

Master of Arts in Middle Grades Education
Department of Curriculum and Instruction
Reich College of Education

Michael G. Jacobson, Chair and Professor
 Ph.D., Michigan State University
 JacobsnMG@appstate.edu

C. Kenneth McEwin, Jr., Program Director and Professor
 Ed.D., North Texas State University
 McewinCK@appstate.edu

The Department of Curriculum and Instruction offers the Master of Arts in Middle Grades Education (Major Code: 472*/13.1203)[T], with four concentrations:

- Language Arts (472B)[T]
- Mathematics (472C)[T]
- Science (472D)[T]
- Social Studies (472E)[T]

This program leads to North Carolina master-level (M) licensure in middle grades school teaching. The program seeks to prepare teachers who:

1. Are knowledgeable about the developmental characteristics of young adolescents and are able to conceptualize and apply that knowledge in the classroom;
2. Are knowledgeable about at least one subject area;
3. Possess a clear, research-based knowledge of developmentally responsive instruction and schooling;
4. Have the specialized skills and knowledge needed to provide middle grades students with effective instruction; and,
5. Demonstrate a dedication to middle grades education based on an accurate middle grades knowledge base.

Courses in the following disciplines are offered through the Department of Curriculum and Instruction:

- BE: business education (see the Curriculum Specialist program for course listing)
- CI: curriculum and instruction
- HED: health education (see the Curriculum Specialist program for course listing)

In addition, the Middle Grades Education program includes coursework offered by other departments as follows:

- ITC: instructional technology and computers courses (see the School Administration program for course descriptions)
- LSA: leadership in school administration courses (see the School Administration program for course descriptions)
- RE: reading education courses (see the Reading Education program for course descriptions)
- RES: educational research courses (see the School Administration program for course descriptions)
- SPE: special education courses (see the Special Education program for course descriptions)

Location of Program: This program is offered on campus in Boone in the format described in this Bulletin. Off-campus cohorts are started periodically, and follow a part-time extended program format. For information on upcoming off-campus cohorts, please contact the Office of Extension and Distance Education: <http://www.ext-dl.appstate.edu>.

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN MIDDLE GRADES EDUCATION+ (Major Code: 472*/13.1203 [T])

+Advanced Licensure: Requirements for this degree were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level teacher education programs.

Admission Requirements: Baccalaureate degree from an accredited college or university; North Carolina “A” license or the equivalent from another state; complete application to the Cratis Williams Graduate School (<http://www.graduate.appstate.edu>), including resume, three letters of recommendation, official GRE general or MAT exam scores, and official transcripts from all colleges attended.

Basic Criteria for Consideration: GPA of 3.0 or higher in the last 60 hours of undergraduate work and official GRE or MAT scores. **OR**

Cumulative undergraduate GPA or last-60-hours GPA below 3.0 but at least 2.7, and 1) official MAT score of 349, 2) official GRE Verbal plus Quantitative score of 800, or 3) GRE Writing score of 3.5 or higher in combination with GREV or GREQ of 400.

Hours: 39 semester hours

Location: On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

Required Courses:

CI/SPE	5045	Advanced Topics in Diversity.....	3
CI	5055	Connecting Learners and Subject Matter	3
CI	5525	Product of Learning.....	1-3
CI/LSA	5585	Teacher Leadership and School Improvement	3
CI	5600	Middle School Philosophy and Organization.....	3
CI	5750	Teaching Young Adolescents	3
CI	5850	Middle School Curriculum.....	3
Choose one course from the three below			3
CI/RE/RES/SPE 5040		Teacher as Researcher (3 s.h.)	
RES 5000		Research Methods (3 s.h.)	
RES 5560		Classroom Assessment (3 s.h.)	
Choose one course from the two below.....			3
CI 5630		Instructional Technology (3 s.h.)	
ITC 5220		Computers in Educational Settings (3 s.h.)	
REQUIRED HOURS.....			25-27

Academic Concentration Courses: (11-12 s.h.)

Courses (5000 level or above) are selected with the advice and approval of the academic advisor from ONE of the following concentrations: Language Arts (472B)[T], Mathematics (472C)[T], Science (472D)[T] or Social Studies (472E)[T].

CONCENTRATION HOURS..... 11-12

Electives: (0-3 s.h.)

Elective courses (5000 level or above) to be selected with the advice and approval of the academic advisor.

ELECTIVE HOURS 0-3

TOTAL HOURS FOR THE MA DEGREE 39

Thesis: None required

Proficiency: None required

Comprehensive: None required

Product of Learning: Required

NOTE: Students without teaching experience in the middle grades must successfully complete an internship by taking CI 5900 Internship/Practicum (3 s.h.). This may result in the total number of hours exceeding 39 s.h.

GRADUATE COURSES IN BUSINESS EDUCATION (BE)

BE 5510. Office Management/(3).F. Study of the responsibilities, problems and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approaches; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 4510.]

BE 5555. Advanced Methods in Teaching Business and Marketing Subjects/(3).F. This course provides students advanced methodology and classroom strategies in business and marketing education. It places emphasis on current issues such as: best pedagogical practices for business and marketing subjects taught within the school setting, emerging learning environments in which all learners can be successful, authentic assessment appropriate to diverse learners, use of technology to enhance teaching and learning, innovative teaching strategies to design and modify instruction.

BE 5565. Curriculum Development in Business and Marketing Education/(3).S. This course provides students with understanding of principles for curriculum design, development, and implementation in business and marketing education. The content focuses on contemporary curriculum design and implementation strategies, a discussion of curriculum development for school-to- work transition, formulation of specific curriculum goals and objectives, identification and selection of relevant curriculum materials, and systematic assessment of the business and marketing education curriculum.

BE 5575. Analysis of Teaching Practices in Business and Marketing Education/(2).F. This course provides students with an opportunity to conduct an original and unique action research project in an educational setting. Students will examine interactions in the classroom through in- depth observation and analysis of teaching practices, conduct a survey of literature, and apply action research methodology in workforce development areas such as business and marketing education.

BE 5650. Information Processing Applications for Business and Education Professionals/(3).F. In this course, electronic office systems and equipment from an end-user perspective are explored. The course includes work in a variety of information processing applications such as word processing, spreadsheets, databases, presentation software, graphics, electronic mail, Internet applications, web page design, and integrated projects. Prerequisite: introductory data processing/computer course. [Dual-listed with BE 4650.]

BE 5660. Classroom Management and Assessment/(2-3).F. This course provides opportunities for students to understand performance assessment and classroom management strategies needed to teach business and marketing education courses in public schools. Specifically, the course places emphasis in the following areas: multiple assessment strategies, making classroom management decisions and taking action, and documenting and communicating these actions. [Dual-listed with BE 4660.]

BE 5810. Seminar/(3).On Demand. [Dual-listed with BE 4810.]

BE 5850. Management of Occupational Education Youth Organizations/(3).S. A study of how to organize and administer youth organization in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 4850.]

GRADUATE COURSES IN CURRICULUM AND INSTRUCTION (CI)

CI 5040. Teacher as Researcher/(3).F;S. This course provides an opportunity for practitioners to explore, using systematic observations and reflection, an area of interest in their professional practice. Teachers will research and solve specific problems in educational settings. The ultimate goal is that the inquiry conducted by the student should lead to an improvement in practice and to an increased understanding of the issues, both theoretical and practical, that arise in the course of conducting research. (Same as FDN 5040/RE 5040/SPE 5040.)

CI 5045. Advanced Topics in Diversity/(3).F;S. A framework of theories on diversity and multicultural issues is constructed in this course. From these theories, practical applications will be derived. Research focusing on creating productive and equitable learning environments, on best practices collaboration, and on instructional accommodations and modifications will be examined. (Same as SPE 5045.)

CI 5050. Supervision of Instruction/(2-3).S. A study of the nature and function of supervision, recent trends, teacher involvement in policy formation, the organization and techniques used in supervision.

CI 5055. Connecting Learners and Subject Matter/(3).F;S. This course connects the examination of curriculum foundations and models of the school learner and educational goals with an intense study of research-based, exemplary instructional strategies focused on learning and achievement. Primary focus is on: 1) organizing, implementing, and evaluating school curriculum; 2) implementing, reflecting on, and evaluating instructional planning; and 3) integrating technology for meaningful learning.

CI 5060. Curriculum Planning/(2-3).F;S. A study of principles, effective practices, and techniques appropriate for overall curriculum planning.

CI 5111. Advanced Developmental Assessment and Program Evaluation for Children/(3).F. This course is designed to provide students with skills and knowledge in assessing the development of children, and the interests, concerns, and priorities of families. Students will collect data for the purpose of monitoring children's progress, family outcomes, and program effectiveness. (Same as FCS 5111/SPE 5111.)

CI 5112. Advanced Developmental Curriculum and Instruction for Young Children/(3).S. This course is designed to provide students with advanced skills and knowledge in application of a research base to design, adapt and evaluate curriculum and environments suitable for the integration of infants, toddlers, preschool and kindergarten children of various developmental levels and abilities in inclusive settings. (Same as FCS 5112/SPE 5112.)

CI 5113. Seminar: Issues in Birth through Kindergarten Education/(3).F. This seminar is designed to build leadership skills to enable the student to consult and collaborate with other professionals. It will permit the development of depth and breadth in professional growth as well, and provide the foundation for life-long learning for the advancement of knowledge in the field of early childhood education and early intervention. (Same as FCS 5113/SPE 5113.)

CI 5130. Recent Trends and Issues in Education/(2).F;S. This course is designed to assist participants in becoming familiar with significant trends and issues in education. Participants will study current educational research and discuss and assess the implications of both trends and research for classroom teaching. The course includes a comparative component which examines school, teachers, and ideas about teaching and learning in different parts of the world.

CI 5150. Organizing and Planning Student Teaching/(2).On Demand. A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers.

CI 5160. Supervision of Student Teaching/(3).On Demand. A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation.

CI 5200. Multi-Media/Image Production/(3).On Demand. This course offers the student opportunities to develop the cognitive, affective, and psychomotor skills necessary to plan, design, produce, and present multi-image presentations. Presentation formats range from analog and digital sound and multi-image formats to various analog and digital projection and dissemination programs.

CI 5230. Studies in Applied Instructional Strategies/(3).On Demand. This course is designed for instructional leaders in K-12 buildings. It provides an intense study of research-based, exemplary practice instructional strategies focused on learning and achievement. Special emphasis is placed on the research knowledge-base for learning, cognitive instructional strategies, exemplary instructional planning, reflection and evaluation of instruction, and integrating technology for meaningful learning.

CI 5500. Independent Study/(1-3).F;S.

CI 5525. Product of Learning/(1-3).F;S.On Demand. Graded on an S/U basis.

CI 5530-5549. Selected Topics/(1-4).On Demand. Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course. (Limit of six hours credit.)

