Overview

For over 20 years our graduate program has helped working Latin teachers strengthen their knowledge of Roman literature and culture and to become more effective teachers. Our faculty of active scholars is dedicated to helping you get the most out of your M.Ed. in Latin degree.

The Master of Education in Latin is a part-time, all-online degree program designed for working Latin teachers. The degree requires 30 semester hours of coursework and concentrates on the study of Latin language and literature, with additional study in the areas of history, Classical civilization, and professional education.

We offer courses both during the school year and the summer. Summer courses are offered in an intensive three-week format. The format of the courses is typically a mixture of synchronous and asynchronous instruction. Depending upon the academic background of the student, the degree is typically completed in 3 years.

The M.Ed. and Teaching Licensure

The M.Ed. in Latin at UNCG is open to both licensed and non-licensed teachers who wish to pursue a graduate degree, and candidates who complete the program successfully will receive the M.Ed. degree regardless of licensure status.

Our program does not lead to an initial North Carolina Standard Professional License, although candidates who complete the program and who already hold a North Carolina Standard Professional License will be qualified to apply for North Carolina M (advanced) licensure. Those who wish to pursue M licensure should consult the Director of Graduate Study before admission to the program.

Latin teachers who wish to pursue an initial North Carolina Standard Professional License are encouraged to consider the NC Teach program at UNCG or other lateral entry programs approved by the North Carolina Department of Public Instruction.

Students who have a provisional or “lateral entry” license must complete their initial licensure requirements according to the plan of study prescribed by their North Carolina Regional Alternative Licensing Centers (RALC) or other licensing/certification program in their state before completing the M.Ed. In some instances, UNCG M.Ed. in Latin coursework may fulfill some of those requirements, but that must be determined by your RALC coordinator. Students who have not achieved initial licensure are not eligible to apply for advanced licensure.
Applying to the Program

Qualified applicants should have a B.A. with at least 12 hours of undergraduate Latin beyond the first year, with at least a B average overall and a B average in Latin courses. Required application materials include official transcripts from your B.A.-granting institution, 3 letters of recommendation, and test scores (less than 5 years old) from either the Praxis II (Latin) or the GRE. Applicants must submit all application materials required by the Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission.

If applicants do not have up-to-date test scores and are planning to take either the Praxis II Latin or the GRE, the department recommends taking the Praxis II since it provides information that is more relevant to our program’s goals. However, there is no admission penalty for submitting GRE scores, and choice of exam will not affect the department’s admission decision.

Application is made online through the UNCG Graduate School. Applicants must submit all application materials required by the Graduate School by the appropriate deadline to be considered for Fall, Spring, or Summer admission. July 1 is the deadline for admission for the Fall semester, October 1 for Spring, and April 1 for Summer Session. For complete information on application procedures, consult the Graduate School’s Guide to Admissions.

In some cases, applicants may be offered provisional admission, with full admission granted upon successful completion of six hours in Latin language courses at the graduate level (500 or above)

Non-Degree-Seeking Students

Students who wish to take courses in the M.Ed. curriculum for professional or personal enrichment without applying to the program are welcome to do so. In summer, they should enroll through UNCG’s Division of Continual Learning. For courses in the Spring and Fall, they should apply through the Graduate School’s Visions Program. Up to nine credit hours of courses taken through Visions or DCL may be applied toward the M.Ed. degree if a student later decides to apply to the program.

Tuition

North Carolina residents pay the university’s in-state, online tuition rate, currently $724.71* per course. Out-of-state students who have been admitted to the M.Ed. degree program pay the Outside NC rate, currently $1,392.51* per course. Out-of-state, non-degree seeking students currently pay $2,702.49* per course.

*Fall 2014 rates. The tables for UNCG tuition and fees may be found here. Rates are subject to change.
Degree Requirements

Note: courses prefixed with LAT engage principally in the study of Latin language and literature in the original language, though instruction is in English. The texts for CCI (Classical Civilization) courses are in English, but assume a knowledge of Latin.

Candidates must take a minimum of 30 semester hours, at least 15 of which must be at the 600 level or above.

Required Core Courses (6 hours)
CCI 502 History of Latin Literature
CCI 579 Readings in Roman History

Required Professional Education Courses (6 hours)
LAT 552 Teaching Secondary-Level Latin: Current Trends
LAT 627 Latin Teacher Leadership and Research

Study in Latin (15-18 hours)
In consultation with the Director of Graduate Study, a student will select a minimum of 15 hours from courses in Latin (LAT) at the 500 level or above in addition to the Core Courses and Professional Education requirements.

Electives (0-3 hours)
In consultation with the Director of Graduate Study, a student may select 3 hours from courses in Classical Civilization (CCI) or another appropriate field at the 500 level or above to complete a total of 30 hours toward the degree.

Non-Course Requirements

- Diagnostic translation exam to be administered in the first semester of participation in the program.
- Attendance at a minimum of one professional conference and two area Latin teacher meetings or pedagogical presentations, approved in advance by the graduate advisor, and documented with a written reflection.
- TaskStream Portfolio consisting of Teacher Leadership and Teacher research projects (completed in LAT 627).
- Comprehensive Translation Exam to be given within the last two semesters of a student’s enrollment in the program.

The TaskStream Portfolio, along with the Comprehensive Exam, comprise the program’s Capstone Experience.
**Graduate Reading List**

Students entering the program should download this Reading List, which includes Latin texts from which the Comprehensive Exam will be drawn.

**Educational Objectives**

The aim of the program is to produce graduates who will

- have a comprehensive knowledge and understanding of Latin grammar, syntax, and morphology;
- have a strong grasp of the wide range of Latin literature, both in its own contexts and with regard to its influence on Western Civilization;
- understand Classical culture and history;
- know and use innovations in ancient language teaching and available tools for enhancing their own teaching and research;
- be reflective practitioners of best practices in teaching Latin;
- actively promote the values of a liberal arts education that derive from the study of language and literature: increased understanding of language, the encounter with cultures and modes of thought different from one’s own, and heightened awareness of literary studies and methodologies.

**Course Rotation, Continuous Enrollment, and Time to Degree**

We schedule the required core and professional education courses -- CCI 502, LAT 552, and CCI 579, and LAT 627 -- so that they are offered at least once every three years. Students must take them when they are offered, or risk possible disqualification from completing the degree. The University imposes a 5-year time limit on the completion of Master’s digress, which can be waived only in extreme circumstances.

Pursuit of a graduate degree should be continuous. Students pursuing a graduate degree program should normally be enrolled each Fall and Spring semester, or one semester during the academic year in combination with Summer Session, for course work that is approved for their Plan of Study and selected in consultation with the Director of Graduate Study.

A graduate student who has been admitted with full graduate standing but has not completed any 500-level or above courses at the University for two consecutive semesters (or a semester and Summer Session) is considered to have withdrawn from the curriculum. The student will be required to file an application for readmission to The Graduate School to resume the course of study. A student who withdraws will be required to comply with regulations and requirements in effect at the time of readmission to The Graduate School.
Technology Requirements

All students should have an up-to-date and reliable computer with audio and video capability. It should have a microphone, speakers, a sound card, and a webcam. Many students find a headset with microphone and headphones convenient for class sessions. You must also have consistent, daily access to a robust internet connection. If your computer and internet setup can handle web-chat programs like Skype or Google Video Chat reliably, you should be able to connect to classes easily.

We communicate with you primarily through the email address that you provide to the University as your preferred address on UNC Genie. You must check that address frequently or you may miss out on essential announcements and assignments. During the semester, essential material and announcements are also posted on each course’s website, so you should check that daily as well.

Currently the university uses Canvas as its web platform for all courses, and all students have access to their courses on Canvas included at no additional charge. Students seeking advanced licensure will submit their licensure portfolio required by the state via a web-based portfolio program called TaskStream, for which there is an annual fee.

Plan of Study

The Graduate School requires all students to submit an approved Plan of Study (POS), in consultation with the Director of Graduate Study, in the first year of the student’s enrollment. The POS may be revised as needed as students’ circumstances change, but any changes must be approved by the DGS and submitted to the Graduate School.

Advising

All M.Ed. Students are advised by the Director of Graduate Study. Twice-yearly individual advising sessions are handled using video chat during the University’s regularly scheduled advising periods. Although faculty make every effort to assist students in the program, students are ultimately responsible for understanding and pursuing their own degree and licensure requirements.
Faculty

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Appendix: Standards for Graduate Teacher Candidates

The North Carolina Professional Teaching Standards Commission developed teaching standards based on a “new vision of teaching” in light of 21st century opportunities, needs and demands. The following five graduate program standards are parallel to and expand upon those standards. These are advanced standards, appropriate for teacher education programs to use as guidelines in developing their graduate level teaching programs. Teachers granted the master’s degree license are expected to be teacher leaders in their specialty area, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership
Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leader will know and be able to:

- Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
- Facilitate mentoring and coaching with novice teachers.
- Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
- Participate in professional learning communities.

Standard 2: Respectful Educational Environments
Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

- Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
- Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
- Facilitate and model caring and respectful treatment of individuals within the learning community.
- Demonstrate knowledge and understanding of diverse world cultures and global issues.
- Encourage high expectations for all students.
- Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise
Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

- Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
- Model the integration of 21st century content and skills into educational practices.
- Develop relevant, rigorous curriculum.

Standard 4: Student Learning
Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and
specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

- Seek out and use existing research to inform school practices.
- Design action research to investigate and improve student learning and school policies and practices.
- Model technology integration that supports student learning.
- Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection
Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

- Promote an educational culture that values reflective practice.
- Model the development of meaningful professional goals.
- Model personal and professional reflection to extend student learning and school improvement.