

Master of Science and Certification (MAC) - Elementary
STUDENT HANDBOOK
2024-2025



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Section I: Message from the Program Coordinator, Dr. Kathleen Lynch-Davis

Welcome to the Curriculum, Instruction, and Learning Sciences department. We are delighted that you will be joining the Master of Science and Certification Program (MAC). This program lets you earn a Master of Science degree and Teacher Certification from Texas. Please reach out to our faculty and staff with any questions you might have. We are here to help, and we look forward to working with you.

Mission

Curriculum, Instruction, and Learning Sciences is committed to preparing future graduates representing diverse backgrounds and experiences to be educators, leaders, and professionals in various learning environments who impact communities through innovative teaching, research, creative activity, and service.

Vision

We develop and nurture equitable evidence-based practices in multiple teaching and learning contexts that address current needs, anticipate future innovations, and enhance community partnerships.

Meet your program faculty



Program Objectives/Student Learning Outcomes

1. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.
3. The teacher understands student diversity and knows how to plan learning experiences and designs assessments that are responsive to differences among students and that promote all students' learning.
4. The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
5. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
6. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
7. The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
8. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
9. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
10. The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
11. The teacher provides appropriate instruction that actively engages students in the learning process.

Students will:

- Design instruction and assessment to promote student learning.
- Provide examples of a positive classroom climate.
- Determine effective, responsive instruction and assessment as teachers.
- Articulate and fulfill professional roles and responsibilities as teachers.
- Design and implement an action research project that utilizes knowledge of the content and pedagogy acquired in the program to inform their teaching.

Requirements for Certification

Master of Science and Certification Program (MAC)

Fifty Hour Observation Requirement for Teacher Certification

According to the Texas Education Agency (TEA) guidelines (19 TAC 228.43, students are required to complete 50 hours of field-based experience observing in a classroom before they are eligible to be considered for registration in Clinical (Student) Teaching or Internship. These experiences should include observation, small group instruction, tutoring; presenting whole class instruction; one-on-one student support; practicing classroom management skills; supporting lead teacher instruction; and coteaching.

It is your responsibility to plan with the school/district(s) to complete these hours. You may choose to observe in public schools, private schools, or charter schools but all observation hours must be completed at TEA or TEPASAC (Texas Private School Accreditation Commission) accredited schools. If necessary, the Office of Field Experiences can supply you with a letter of verification for the school to further explain this program requirement.

You are expected to complete your observations before or during three courses in the program: EDUC 5351, EDUC 5352, EDUC 5353. Although these observations have been embedded into the course, you may complete the observations prior to registration for the specific courses, as your schedule allows. Reflection forms and the required field-based experience log are included in this handbook. If you have teaching experience, long-term substitute teaching experience, or have been an instructional aide in a school, these hours may count if appropriately logged for 25 of the total hours for your observation requirement, however, the hours must be at your certification level.

Documentation for teaching: Several forms of documentation can be used including, but not restricted to, a Teacher Service Record or a letter on letterhead from a previous school/district verifying employment and the amount of time employed and grade level taught. Contact the school district in which you worked to obtain this information.

Documentation for substitute teaching and for instructional aides: Several forms of documentation can be used including, but not restricted to, a letter from a school district verifying employment and the amount of time employed and the grade level of employment. Contact the school district in which you worked to obtain this information.

Once you have completed the 50 hours and have documented this information on your reflection forms, including appropriate school signatures, you will submit all forms in CANVAS to the respective course in which you are enrolled (EDUC 5351, EDUC 5352, EDUC 5353).

Field-Based Experience Observation Log

In compliance with TEA guidelines (19 TAC 228.43), teacher candidates are required to complete 50 hours of field-based experience. This is evidenced by completion of a field-based experience observation log and a reflection of observation.

Please submit your observation log and reflection electronically to CANVAS.

Field-based Experience Log (Please use this format.)

Teacher Candidate:

Program/Certification:

Anticipated Semester for Internship/Clinical Experience:

Date	Subject Area	Grade Level	Campus	District	Arrival Time	Departure Time	Interaction with Students (this should be referenced from the list above)	Verifying Initials of Observed Teacher	Total Number of Hours in the Classroom

Observation of an Experienced Teacher

For your each observation your reflection must identify how the teacher you observed/worked with addresses the Pedagogy and Professional Responsibilities Domains. Each of the competencies is listed in this document for easy reference. Please identify at least 6 of these 13 competencies.

For your reflection/narrative of the observation:

- Six TExES PPR (Pedagogy and Professional Responsibilities) competencies written in entirety (cut & paste the actual competency)
- A “thick description” of the six observed competencies. By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people. Thick description refers to the detailed account of field experiences in which the researcher makes explicit the patterns of cultural and social relationships and puts them in context (Holloway, 1997).
- Address the following questions:
 1. How many students were in the classroom? [Obj]
 2. What was the topic of the lesson being taught? [Obj]
 3. How did students respond to the lesson?
 4. How did the teacher present the lesson?
 5. What did you learn from the observation?

References

Holloway, I. (1997). Basic Concepts for Qualitative Research. London: Blackwell Science.

Clinical (Field) Experience

You will decide which of the two Clinical Experiences suits your experience and needs as a teacher candidate.

Internship: Interns work as full-time teachers for two school semesters. The intern is the instructor of record in the classroom, is assigned a certified teacher as a mentor and is hired by a School District. Interns earn the full salary of certified teachers. The university gives some help in finding an internship job, but the ultimate responsibility falls on the university student. Internships begin in the fall only. Internships are offered only to students who begin the ACE (Alternative Certification of Educators) program in the summer, if students begin the ACE program in the fall, Student Teaching is the only option. Students selecting the Internship program must take EDUC 5363 and EDUC 5394.

Clinical Teaching: Clinical teachers spend a 14-week period working full-time in the classroom alongside a certified teacher. Clinical teachers are unpaid. Students must complete all coursework prior to starting his/her clinical teaching field experience. Students selecting the Clinical Teaching option are required to take additional coursework as outlined in your degree program (SPED (Special Education) 5315 and BIEM 5346).

Testing Information

Simultaneously while you complete your course requirements, you must also complete the certification exams required by the State of Texas. This requires coordination with the Certification Office and registration with the State.

Steps for Certification Testing:

1. Create an account on TAR Website (TExES Approval Request) Website: <http://tar.tamucc.edu>
2. Prepare for your Content Exam <http://cms.texas-ets.org>.
3. Register and pass your Content Test. You will submit your test results to the program coordinator.
4. Prepare for your Pedagogy & Professional Responsibilities exam
5. Register and pass the PPR.

If you do not pass the state certification exams, you must wait 30 days (about 4 and a half weeks) before being eligible to take the test again. During this waiting period you will participate in “test prep” requirements. Candidates will not be allowed to re-test without proper preparation. Please contact the Certification Office for access to the test prep materials.

The following course schedule is tentative. Course offerings may vary by semester. Check the catalog each semester for course offerings and additional information.

**MASTER OF SCIENCE and CERTIFICATION:
Elementary Education 36 sch**

COURSE NUMBER & TITLE		Hours
CERTIFICATION MASTER'S DEGREE REQUIREMENTS (21 Semester Hours) (**If a student does not acquire an internship, the graduate student must complete 6 hours of <u>undergraduate</u> "# Student Teaching" for one semester to complete certification.)		
EDUC 5351	Foundations in American Education (Must earn 'B' or higher)	3
EDUC 5352	Planning/Teaching/Learning Processes (Must earn 'B' or higher)	3
EDUC 5353	Classroom Management & the Student (Must earn 'B' or higher)	3
EDUC 5354	Methods of Teaching Mathematics	3
EDUC 5355 EDUC 5356	Methods of Teaching SS or Methods of Teaching Science	3
#EDUC 5393 or BIEM 5346**	Internship I <u>or</u> Pedagogical Implications for Bilingual/ESL (and Clinical Teaching**)	3
#EDUC 5394 or SPED 5315	Internship II <u>or</u> Individuals with Exceptionalities in the Schools (and Clinical Teaching**)	3
SPECIALIZATION AREA (12 Semester Hours)		
ERST 5302	Studies in Equality of Educational Opportunities	3
READ 5345	Stages and Standards for Reading Development	3
READ 5345	Stages and Standards	3
READ 5371	Diagnosis and Correction of Reading Problems	
IDET 5360	Introduction to Designing Online Courses	3
CAPSTONE COURSE (3 Semester Hours)		
EDUC 5358	Applied Research & Professional Writing	3

EDUC 5351 Foundations of Education in America	A course emphasizing multicultural aspects of education; requirements for teaching as they relate to special education students, including the gifted and talented; the legal and ethical aspects of teaching; and the forms of organization and management utilized in Texas and in the U.S., Enrollment limited to graduate students seeking initial teacher certification.
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EDUC 5352 Planning, Teaching, Learning Processes	A course emphasizing the various aspects of planning for teaching; the teaching/learning process; curriculum organization; use of instructional media and technology; instructional planning; and instructional and student evaluation, including standardized testing programs, teacher evaluation, and various forms of instructional and student evaluation planned and conducted by the teacher. Each student will participate in field experiences. Enrollment is limited to graduate students seeking initial teacher certification.
EDUC 5353 Classroom Management and theStudent	A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment is limited to graduate students seeking initial teacher certification. Prerequisite: Admission to Teacher Education.
EDUC 5357 Strategies for Teaching in Secondary Schools	A course emphasizing practical and varied strategies for instructional planning and presentations. Instruction will build upon the following topics, which will have been introduced in previous courses: the teaching-learning process, curriculum organization, use of instructional technology, instructional planning, and instructional and student evaluation. Each student will participate in field experiences. Enrollment is limited to graduate students seeking initial certification.
EDUC 5358 Applied Research and Professional Writing	A course emphasizing the finding, interpreting, and use of research to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research. Students will develop and execute an applied inquiry project. Enrollment is limited to graduate students seeking initial teacher certification.
EDUC 5393 Internship I	This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDUC 5352 – Planning, Teaching, Learning Processes (or have completed it) and completed 30 contact hours of filed observation.
EDUC 5394 Internship II	This course is a supervised classroom teaching field experience and seminar designed to assist the non-certified teacher with the application of classroom management techniques and enhance existing teaching skills. Enrollment is limited to graduate students seeking initial teacher certification. Prerequisite: EDUC 5393 and EDUC 5352. Interns must be enrolled in EDUC 5357 or have completed EDUC 5357.

Clinical Teaching	Laboratory experiences and directed teaching. Prerequisite: Admission to Student Teaching.
BIEM 5346 Pedagogical Implications of Bilingual/ESL	Overview of curriculum alignment in the bilingual classroom. Includes analysis of language assessment instruments and the pedagogical implications associated with the education of culturally and linguistically diverse students. Students who have taken BIEM 5346 may not enroll in BIEM 6346.
EDCI 5340 Instructional Techniques for Effective Teaching	This course will emphasize research-based strategies for increasing student achievement, models of successful instruction to help teachers/administrators plan, and techniques for implementation of effective instructional techniques.
SPED 5315 Individuals with Exceptionalities in the Schools	Basic information and skills for working with individuals with exceptionalities in a variety of settings. Includes current trends, issues and research pertaining to individuals with disabilities. Students who have taken SPED 5315 may not enroll in SPED 6315.
ERST 5302 Studies in Equality of Educational Opportunities	Recent developments affecting the education of minority children and youth; innovations in program development and equality of educational opportunity.
IDET 5360 Design Strategies for Online Instruction and Learning Management Systems	This course is designed to provide educators with an overview of the instructional and programmatic factors that should be considered when designing, developing, and delivering an online course. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. This course considers the specific needs of online students as well as the pedagogical and technical skills necessary to succeed when teaching online. Aspects of website usability and accessibility are also addressed.
IDET 5365 Instructional Materials Development for Learning Management Systems	A course addressing research and best practices related to the development of instructional activities and materials for online instruction within a learning management system environment. Incorporates research-based knowledge consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxVSN) standards. Consistent with those standards, research sound instructional strategies for promoting student success. Covers legal, ethical, and safe behavior related to technology use. Considers research on the development and delivery of assessments and assignments that meet standards based-learning goals. Reviews research on assessment and measurement of learning and use of data from assessment and other sources to formatively modify content.

<p>READ 5369 Content Area Reading</p>	<p>In this course graduate students examine the theoretical and functional aspects of literacy across the curriculum. Emphasis is placed on (a) ways to promote and develop students' abilities to learn through text-based instruction, (b) ways to promote the acquisition of study skills, and (c) ways to assist struggling readers in a classroom situation.</p>
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Student Organizations – Students are encouraged to fully participate in our university organizations and professional field. Our university hosts Chapter #328 of the Phi Theta Kappa Honor Society (<http://pkp.tamucc.edu/>). The Graduate Resource and Opportunity Workspace (GROW), through the College of Graduate Studies, provides professional development activities, resources, and events for graduate students.

Program/College Awards – The College of Graduate Studies sponsors annual awards including the Outstanding Master's Student Award.

Conferences to Attend – Students are encouraged to attend and present at local, state, and national conferences. Conference attendance and proposal submissions are discussed and supported throughout the program courses. Funding support may be available.