



UNC CHARLOTTE

College of Education

Master of Education in Curriculum & Instruction (C & I)

Teaching English as a Second Language (TESL) Strand

Name: _____

Student ID #: _____

Email Address: _____

Telephone: _____

M.Ed. (33 hours)

Advanced Content and Pedagogy:		
<p>Twenty-four hours in advanced content specific methodology designing instruction to promote respectful educational experiences for English Learners (ELs), supporting student learning, demonstrating content and curriculum expertise, advocating for students and effective educational practices, developing leadership skills and encouraging deep reflection and systematic analysis of content and content pedagogy.</p>		
Required Courses	Semester	Grade
<p>ENGL 6161: Introduction to Linguistics (3) Introduction to linguistics, its techniques and objectives, descriptive and historical approaches, language families, language and culture. <i>(Fall, Spring, Summer)</i></p>		
<p>TESL 5103: Methods of Teaching English As a Second Language (3) For current and future teachers of English as a Second Language (ESL) to master a variety of approaches, methods, and techniques of teaching ESL and other competencies prescribed by the state of North Carolina. <i>(Fall, Spring, Summer)</i></p>		
<p>TESL 5104: Authentic Assessment (3) For current and future teachers of English as a Second Language (ESL) to develop multiple criteria assessment models as TESL diagnosticians and to master other competencies prescribed by the state of North Carolina. <i>(Fall, Spring)</i></p>		
<p>TESL 6204: Multicultural Education (3) Assists teachers and other school personnel in the development of skills in multicultural curriculum, design and delivery. Examines issues of power, race, class, and privilege that affect the educational success of English Language Learners and other diverse student populations in today's public schools. Addresses the need to develop instructional practices that infuse critical multicultural education into the curriculum. <i>(Fall, Spring)</i></p>		
<p>TESL 6476: Advanced Pedagogy in Teaching English as a Second Language (3) A variety of topics will be addressed in order to prepare experienced second language teachers to be critical thinkers, second language researchers, and instructional and program leaders. Exemplar topics include theories of second language acquisition, the history and trends of second language instructional methods, curriculum design, research-based practices, multicultural education, community partnerships, and mentoring of beginning teachers. <i>(Spring)</i></p>		

and One Advanced Specialized Electives: Choose from approved courses (3)		
One of the following:	Semester	Grade
TESL 6206: Globalization, Communities and Schools (3) An examination of the intersection of globalization and education with specific attention to the experiences of Latinos in North Carolina and the contemporary phenomenon of transnationalism. This course does not carry a fieldwork requirement. <i>(Spring, Fall) (Evening)</i>		
or an approved Study Abroad program (3)		
One of the following:	Semester	Grade
ENGL 6163: Language Acquisition (3) Linguistic theories of first and second language acquisition, including processes and stages of language development. <i>(Spring)</i>		
TESL 6205: Second Language Acquisition in K-12 Schools (3) An examination of concepts, theories, research, and practice related to the language acquisition and literacy development of English Language Learners in U.S. schools. Attention is paid to the physiological, social and psychological variables that influence the academic success of immigrant children and the challenges associated with first language literacy, second language literacy, and second language development in K-12 settings. <i>(Fall)</i>		
Introduction to Research Methods:		
Three hours in graduate methodology examining qualitative and quantitative research, to understand the role of data analysis in affecting student achievement, fostering instructional and evaluation methods that embrace variety and authenticity, and critically assess research-based practices.		
Required Course	Semester	Grade
RSCH 6101: Educational Research Methods (3) Identification of logical, conceptual, and empirical research problems; application of methods and procedures, including conducting library research, interpreting research findings, and preparing reviews of related literature. <i>(Fall, Spring, Summer)</i>		
Authentic Applications of Leadership and Reflection:		
Six hours within graduate program. Courses provide culminating applications of teacher leadership, respectful educational environments, content and curriculum expertise, student learning, and systematic reflection.		
Final program courses: [Fall, Spring]	Semester	Grade
MDSK 6260: Principles of Teacher Leadership (3) An examination of the current research on adult learning and development, expert knowledge, and the professionalization of the field of teaching. Students develop skills to direct other educational professionals. <i>(Fall, Spring) (Evening)</i>		
TESL 6691: Seminar in Professional Development (3) or *MDSK 6691 when TESL is not offered Seminar focused on self-direction and professional development of English as		

<p>Second Language Specialists (ESL), with an increasing emphasis on becoming instructional leaders, as students plan to meet their own learning needs in instructional expertise; expand their awareness of the role of the ESL specialist; plan their program; use technology in presentations; and develop their Master’s Thesis, Master’s Research Project or Comprehensive Portfolio. The goal of the course is to help the student demonstrate through a culminating teaching portfolio that the student has obtained the knowledge, skills and dispositions of a master teacher. <i>(Fall, Spring)</i></p>		
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Notes:

***MDSK 6691 can be substituted when a TESL section is not offered**
****A Master’s research project or a Master’s Comprehensive Portfolio is required.**
****Co-requisite requirement: One semester of a foreign language.**
*****All graduate courses along with the project or portfolio must be completed within a 6-year period.**

Completion of 33 graduate hours to be applied to the degree _____ (date)

Application for candidacy filed with the Graduate School _____ (date)

Application for graduation filed with the Graduate School _____ (date)

Report of Capstone Research Project sent to the Graduate School _____ (date)

Application for “M” license filed in TEAL Office _____ (date)