching Methods**
– Human Development**
– Literacy/Reading**
– Diverse Populations**

• Other certification requirements met through the district; more information can be obtained through the M-DCPS Regional Certification Officer

  – Dr. Ketty Kelley (kkelley@dadeschools.net)
If you are interested in teaching in another state...

- Every state has its own criteria and requirements for teaching certification;
- It would be best to contact the state DOE for which you are interested in teaching to find out their criteria and if there is any reciprocity between FL and that state’s DOE;
- Apply for FL DOE Temporary and secure a Professional Florida Teaching Certificate prior to relocating or attempting to become certified in another state. The FL DOE Temporary Certificate is generally not transferrable; if moving out-of-state without securing a Professional Certificate you will likely have to start the certification process over again in the new state.
Capstone Project
Program Requirement

• Capstone Project-Culminating Paper
  – Designed to synthesize what is learned throughout your courses at UM by reflecting on teaching and school-related experiences
  – Due date: During the last semester of enrollment
<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Total # of Credits</th>
<th>Total Tuition Due</th>
<th>Possible Financial Aid per Semester (subject to availability for each individual)</th>
<th>Total Estimated * Tuition Costs per student With Possible Reimbursements, if Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer A</td>
<td>03</td>
<td>$609^/cr hr X 3 = $1,827</td>
<td>Possible student loan (tuition payment due mid-May)</td>
<td>Summer 2018 Tuition Due: $3,654</td>
</tr>
<tr>
<td>Summer B</td>
<td>03</td>
<td>$609^/cr hr X 3 = $1,827</td>
<td>Possible student loan (tuition payment due late June)</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>06</td>
<td>$609^/cr hr X 6 = $3,654</td>
<td>Possible student loan (payment due late Aug.)</td>
<td>Fall 2018 &amp; Spring 2019 Tuition Due: $7,308</td>
</tr>
<tr>
<td>Spring</td>
<td>06</td>
<td>$609^/cr hr X 6 = $3,654</td>
<td>Possible student loan (payment due mid-Jan.)</td>
<td>If needed, Fall 2019 Tuition Due: $3,654</td>
</tr>
<tr>
<td>Summer A</td>
<td>03</td>
<td>$609^/cr hr X 3 = $1,827</td>
<td>Possible student loan (payment due mid-May)</td>
<td>Summer 2019 Tuition Due: $3,654</td>
</tr>
<tr>
<td>Summer B</td>
<td>03</td>
<td>$609^/cr hr X 3 = $1,827</td>
<td>Possible student loan (payment due by late June)</td>
<td></td>
</tr>
</tbody>
</table>

*This is an estimation of tuition due; subject to change based on SEHD tuition rates

*Segal/AmeriCorps Awards may be applied if corps member directs the award to the University of Miami

Total Tuition for 24 credits: $14,616
Total Tuition for 30 credits: $18,270
Supporting Educators’ Academic Literacies and Enhanced Discourse (SEALED)

• The US DOE funded a grant application written by UM’s Teaching and Learning faculty in partnership with M-DCPS;

• If you are currently teaching (or are interested in becoming a teacher in) a secondary core (academic) subject within a M-DCPS high-needs classroom, you may qualify to be part of SEALED and receive a 90% tuition scholarship;

• Note: the SEALED program plan does not allow for any credits to be transferred in/applied to a program of study, and thus requires two years to complete the M.S. Ed. program;

• See http://sites.education.miami.edu/sealed/ for more information.
Grad School Commitment

- **Summer Commitment** - *Summer A requires in-person course meetings; plan to be in Miami through June.*

- Graduate studies typically require 5 hours of reading for each hour of class (approximately 11 hours per week/6 credit hours enrolled).

- Time management skills are important as projects and papers are often assigned early on, but not due until the last weeks of class.

- UM faculty will expect you to take your courses and learning seriously, as you would take your students’ learning seriously.
Program Application Process

Online applications must be complete and submitted by application deadlines (slide 3)

- Online application for admission ($95.00 fee) includes:
  - **3 letters of recommendation** submitted electronically via the UM CollegeNet application system (at least two should be from former professors or those familiar with academic performance and address your qualifications for graduate study; one may be from a school principal, grade level or department chair, community organization for which you have volunteered, etc. Do not request a letter from a peer, family member, or a teacher colleague.)
  - Official transcripts (sealed envelope or electronic) from all postsecondary institutions attended (not necessary for UM transcripts)—whatever is listed on application under postsecondary institutions attended will require a transcript; do not list study abroad experiences as it is difficult to obtain those transcripts
  - Essay in lieu of “Statement of Purpose” (write as Word document, then copy/paste in online application under “Statement of Purpose”)
  - GRE: established admission criteria = 50%ile, quantitative and verbal sections; 4 on Writing (Analytic) portion. If you have a total of 3 years or more of full time teaching experience, you may apply for a GRE waiver (see: https://umiami.qualtrics.com/jfe/form/SV_b75wBe7gZyt3OFT).
  - Current Resume
Online Application for Admission
CollegeNet

https://www.applyweb.com/aw?mgred
Essay Prompt

Multiple aspects of public education in the U.S. are currently under heated debate. Select one such issue, e.g., racial disparities in student achievement, standardized testing, science education, school violence, student drop-out, etc., and write an essay of no more than 1500 words describing (a) the importance of the issue, (b) how it affects and is viewed by teachers, students, school administrators, and the local community, and (c) what role you may play in resolving the issue as a teacher leader for change.
Application Process Timeline

• IMPORTANT: All supporting application documents (see bolded below) must be received by application deadlines. Do not delay to begin working on your application; if possible take the GRE before the summer ends, or ASAP.

  – Completed applications include: completed and submitted online application with fee, official ETS GRE scores; 3 letters; official transcripts, Essay, Resume);
  – Faculty review of applications completed within three weeks and admission decisions sent via email;
  – Intent to Enroll (Decline or Defer) must be declared by date on letter of admission;
  – Program Orientation and Registration prior to enrollment (in person or virtual meeting).
Questions?

Mary Avalos, Ph.D.
Faculty Advisor
305 284-6467
mavalos@miami.edu
What have UM Ed and Social Change alum been up to since graduating?

Sasha, Director of Volunteers, nonprofit org.

“I recently moved to San Francisco, CA to be the Director of Volunteer Programs with Breakthrough San Francisco (http://www.breakthroughsf.org/). I completely believe that my masters helped strengthen my ability to teach while in the classroom. I also think it played a major role in the acquisition of this current position. I think the social change content is the most relevant to my work at this educational non-profit.”
Carmella—Math Coach, Elementary School

“I feel like the degree gave me a much grander perspective on education in areas that I had not looked at before. For instance, I know so much more about the politics of education and all of the stakeholders in education. I know more about reading and it's importance although I have always been a math teacher. I know about how to be a great leader and create a community environment within our schools. Although my own specialty is diversity I did learn so much and thoroughly enjoyed the Understanding Culture in the Classroom course.”
Lauren, Executive Director, HR
“I just finished my third year or teaching in June and have recently started a job as Executive Director of Human Resources at Miami-Dade County Public Schools. I secured this role after being accepted into the Broad Residency in Urban Education. My master's degree was very helpful in my acceptance into this program/role for a few reasons...when interviewing for the position at M-DCPS, the knowledge of the American education system that I earned through the UM program gave me a big heads up.”
Peter, Health Care Operations
“Currently I work for Huron Consulting Group as an Analyst in their health care practice. We work primarily with hospitals and I work with their Clinical Operations team. It is fascinating work and I do put many of the skills I used while teaching and from our Master's in Education and Social Change on the job since I conduct training sessions often. I think almost daily about how the program helped shape my view on education and society in general and really do appreciate it.”
Peter, High School Music Teacher and Choral Director
“T'm currently the Choral Director at Gary Comer College Prep in Chicago, IL. GCCP is one of Chicago's Top 10 open-enrollment high schools and the #1 open-enrollment high school on the South Side of Chicago. I've also taken on the leadership role Summer School Principal this summer.
My experience at UM has helped immensely in my development as a teacher and leader within my school community. The perspective that I gained through my studies has allowed me to better serve my students and effectively communicate with parents and families of a diverse neighborhood. Several techniques that I first learned in courses about reading or science have proved invaluable and are completely transferable to teaching music. Although I work hard to become a better teacher every day I often find myself missing the scholarly environment of our program where I was able to swap theories and practices with my peers and professors. All-in-all I couldn't be the teacher I am today without my studies in Education and Social Change.”
Mayra, Graduate School
“I got accepted and will be going to the Harvard Graduate School of Education for Education Policy and Management. The degree definitely helped to get me accepted to Harvard.”
Alyssa, Contract Organizer

“I am a contract organizer with the Committee of Interns and Residents, a labor union that represents the resident physicians at Jackson Memorial Hospital. The education part of the degree is not helpful as I am no longer in the educational field, but everything I learned about respecting diversity and creating positive social change in general has helped in my current position.”
Class of 2014 Comments

• “The program really goes into detail about education policy and related issues. I feel like I have learned a great deal about issues such as school privatization, federal education policy, and the role of foundations in education.”

• “The Education and Social Change program pushed my development as a teacher in a manner that I did not foresee. Given that education is a social right for all students, the perspectives challenged and brought out in the program have transformed my pedagogy.”

• “This program gave me an insight of how education connects to society and the impact the educational system has on the nation as whole. Additionally, this program showed me how to be a social change agent not only within my classroom, but also in my community.”

• “I was introduced to important and essential research and educational theories through this program. In addition, I learned about the education system in general, policies, and politics of current education reforms. Due to this program, I am aware and can talk intelligently about issues in education.”

• “I really enjoyed this program and loved the diverse perspective I heard from the different faculty members as well as my peer teachers. I loved that this program did not align itself with any entity—not the district, not Teach For America, not UM, but rather focused on pushing us as professionals and doing what is right for students.”