

M.Ed. – Curriculum & Instruction

Emphasis in Reading

The major in Curriculum and Instruction is designed to prepare master teachers and graduates with instructional leadership skills. It has three major objectives:

- to provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy;
- to develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches;
- to provide experience in educational research related to effective educational practice in field-settings.

The major in Curriculum and Instruction is designed to serve the many educators who desire a program with an emphasis on instructional leadership and effective teaching. This major is responsive to the needs of the South Texas educational community and to state and national priorities for restructuring and delivering teacher education programs. A comprehensive examination is required. Students choosing the thesis option will take EDCI 7300 and 7301 in lieu of six hours of electives. For course descriptions and other information related to graduate studies visit our website at <http://utb.edu/vpaa/graduate>.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Careers

- K-12 teacher
- ISD Curriculum Specialist
- ISD Staff Development
- Consulting and Training
- Regional Educational Service Center Staff
- Texas Education Association Staff

36-Hour Thesis/Non-thesis Program

Required Courses: 36 hours

The options are designed to meet the new Texas state requirements for middle school and high school teachers. The state now requires teachers to be certified in both English and Reading to teach either topic at the secondary level. The TExES tests teachers in both these areas. For course descriptions and other information related to graduate studies visit our website at <http://utb.edu/vpaa/graduate>.

Required Courses: (9 hrs)

EDCI	6300	Introduction to Research
EDCI	6304	Learning and Cognition
EDCI	6334	Curriculum Development

Prescribed Electives: (6 hrs)

EDCI	6324	Language Acquisition and Implications for Teaching
EDCI	6388	Sociocultural Foundations

Electives: (select 15 hrs)

EDLI	6301	Foundations of Lang/Literature Instruction
EDLI	6310	Beginning & Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues & Instruction for Spec. Pop.
EDLI	6340	Child/Adolescent Lit.
EDLI	6350	Language Arts
EDLI	6351	Reading for Linguistics and ESL
EDLI	6360	Assess. Issues/Practices in Literacy

Resource: (6 hrs)

ENGL	6321	Composition Theory
------	------	--------------------

and/or
Any Master's level course(s) in Education

For students in the thesis option, EDCI 7300 and 7301 will be taken in lieu of six hours of electives.

Advisor

Dr. Renee Rubin • EDBC 2.312 • 882-8847 • renee.rubin@utb.edu

Course Descriptions

EDCI 6300 Introduction to Research

Introduction to research techniques; identification of problems, research designs and data gathering procedures. The planning and design of research proposals and projects are emphasized. The course must be completed or in progress before the student applies for the oral interview. Lec 3, Cr 3

EDCI 6304 Learning and Cognition

This critical course focuses on topics, theories, and models of cognitive research and their implications for instructional practice and curriculum restructuring and design. This is a field-based course. Lec 3, Cr 3

EDCI 6324 Language Acquisition and Implications for Teaching

Linguistics, social and cultural theories of language acquisition and learning related to bilingual students will be studied and connected to successful, research-based approaches for instruction. The course will emphasize the needs of English language learners and review programs and practices that best meet the needs of those students. Lec 3, Cr 3

EDCI 6334 Curriculum Development - Problems and Processes

This course examines approaches in developing, implementing, and evaluating elementary and secondary school curricula. Principles and practices in the use and production of curriculum frameworks, guides, textbooks and other curriculum materials will be included. Lec 3, Cr 3

EDCI 6388 Socio-Cultural Foundations of Education

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children. Lec 3, Cr 3

EDCI 7300/7301 Thesis

Pass/Fail

EDLI 6301 Foundations of Language and Literacy

This course examines sociocultural and cognitive theories of language and literacy development, along with theoretical models of the reading and writing processes and instruction. Also included are the historical and philosophical aspects of literacy education and the interconnection among all areas of literacy. Prerequisite: Program of study must be on file in department office. Lec. 3, Cr. 3

EDLI 6310 Beginning and Developing Literacy

Participants will learn about the developmental nature of literacy including factors that may affect it, such as the learning environment and parental involvement. Participants must learn to implement research based instructional strategies that address all the elements of a beginning and developing literacy program according to state standards. Lec. 3, Cr. 3

EDLI 6320 Adolescent Literacy Instruction

Participants learn strategies to address the diverse literacy needs of adolescents across all content areas according to state standards. Issues and characteristics of the adolescent reader are addressed. Lec. 3, Cr. 3

EDLI 6330 Literacy Issues and Instruction for Special Populations

This course addresses issues and instruction for English language learners, students with literacy difficulties (including dyslexia), and students of all backgrounds according to state standards. Participants will explore ways to ensure that all learners receive equitable instruction. Lec. 3, Cr. 3

EDLI 6340 Child and Adolescent Literature

This course exposes participants to a wide range of a narrative and expository literature as authentic resource for instruction. Participants select, adapt, and create materials, activities, and strategies to meet the needs of all students according to state standards. Lec. 3, Cr. 3

EDLI 6350 Language Arts

This course investigates current trends and issues in teaching all aspects of language arts across content areas. Participants apply research-based practices

in classroom settings to meet the needs of all students, according to state standards and current trends. Lec. 3, Cr. 3

EDLI 6351 Reading for Linguistics and ESL

This course explores the linguistics basis of the reading process. Students will consider the implications of the basic concepts from phonology, orthography, morphology and syntax for teaching reading and for the English language learners. Lec 3, Cr 3

EDLI 6360 Assessment Issues and Practice in Literacy

The content focuses on current trends and issues in assessment practices along with the role it plays in guiding instruction. Participants learn to assess all areas of literacy including: emergent and developing literacy, spelling, writing, oral language, comprehension, use of study strategies, viewing listening and speaking. Lec. 3, Cr. 3

ENGL 6321 Rhetorical Theory

This course focuses on major historical and theoretical developments in the study of rhetoric and the application of rhetorical concepts in the analysis of discourse. Lec 3, Cr 3