# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>3</td>
</tr>
<tr>
<td>Program Courses &amp; Descriptions</td>
<td>4-5</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>6</td>
</tr>
<tr>
<td>Applications/Admission</td>
<td>7</td>
</tr>
<tr>
<td>Timeline &amp; Tuition</td>
<td>8</td>
</tr>
<tr>
<td>Contact</td>
<td>9</td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE IN EDUCATION (M.S.ED.) DEGREE IN EDUCATION AND SOCIAL CHANGE

The Education and Social Change (ESoC) program has three major goals: 1) To improve instruction for diverse populations; 2) to prepare teachers for leadership roles within their schools; and 3) to lead change efforts in support of public education (see: https://sites.education.miami.edu/education-social-change-m-s-ed/). The ESoC program includes cutting-edge theories that use a critical lens for understanding and applying practices to foster teacher and student engagement, academic literacy development, well-being (e.g., social emotional wellness), culturally relevant teaching, and policy enactment in urban school contexts. For those who have or are pursuing a Florida Department of Education (FDOE) Temporary Teaching Certificate, the ESoC program fulfills the required graduate course credits needed for FDOE Professional Teaching Certification (see your FDOE-issued Temporary Certificate’s Statement of Eligibility for other requirements, typically completed by the employing district or school).

PROGRAM GOALS

For participants to become better educators by:
• Implementing and reflecting on instructional approaches that engage students with their own learning;
• Understanding social and demographic diversity from ecological, multicultural, and global perspectives; and,
• Preparing for leadership roles within schools and communities and developing the capacity to lead future change efforts in support of public education.

TAL M.S. ED. PROGRAMS

• 30 credits
• Evening courses
• Part-time enrollment
• 6 credits/academic semester
• Capstone Project/Paper due final semester enrolled
• Focus on developing knowledge of educational policy and the politics of education
• Pedagogical approaches that increase student access, inclusion, support, and outcomes for a diverse population of students
• Cohort model

COURSE DESCRIPTIONS

TAL 614 ASSESSMENT IN INCLUSIVE AND SPECIAL EDUCATION CLASSROOMS (3 CREDITS)
A survey of assessment instruments used to assess and evaluate exceptional students in inclusive and special education settings. Emphasis is on assessments for students in K-12 settings with a range of academic, linguistic, and cultural challenges in becoming proficient learners within an age of accountability policies. Graduate students will complete a research paper using APA writing format.
Prerequisite: TAL 629.

TAL 629 EDUCATING EXCEPTIONAL STUDENTS (3 CREDITS)
A survey course in special education emphasizing characteristics and problems associated with various categories of exceptional learners. Policy, issues, and trends in special education will be discussed.

TAL 612 BUILDING POSITIVE RELATIONSHIPS WITH DIVERSE LEARNERS (3 CREDITS)
This course will assist teachers in meeting the needs of diverse students. The readings and content focus on students with disabilities, language and culture in the classroom, and developing culturally competent classroom management methods.

TAL 647 LANGUAGE AN EARLY READING INSTRUCTION (3 CREDITS)
Theories and methods of teaching reading to children, including exceptional and linguistically diverse children in the classroom. This course emphasizes applying research-based practices in reading, writing, listening, and speaking (e.g., foundations of reading, language development and reading/writing instruction) to elementary English language arts instruction.
OR
TAL 634 LANGUAGE AND READING INSTRUCTION (3 CREDITS)
Theories and methods of teaching reading to children and adolescents, including exceptional and linguistically diverse children in the regular classroom. This course emphasizes applying research-based practices in reading instruction to disciplinary (e.g., STEM, Social Studies, and/or English/Language Arts) classroom settings.

TAL 666 INTRODUCTION TO THE POLITICS OF EDUCATION, TEACHING, & LEARNING (3 CREDITS)
Survey overview of political debates involving education as a nested and loosely-coupled system where pressures at one level can be supported or countermanded at another. Historical and critical take on present-day debates. Depending on student interests, may go in-depth on topics such as economic politics, cultural politics, state and local control.
COURSE DESCRIPTIONS

TAL 668 HUMAN DEVELOPMENT, LEARNING AND SCHOOLING (3 CREDITS)
Major theories of child development and learning will be discussed with a focus on how they apply to teaching and learning in K-12 schools.

TAL 669 TEACHER AND STUDENT WELL-BEING IN EDUCATION (3 CREDITS)
This course emphasizes the link between theory and research on personal, organizational, and collective well-being with educational success and school reform. A systems-change approach to educational well-being is also a focus, as applied to current issues in school reform.

TAL 683 INTRODUCTION TO THEORIES AND PRACTICE OF TESOL (3 CREDITS)
Theory and practical methodology of language and literacy instruction and assessment to children, adolescents, and adults for whom English is not their first language, in alignment with current state, national, and professional standards (as applicable). There is a focus on inquiry into instructional approaches based on contemporary theories of learning, standards-based and data-driven lesson planning, and reflective practices in the teaching and assessment of emergent bilingual students learning English in school contexts.

TAL 677 APPLIED RESEARCH IN EDUCATION (3 CREDITS)
This graduate course introduces research in education, specifically different study design and methods to understand the strengths of each approach and become a critical consumer of research. Also emphasized is how educators can apply research methods to gauge student learning and drive instructional decision-making in classrooms.

TAL 665 METHODS OF TEACHING IN THE ELEMENTARY SCHOOL (3 CREDITS)
Theories and research-based practices for reading/language arts, science, social studies, and math instruction for all learners, including diverse populations in elementary classrooms.

OR

TAL 660 INSTRUCTION AND ASSESSMENT IN THE SECONDARY SCHOOL (3 CREDITS)
Research-based instructional processes for teaching diverse populations with a focus on culturally responsive teaching and curriculum, languaging, and literacies for secondary content area learning.

CAPSTONE PROJECT

PROGRAM REQUIREMENT- Capstone Project-Culminating Paper
A Education and Social Change capstone project, which is required for every graduate program at the University of Miami, has been designed to allow you to synthesize what you have learned throughout your courses at UM by reflecting on teaching and school-related experiences. This project is due during your last semester of enrollment.
APPLICATION DEADLINES:
• August enrollment: submit all application documents by June 1

FACULTY REVIEW
• Within 1-2 weeks of completed application submission (when all supporting documents received)
• Admission decision sent via email from soegradadmissions@miami.edu

INTENT TO ENROLL (DECLINE OR DEFER) MUST BE DECLARED IN CANELINK
• If intent to enroll is declared, pay $75 (nonrefundable fee)
• You may defer admission up to one calendar year

VIRTUAL PROGRAM ORIENTATION AND REGISTRATION
• Multiple orientations are held by the UM Graduate School, the SEHD, and the MSED program itself. These typically take place between a month and the week before the fall semester begins.

TUITION & FEES
• Tuition for the 2022-23 fiscal year has been set at $2,310 per credit. Students in the Education and Social Change program may be eligible to receive tuition waiver assistance of 30% or 60%.
• Required fees/academic term = $308 (for part-time study), $452 (for full-time study)

For more information, please visit: https://www.osas.miami.edu/_assets/pdf/2022-2023-graduate-tuition-fees-rates.pdf

PROGRAM APPLICATION PROCESS
Completed online applications with supporting documents should be submitted by application deadlines (Nov. 30 for spring; June 30 for fall)
• Completed online application for admission ($85.00 fee) to include supporting documentation
• 3 letters of recommendation submitted electronically via the UM CollegeNet application system
  (if a recent college graduate, at least two should be from former professors or those familiar with academic performance and address your qualifications for graduate study; letters may also be from a school principal, grade/department chair, community organization for which you have volunteered, etc. It is best not to request a letter from a peer, family member, or a teacher colleague.)
  At least one of your letters should directly address your preparation and skills set to succeed in an academically demanding program like this one.
• Minimum GPA: 3.0; Official transcripts (electronic only) from all postsecondary institutions attended—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.
  Send official digital transcripts directly to: soegradadmissions@miami.edu
• Essay in response to prompt for Ed and Social Change: in lieu of a “Statement of Purpose”, please submit a 1500 word essay in response to the essay prompt below. You should write/compose using Word or a similar software, and then copy/paste the essay into the “Statement of Purpose” area within the online application.
• Current Resume

ESoC APPLICATION 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.

ONLINE APPLICATION FOR ADMISSION CollegeNet
https://www.applyweb.com/aw?mgred
WALTER SECADA
Professor of Teaching and Learning
Phone: 305-284-2102
Email: wsecada@miami.edu

APPLICANT JOURNEY REPRESENTATIVE
Phone: 302-284-7343
Email: sehd_admission@miami.edu