

**MASTER OF SCIENCE IN EARLY CHILDHOOD
EDUCATION
STUDENT HANDBOOK**

ACADEMIC YEAR 2016 – 2017

FC #241

Updated: 23 March 2018

This handbook is intended to be read in conjunction with the Graduate Catalog: <http://catalog.tamucc.edu/index.php> and the College of Graduate Studies Handbook http://gradcollege.tamucc.edu/current_students/masters_students.html.

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**SECTION I. MESSAGE FROM THE DEAN/DEPARTMENT CHAIR/PROGRAM
COORDINATOR WELCOME TO THE MASTER OF SCIENCE IN EARLY CHILDHOOD EDUCATION
(MS/ECED) PROGRAM AT TEXAS A&M UNIVERSITY-CORPUS CHRISTI.**

My name is Jana Sanders and I am the coordinator for the Master of Science in Early Childhood Education Degree Program.

The MS/ECED is a dynamic program that will enhance your knowledge and understanding of young children, developmentally appropriate curriculum, diversity, teaching strategies, and current research. One of the first steps, upon acceptance to this program, is to meet with me and develop a degree plan. Please contact me so we can meet, complete this plan and get to know one another.

I look forward to meeting you and helping you achieve this next goal in your professional career!

Sincerely,
Jana Sanders

SECTION II. FACULTY & STAFF

Dr. Jana Sanders.....Professor of Education

Ms. Maria Gonzalez.....Administrative Assistant

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SECTION III. LEARNING OUTCOMES

Program Admission Requirements

Students seeking admission of the M. S. in Early Childhood Education must meet the general graduate requirements of the University. Prospective students must:

1. Apply for Admission via [Apply Texas Application](#)
2. An applicant may defer admission to an earlier/later semester. Applications are valid for one year. One deferral is allowed per application.
3. Application fee
 1. \$50 for U. S. citizens
 2. \$70 for international students
4. Official transcripts from all undergraduate and graduate course work taken at any accredited college or University attended (International applicants will be required to submit relevant International transcripts)
5. Essay (Approximately 300-400 words in length which includes educational and professional goals and the reason for applying to the program)
6. Applicants must have a minimum undergraduate GPA of 3.00 and a graduate GPA of 3.00 on the last 60 semester credit hours of undergraduate work and any previous work in graduate school.
7. Students who have submitted all required application documents, but who do not meet the minimum GPA of 3.00, may enroll in the degree program of their choice in a conditional status in courses approved by the chair of the department in which the applicant seeks admission. After completing at least 6 semester credit hours with a GPA of not less than 3.00 at this University, applicants may continue the application process into a graduate program in the College of Education and Human Development

Program Admission Deadlines

Domestic Students

Fall Semester = July 15

Spring Semester = November 15

Summer I Semester = April 15

Summer II Semester = May 15

International Students

Fall Semester = May 1

Spring Semester = September 1

Summer I Semester = February 1

Summer II Semester = February 1

Admission Review Process/ Timeline

Completed applications are reviewed by program faculty then a decision is made in an ongoing basis with a goal of returning the decision within 10 business days.

SECTION IV. ACADEMIC PROGRESSION

Program Degree Requirements

Foundation Courses	EDFN	5301	Introduction to Research
	ERST	5302	Studies in Equality of Educational Opportunities
	<i>Or</i>		
	SPED	5385	Foundations in Minority Special Education
Core Courses			
	ECED	5301	Involving Families and Communities in the Lives of Young Children
	ECED	5334	Developmentally Appropriate Early Childhood Curriculum
	ECED	5337	Cultural, Linguistic, and Economic Diversity and the Effects on the Lives of Children
	ECED	5340	Appropriate Formal and Informal Assessment of Young Children
	ECED	5346	Capstone Research Proposal in Early Childhood Education
	ECED	5349	Capstone Research Project in Early Childhood Education
	READ	5310	Emergent Literacy
Specialization Area Bilingual Education	BIEM	5343	Foundations of Bilingual Education
	BIEM	5344	Methods of Teaching Bilingual Children
	BIEM	5345	Developmental Linguistics
Specialization Area English as a Second Language	BIEM	5346	Pedagogical Implications of Bilingual/ESL
	BIEM	5347	Methods of Teaching English as a Second Language
	BIEM	5349	Contrastive Analysis
Specialization Area Reading	READ	5345	Stages and Standards for Reading Development
	READ	5369	Content Area Reading
	READ	5381	Exploring literature of Children and Adolescents
	READ	5350	Multicultural Literacy
	READ	5392	Pscho-linguistics
	READ	5395	Leadership and Literacy
Specialization Area Special Education	SPED	5315	Individuals with Exceptionalities in the Schools
	SPED	5319	Introduction to Low-Incidence Disabilities

SPED	5320	Application of Learning Principles
SPED	5321	Supporting Access for Students with Low-Incidence Disabilities
SPED	5340	Individuals with Multiple Disabilities
SPED	5385	Foundations in Language Minority Special Education
SPED	5380	Students with Behavior Disorders

Graduate Advisory Committee

Graduate Council

Purpose: To consider all matters relating to graduate programs at Texas A&M University-Corpus Christi and to recommend practices and policies that enhance the quality of A&M-CC graduate programs. The Graduate Council reports through the Faculty Senate.

Function: The Graduate Council serves as the advisory body to the Graduate Dean. The Graduate Council reviews and evaluates the admissions policies and processes, curriculum and program requirements, academic standards, grading policies and practices, academic advising, orientation, faculty qualifications and productivity, library and learning resources, computer and laboratory facilities and other issues relating specifically to graduate education at the University. The Council assists the Graduate Dean in reviewing the content of the Graduate Catalog.

This Council also reviews new graduate programs being considered by the University once the college initiating the proposal has approved them. Once approved by the Council, the proposal will continue through the regular approval process (i.e., the Faculty Senate, the Provost's Leadership Team, and the President.)

The Graduate Council also considers strategic directions that the University should pursue regarding graduate education and assists in the formulation of marketing, scholarship, recruiting, and program development objectives needed to achieve the institution's graduate education goals.

By April 1st of each year, the Graduate Council will submit its formal recommendations regarding graduate education to the College Deans' Council and the Faculty Senate for consideration.

Membership: The Dean of Graduate Studies, three graduate faculty members from each college who are elected by the graduate faculty of the college and the Associate Dean for Graduate Studies. One representative elected by the Faculty Senate and a professional librarian serves as a non-voting member of the Council. All elected/appointed members serve 3 year terms which may be renewed once. Elected terms are staggered so that one member from each college rotates off the council each year.

Degree Plan

**Texas A&M University-Corpus Christi
College of Education
Master of Science: Early Childhood Education
36 semester hours**

Admit Date: _____

Completion Date: _____

Student's Name _____

ID Number _____

COURSES			COURSE SUBSTITUTIONS			
Course # and Title	GR	HRS	Course # and Title	GR	HRS	University
Foundation Courses – (6 sem hrs)						
EDFN 5301- Introduction to Research		3				
EDFN 5302 Studies in Equality OR SPED 5385 Foundations in Language Minority Special Education		3				
2. Core Courses – (21 sem hrs)						
ECED 5301- Community Resource in Early Childhood Education		3				
ECED 5334- Developmentally Appropriate Early Childhood Curriculum		3				
ECED 5337- Understanding & Educating Young Children in a Diverse Society		3				
ECED 5340- Developmentally Appropriate Assessment of Young Children		3				
ECED 5346- Practicum in Research Methods		3				
ECED 5349- Capstone Experience in Early Childhood Education		3				
READ 5310- Emergent Literacy		3				
3. Specialization Area – (9 sem hrs)						
Choose ONE area of specialization and complete ALL courses in the area chosen						
Bilingual Education						
BIEM 5343- Foundations in Bilingual Ed		3				
BIEM 5344- Methods of Teaching Bilingual Children		3				
BIEM 5345- Developmental Linguistics		3				
English as a Second Language						
BIEM 5346/6346- Pedagogical Implications of Bilingual/ ESL		3				
BIEM 5347- Methods of Teaching ESL		3				
BIEM 5349- Contrastive Analysis		3				
Reading Education						
READ 5345- Stages and Standards for Reading Development		3				
READ 5369- Content Area Reading		3				
READ 5381- Exploring the Literature of Children & Adolescents		3				
Special Education						
SPED 5315/6315 Individuals with Exceptionalities in the Schools		3				

SPED 5387- Content- area Strategies for students with Exceptionalities		3			
SPED 5380- Students with Behavior Disorders		3			

Faculty Advisor Approval: _____ Date: _____

All courses applicable to the Master’s Degree must be no more than seven (7) years old.

Culminating Event/Exit Requirements

Capstone

In lieu of a thesis, all students in the M.S. in Early Childhood Education develop and present a portfolio of their growth process, which has taken place during the degree program. The portfolio consists of experiences, projects, originally designed products and a synthesis of reflection developed during participation in the program. Students present and discuss their portfolio with an assessment panel consisting of a TAMUCC Early Childhood Education professor, a professor from the College of Education and Human Development and another educational professional who has attained, at minimum, a master’s degree.

The portfolio consists of two parts. The first part consists of self-evaluation and reflection while the second part contains projects and products. The self-evaluation and reflection portion of the portfolio must contain: personal goal statement(s) for growth during the program; candid assessment of the achievement of the personal growth goals; statement of developmentally appropriate best practices for young children; examples of classroom practice activities related to developmentally appropriate practice; s fifteen to twenty-minute video tape of the student interacting with young children; and a self-appraisal of the videotaped lesson using the most current version of the National Association for the Education of Young Children (NAEYC) Guidelines for Developmentally Appropriate Activities.

The second part of the portfolio must contain: original lesson plans or activities reflecting developmentally appropriate practices for young children; sample(s) of authentic assessment instruments developed by the student; candid appraisal of the authentic assessment instruments developed; and the student’s culminating project.

The culminating project or capstone should be based upon current research in Early Childhood Education. This project should be designed for an educational setting. Projects should be created to improve some aspect of the Early Childhood program in a specific classroom, program in a school district or educational organization or add to the knowledge or understanding of young children, their environment, the family, or community as it relates to young children.

Presentation of the student’s portfolio and culminating project (capstone) is reviewed by a panel consisting of: 1) the instructor of ECED 5349, 2) a professor from the TAMUCC College of Education and Human Development, and 3) educational professional who has attained at least a master’s degree. This panel is identified as the Assessment Panel. Students provide each member of the assessment panel with a copy of the completed portfolio including all aspects and the formal composition of the Culminating Project at least three weeks prior to student’s presentation.

After the student presentation, members of the Assessment Panel ascertain the sufficiency of the presentation and components using the Assessment Panel Rubric, see Appendix J. If the work is deemed appropriate, the instructor of ECED 5349 completes the necessary paperwork and then delivers this to the College of Graduate Studies signifying that the student has successfully completed all requirements for the Master of Science in Early Childhood Education. If the presentation and components are not satisfactory, the student is informed of deficiencies and is be allowed to modify or enhance the specific areas and present the alterations by a deadline determined by the assessment panel. The student is responsible for delivery of the modifications to panel members.

SECTION V. COURSE OFFERING SEQUENCE

FALL	SPRING	MAYMESTER	SUMMER I	SUMMER II
Even Years: ECED 5346 Odd Years: ECED 5337	Odd Years: ECED 5349 Even Years: ECED 5340		ECED 5301	ECED 5334

SECTION VI. PROGRAM SPECIFIC INFORMATION

Student Organizations

Association of Texas Professional Educators at TAMUCC
 Bilingual Education Student Organization (BESO)
 Graduate Student Council
 Kappa Delta Pi
 Student Council of Math & Science Teachers
 Student Council of Math & Science Teachers

Program/College Awards

Outstanding Master's Student Award
 Outstanding Master's Mentor Award
 Three Minute Thesis Award

Conferences to Attend

OMEP = Organisation Mondiale pour l'Education Préscolaire" (World Organization for Early Childhood Education and Care)
 OMEP-USA = (World Organization for Early Childhood Education and Care-USA)
 NAEYC = National Association for the Education of Young Children
 ACEI = Association for Childhood Education International
 SECA = Southern Early Childhood Association
 TAEYC = Texas Association for the Education of Young Children
 SAAEYC = San Antonio Association for the Education of Young Children
 HAEYC = Houston Association for the Education of Young Children

SECTION VII. REQUIREMENTS THAT EXCEED THE COLLEGE OF GRADUATE STUDIES REQUIREMENTS OR EXAMPLES, E.G., THESIS ABSTRACTS

Not applicable.