M.S.ED. IN EDUCATION AND SOCIAL CHANGE

http://sites.education.miami.edu/education-social-change-m-s-ed/

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.

There are two tracks: 1) Teaching Track and 2) Social Change Track. The Teaching Track includes a teaching methods course in the area of certification, the core classes, and two electives for those with or wishing to pursue a Florida Temporary or Full Teaching Certificate. There is also the Professional Training Option leading to a Florida Temporary Teaching Certificate (see below for required courses) upon completion of program requirements. The Social Change Track is made up of an additional Social Change course, the Core Classes, and two electives.

Curriculum Requirements

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<th>Code</th>
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<th>Credit Hours</th>
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| Teaching Track or Social Change Track - 30 credit hours required

Core Courses:
- TAL 601 Educational Assessment and Accountability
- TAL 627 Understanding Culture in the Classroom
- TAL 629 Educating Exceptional Students
- TAL 634 Language and Reading Instruction (or TAL 647 Language and Early Reading Instruction)
- TAL 666 Introduction to the Politics of Education, Teaching, and Learning
- TAL 668 Human Development, Learning and Schooling
- TAL 669 Teacher and Student Well-Being in Education

Choose one of the following Tracks:

Social Change Track
- TAL 667 Education Reform, Policy, and the Social Organization of Schooling

Teaching Track
Select one of the following:
- TAL 661 Instruction in Secondary English
- TAL 662 Instruction in Secondary Mathematics
- TAL 663 Instruction in Secondary Science
- TAL 664 Instruction in Secondary Social Studies
- TAL 665 Methods of Teaching in the Elementary School

Electives
Electives (6 credits): With advisor approval, students may select up to 6 credits (2 courses) to be included in their program plans.¹

¹ See Graduate Program Advisor for guidance.

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. While other new or continuing Master’s in Education programs in the Teaching and Learning (TAL) department focus on specific instructional areas or student populations and are geared for teaching professionals with a background in education (Teaching English to Speakers of Other Languages [TESOL], Bilingual/Biliteracy Education; Early Childhood Special Education), the Education and Social Change (ESoC) program track is the only TAL master’s program offering the graduate coursework required by the Florida Department of Education (FDOE) to fulfill Full Certification requirements when the teacher candidate has secured a FDOE Temporary Certification through the FDOE, and may not have studied education. Thus, the ESoC program is a route to state teacher certification for those who have a bachelor’s degree in an area other than education, and who also wish to pursue a Master’s degree while improving teaching methods and understandings of education systems.

The program track’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. Originally created for a partnership effort with
the Teach for America Miami corps in 2009, the program’s main goals of improving classroom teaching for diverse populations in urban schools and building leadership and advocacy skills for public education are integrated throughout program courses. While these initial goals remain, more specifically it is hoped graduates will remain teaching in urban classrooms or pursue additional experiences to build a future career in the field of education (i.e., work for non-profit agencies advocating for public education, further enroll in graduate studies for education-related majors/emphases, or seek education policy/legislative fellowships/opportunities nationally or abroad). These goals parallel the mission of the department and seek social justice and equity for all students regardless of background. In sum, this program serves to promote educational equity in urban classrooms for novice teachers who may or may not have experience teaching, which is an important goal in light of the diverse classroom contexts within Miami-Dade County.

Goals

The ESoC program coursework will build the 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 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 electronic media formats.
- Students will demonstrate knowledge of Systems Change and Organization in Education.