

MASTER'S PROGRAMS IN THE WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON



The Watson School of Education offers the Ed.D. in Educational Leadership and Administration and master's degrees leading to North Carolina "M" level (graduate) licensure. For information on the doctoral program, see <http://www.uncw.edu/ed/el/edd/>

Master of Education (M.Ed.) in Elementary Education, Curriculum/Instruction Supervision, Language and Literacy Education, Middle Grades Education, Secondary Education, and Special Education. The programs in these areas address the need for conceptual and procedural foundations for decision-making and for specific alternatives within the student's area of professional practice. The M.Ed. programs address the North Carolina Masters/Advanced Competencies requirements.

Master of School Administration (M.S.A.) in Educational Leadership prepares personnel to become school principals. The program is authorized by the Principal Fellows Program, which provides two-year scholarship loans. *Principal Fellows* information may be obtained by calling (919) 962-4575 or on the website <http://www.ncfpf.org/>.

Master of Science in Instructional Technology (M.S.) The program focuses upon the application of research and best practices in instructional technology. The courses provide a balance of product development and utilization of technology with theoretical basis for design, development, implementation, and evaluation of educational and training programs.

Master of Arts in Teaching (M.A.T.) The *Middle Grades* MAT program is designed for individuals with appropriate degrees and documented teaching experience who intend to teach language arts, mathematics, science or social studies in grades 6-9.

The *Secondary* MAT program is designed for individuals who have degrees in English, history, mathematics, science, or Spanish but have not previously earned teacher licensure. The program includes coursework in pedagogy, the academic discipline, and an internship to prepare candidates to teach in grades 9-12.

Admission Requirements

APPLICATION DEADLINES: June 15th for fall admission, October 15th for spring, March 15th for summer

For admission to the graduate programs in the Watson School of Education, applicants must hold or be eligible for North Carolina class "A" teacher licensure in their teaching field (except for the M.A.T.). Under special circumstances, individuals who do not have specified teaching credentials may be admitted, such as applicants currently teaching at community colleges or in related fields. Students who are seeking professional improvement or coursework for licensure renewal, but are not pursuing an advanced degree, may apply for admission through procedures established for non-degree students by submitting items 1 and 2 below. Applicants should submit the following materials:

1. *An application for graduate admission*

Application materials are available from the Graduate School, UNC-Wilmington, 601 S. College Road, Wilmington, NC 28403-3297, by calling (910) 962-3135, or on the web at www.uncw.edu/grad_info/

2. *Official copies of transcripts of all undergraduate and graduate college work*

A grade average of B in the undergraduate major is a minimum requirement for admission. Up to six hours of graduate credit (with grades of B or better) may be transferred from another institution pending approval by the Dean of the Graduate School and the Dean of the Watson School of Education.

3. *Official scores on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE)*

To register for the Miller Analogies Test or the Graduate Record Exam, call (910) 962-7444. Study materials are available in the UNCW Bookstore.

4. *Three recommendations by individuals in professionally relevant fields*

Reference forms are provided as part of the application packet and are available on the website above.

Additional Program Admissions Requirements

Master of Education applicants must submit a 2-3 page typed letter of application which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

Master of School Administration applicants must have served successfully as a teacher for a minimum of three years at the elementary, middle grades, or secondary level. The admissions process for this program also includes an interview with a committee of Watson School of Education faculty and public school personnel. In addition to the materials listed above, applicants must submit a brief letter of application which includes a description of goals and interests in pursuing graduate study. They also must submit an autobiographical statement which outlines the applicant's (a) relevant professional experiences, (b) how these experiences relate to the desire to become a school administrator, (c) goals as an administrator, and (d) philosophy of education. Final selection will be based upon consideration of test scores, academic record, writing samples, recommendations, and interview performance. *Application deadline for the M.S.A. program is February 15th in order to qualify for eligibility for the Principal Fellows Program.*

Master of Science in Instructional Technology applicants must submit a letter describing educational and professional experiences, reasons for pursuing this degree, and contributions that applicant plans to make upon degree completion. A "Statement of Professional Goals" also must be submitted.

Master of Arts in Teaching applicants must submit a letter of interest that describes their commitment to the teaching profession, prior experiences working with teenagers, philosophy of teaching and learning, and understanding of the complexity of secondary schools. Applicants must have recent experience as a teacher, substitute, volunteer, mentor, tutor, or similar work to be eligible for the program.

Master's Degree Programs

The Watson School of Education offers a range of graduate programs designed to extend breadth and depth of knowledge, enhance decision-making and technological skills, and foster the development of communication, inquiry, reflection, research, and pedagogical strategies.

Master of School Administration (M.S.A.)

The School Administration Program is comprised of four thematic units addressing School Leader as Learner and Learned; School Leader as Conceptualizer, Synthesizer and Inventor; School Leader as Decision Maker, Problem Solver and Assessor; and School Leader as Planner, Operations Guide, Evaluator and Communicator. The 43-hour program is designed for full or part-time students who will be in cohort groups and involved in collaborative research teams. The program also includes a humanities component, a sequence of research and reflective practica/internship courses, and a thesis.

Master of Education (M.Ed.)

Curriculum/Instruction Supervision

The Curriculum/Instruction Supervision program provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders. The 36-hour program is appropriate for classroom teachers, building administrators, teacher educators, and other personnel who play a supervisory role in the professional development of others. The program consists of a set of core courses that are in common with the school administration program, courses specific to a curriculum specialization area, and courses within the supervision program track. A written preliminary exam, thesis and performance portfolio are required.

Elementary Education

The program in Elementary Education addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice. The 39-hour program is comprised of a professional core stressing conceptual development in human development and learning, exceptional children, cultural diversity, research methodology, instructional and curricular foundations; specialty area courses in mathematics, literacy, social studies, and science; and thesis or elective hours.

Language and Literacy Education

The Language and Literacy Education program addresses the acquisition and development of literacy. The 39-hour program is comprised of research and cultural diversity courses, language and literacy specialization courses, and electives. The program is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills. An action research project is required prior to program completion.

Middle Grades Education

The Middle Grades Education program is designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. The 37-hour program is intended to extend depth of knowledge in the content discipline, as well as breadth of knowledge in human growth and development, curriculum, research methodologies, selection of instructional alternatives and assessment processes, and understanding the unique needs of this age group.

Secondary Education

The Secondary Education program provides advanced study in content and pedagogy. The 39-hour program is comprised of a core of professional studies designed to enhance the instructional decision-making skills of secondary teachers and a specialization track designed to enhance knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry. The M.Ed. is offered in the following specialties: English, history, mathematics, science, and Spanish.

Special Education

The Special Education program provides continued professional development in multidisciplinary assessment, identification, and treatment of students with specific disabilities. Three advanced licensure tracks are offered in Behavior Disorders, Cognitive Disorders, and Learning Disorders, and two specializations are available in autism or reading.

Master of Science in Instructional Technology (M.S.)

The Master of Science in Instructional Technology focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation. The 36-hour program develops skills and knowledge in educational and applied psychology, instructional systems design, computer science, systems theory, and communication theory.

Master of Arts in Teaching (M.A.T.)

Middle Grades Education

The Middle Grades Education program addresses the North Carolina initial Professional Teaching Standards, Masters/Advanced Competencies which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learning, and Professional Development and Leadership. In addition, the program addresses the National Middle School Association's Standards for Master's Level Teacher Preparation. Students select from one of the following specialties: Language arts, mathematics, science or social studies. The program is divided into two phases. Phase I leads to the Standard Professional I License (21 hours). Phase II leads to the Master of Arts in Teaching and "M" licensure (minimum 19 hours).

Secondary Education

The program leading to the Master of Arts degree (M.A.T.) in secondary education provides professional training for (a) "licensure-only" students who already have a degree and which to gain teacher licensure and (b) lateral-entry teachers. The 39-semester hour program is comprised of 21 semester hours in professional education competency areas and 18 hours in the academic specialization. The M.A.T. in Secondary Education is offered in the following specialties: English, history, mathematics, science, and Spanish.