# MASTER'S IN CURRICULUM & INSTRUCTION
# STUDENT HANDBOOK
# AY 2024-2025

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Welcome to the Masters of Curriculum and Instruction at Texas A&M University-Corpus Christi. The purpose of this handbook is to provide you with information and advice concerning the nature and progression of the program. Always be prepared to discuss the program with your advisors and professors, as changes to the program may occur from time to time.

## Program Description

This master's degree is designed for individuals who want to further their professional knowledge in curriculum and instruction. Students may focus on elementary and/or secondary levels in their programs. Within the program, a specialization area will be developed in consultation with the advisor.

The Master of Science in Curriculum and Instruction prepares students to:
- Build expertise to develop and contribute to curriculum development at the classroom, school, and district levels.
- Learn more about a specialization area, in consultation with an advisor, to support specific professional goals.
- Further knowledge of curriculum theory and evidence-based instruction.
- Develop professional skills in action research, leadership, and teamwork.

## Mission and Vision

The mission of the MS in C&I program, the College of Education and Human Development, and Texas A&M University-Corpus Christi are closely aligned. The MS in C&I allows students to develop expertise and knowledge aligned with their teaching level and academic interests. The program builds professional skills in action research, leadership, and teamwork, equipping educators to develop and contribute to curriculum endeavors at the classroom, school, and district levels. This complements the College of Education and Human Development's mission to prepare leaders to serve the educational needs of a global community. This, in turn, supports the university's dedication to excellence within a Hispanic Serving Institution.

# Student Learning Outcomes

| Student Learning Outcome | Measures | Target |
|---|---|---|
| Students will analyze theoretical knowledge and practical skills in instructional design and curriculum development to contribute to the field of education through innovative teaching practices. | | |
| | Assessment Writing and Performance Assessments (EDCI 5361) | 90% of students will score 4 out of 5 on writing and performance assessments |
| | Curriculum Theory Paper (EDCI 5362) | 90% of students will earn 35 out of 40 points |
| Students will synthesize literature related to a major issue in their field. | Comprehensive Written Review (EDCI 5389/READ 5396) | 90% of the MS in C&I students will successfully complete a comprehensive written review of a topic in their MS program. |
| Students will conduct an action-based research (or complete a conceptual paper) on an issue in curriculum and instruction and defend it at a public gathering with at least three faculty members present. | Capstone Written Report (EDCI 5389/READ 5396) | 90% of the candidates for the MS in C&I will successfully complete the capstone written report. |
| | Oral Defense (EDCI 5389/READ 5396) | 90% of the candidates for the MS in C&I will successfully complete the oral defense. |

# Faculty

**Core Curriculum and Instruction Faculty**
Dr. Bethanie Pletcher, Program Coordinator, Professor, Curriculum and Instruction, Reading
Dr. Faye Bruun, Professor, Math Education
Dr. Corinne Valadez, Professor, Curriculum and Instruction, Reading
**Affiliated Faculty**
Research faculty located in the Department of Educational Leadership
Specialization area faculty located in the Department of Curriculum, Instruction, and Learning Sciences

## Program Admission Requirements

- Official transcripts from all undergraduate and graduate course work taken at any accredited college or University attended. Foreign College credits/transcripts require an official foreign evaluation. TAMU-CC transcript is not required.
- Essay (Approximately 300-400 words in length which includes information about your reasons for pursuing graduate study and for choosing this specific graduate program).

## Program Admission Deadlines

Domestic Students:

| Priority deadline to receive complete applications | | | |
|---|---|---|---|
| Fall | Spring | Summer I | Summer II |
| June 1 | October 15 | April 15 | May 15 |
| **Final deadline for receipt of complete applications** | | | |
| Fall | Spring | Summer I | Summer II |
| August 10 | January 10 | May 15 | June 15 |


International Students:

| Priority deadline to receive complete applications | | | |
|---|---|---|---|
| Fall | Spring | Summer I | Summer II |
| May 1 | September 1 | February 1 | February 1 |
| **Final deadline for receipt of complete applications** | | | |
| Fall | Spring | Summer I | Summer II |
| May 1 | September 1 | February 1 | February 1 |


## Admission Review Process/ Timeline

Complete application should be received for full admissions and funding consideration.

## Degree Plan

**Core Requirement (6 semester credit hours)**
EDFN 5301 Introduction to Research
ERST 5302 Studies of Equality of Educational Opportunities
**Curriculum and Instruction (12 semester credit hours)**
EDCI 5340 Instructional Techniques for Effective Teaching
EDCI 5361 Educational Assessment
EDCI 5362 Theoretical Bases for Curriculum
EDCI 5389 Curriculum and Instruction Research Seminar
**Specialization Area (18 semester credit hours selected with advisor's approval)**
Courses may be selected from the following areas:
Instructional Design and Educational Technology (IDET)
Reading (READ)
Special Education (SPED)
Dual credit courses for those wishing to pursue to teach dual credit courses at the high school level. Please contact the Program Coordinator for content areas)

## Culminating Event/Exit Requirements

## Capstone Experience

All students are required to take EDCI 5389 or READ 5396 (see your advisor) and complete a capstone experience within this course. Candidates for this degree must successfully present and defend their capstone project to a faculty panel.

| COURSES | 2024-2025 | | | | 2025-2026 | | | | 2026-2027 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall 2024 | Spr 2025 | SS I 2025 | SS II 2025 | Fall 2025 | Spr 2026 | SS I 2026 | SS II 2026 | Fall 2026 | Spr 2027 | SS I 2027 | SS II 2027 |
| **EDCI 5321**-Mathematics through Children's Literature | | | | | X | | | | | | | |
| **EDCI 5323**-Interactive and Multimedia Approaches in Mathematics | X | | | | X | | | | X | | | |
| **EDCI 5340**-Instructional Techniques for Effective Teaching | | X | | | | X | | | | | | |
| **EDCI 5361**-Educational Assessment | X | | | | | | | | X | | | |
| **EDCI 5362**-Theoretical Bases for Curriculum | | | X | | | | | | | | X | |
| **EDCI 5389**-Curriculum and Instruction Research Seminar | | X | | | | | | | | X | | |
| **READ 5345**-Stages & Standards for Reading Development | X | | | | X | | | | | | | |
| **READ 5369**-Content Area Reading | | | | | X | | | | | | | |
| **READ 5371**-Diagnosis and Correction of Reading Problems | | X | | | | X | | | | | | |
| **READ 5372**-Classroom Assessment and Instruction | | | | | | | | X | | | | |
| **READ 5392**-Psycho-Sociolinguistics and Reading | | | | | X | | | | | | | |
| **READ 5395**-Leadership & Literacy | | | | | | X | | | | | | |
| **READ 5396**-Literacy Research Seminar | | | | | X | | | | | | | |
| **READ 5697**-Reading Clinic Practicum | | X | | | | | | | | X | | |
| **IDET 5300**- Instructional Design and Educational Technology Foundations | | | X | | | | X | | | | X | |
| **IDET 5302**- Computer Applications in Education | X | | | | X | | | | X | | | |
| **IDET 5303**- Instructional Hypermedia | | X | | | | X | | | | X | | |
| **IDET 5304**- Instructional Design | X | | | | X | | | | X | | | |
| **IDET 5305**- Instructional Design Applications | | X | | | | X | | | | X | | |
| **IDET 5310**- Internet Resources in Education and Training | | | | X | | | | X | | | | X |
| **IDET 5317**- The Design and Development of Instructional Design Research | | X | | | | X | | | | X | | |
| **IDET 5320**- Project Based Learning and Related Strategies for Technology Integration | X | | | | X | | | | X | | | |
| **IDET 5360**- Design Strategies for Online Instruction and Learning Management Systems | | | X | | | | X | | | | X | |
| **IDET 5365**- Instructional Materials Development for Learning Management Systems | | | | X | | | | X | | | | X |
| | Fall 2024 | Spr 2025 | SS I 2025 | SS II 2025 | Fall 2025 | Spr 2026 | SS I 2026 | SS II 2026 | Fall 2026 | Spr 2027 | SS I 2027 | SS II 2027 |

## Continuous Enrollment

Master's students should also know that if they do not attend for two years, they will be required to reapply to the University. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

**Leave of Absence**
Students experiencing life changing or catastrophic events should consult with their program coordinator and/or department chair and request a [Leave of Absence](#) in writing from the College of Graduate Studies using the [Request for Leave of Absence form](#). A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the Program Coordinator, College Dean, and Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the period of time of the leave. Students should be aware that leaves of absences require suspension of all activities associated pursuit of the degree.

**Semester Checkpoints**
Each May, MS C&I students are required to submit a list of ongoing relevant professional activities (curriculum writing; professional development sessions they have led; conference presentations; publications). The Program Coordinator will provide students with details regarding where to submit materials.

## Student Scholarly and Professional Activities

We strongly encourage of MS C&I students to disseminate their action research in their professional settings by providing professional learning opportunities for colleagues and administrators. We also encourage students to disseminate their action research at local, state, and national conferences.

- The Association for Supervision and Curriculum Development (ASCD) has a TAMUCC chapter for graduate students.
- The Student Reading Council (SRC) is a student organization that promotes reading and literacy throughout the coastal bend, providing volunteer activities at area schools and community organizations. The SRC welcomes students at the undergraduate and graduate levels.
- ME by the SEa is a math and science education conference held on the TAMUCC campus the second Friday of June.
- The School and University Partnership Conference of Education (SUPCE) is held on the TAMUCC campus each October. Current and former graduate students are invited to submit a proposal to present.
- Also see your advisor for other recommendations.