Master of Science and Certification (MAC) - Secondary
STUDENT HANDBOOK

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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. Last updated Fall 2022.
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Section I: Message from the Program Coordinator, Dr. Kimberly S. Reinhardt

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 allows you to earn a Master of Science degree and Teacher Certification from the state of 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.

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.

Section II. Learning Outcomes

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.

Section III. Academic Progression

Requirements for Certification

Master of Science and Certification Program (MAC)

Thirty Hour Observation Requirement for Teacher Certification

According to the Texas Education Agency (TEA) guidelines, students are required to complete 30 hours of field-based experience observing in a classroom before they are eligible to be considered for registration in Clinical (Student) Teaching or Internship. 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 TEPSAC (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 for 15 of the total hours for your observation requirement, however, the hours must be at your certification level.

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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 30 hours and have documented this information on your reflection forms, including appropriate school signatures, you will submit all forms to 30-hour Observation Portal AND to the respective course in which you are enrolled (EDUC 5351, EDUC 5352, EDUC 5353).

Field-Based Experience Observation Log

In compliance with 19 TAC (Texas Administrative Code) §228.35(e)(1)(A), teacher candidates are required to complete 30 hours of field-based experience. This is evidenced by completion of a field-based experience observation log and a reflection of observation.

Please use this link to the TEA Observation Portal to properly submit your observation log and reflection.

Teacher Candidate:
Program/Certification:
Anticipated Semester for Clinical Experience:

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject Area</th>
<th>Grade Level</th>
<th>Campus</th>
<th>District</th>
<th>Arrival Time</th>
<th>Departure Time</th>
<th>Interaction with Students</th>
<th>Verifying Initials of Observed Teacher</th>
<th>Total Number of Hours in the Classroom</th>
</tr>
</thead>
</table>

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**Observation of an Experienced Teacher**

For your observations, you must identify how the teacher you observed 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 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?
  2. What was the topic of the lesson being taught?
  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**


**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 for Educators) program in the summer. 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 5315 and BIEM 5346).
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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
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 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 retest 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:**
Secondary Education 36 Semester Hours

<table>
<thead>
<tr>
<th>COURSE NUMBER &amp; TITLE</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CERTIFICATION MASTER’S DEGREE REQUIREMENTS</strong> (21 Semester Hours)</td>
<td></td>
</tr>
<tr>
<td>EDUC 5351</td>
<td>Foundations in American Education (Must earn ‘B’ or higher)</td>
</tr>
<tr>
<td>EDUC 5352</td>
<td>Planning/Teaching/Learning Processes (Must earn ‘B’ or higher)</td>
</tr>
<tr>
<td>EDUC 5353</td>
<td>Classroom Management &amp; the Student (Must earn ‘B’ or higher)</td>
</tr>
<tr>
<td>EDUC 5357</td>
<td>Strategies for Teaching in the Sec. School (Must earn ‘B’ or higher)</td>
</tr>
<tr>
<td>READ 5369</td>
<td>Content Area Reading</td>
</tr>
<tr>
<td>EDUC 5393</td>
<td>Internship I or Pedagogical Implications for Bilingual/ESL (and Clinical Teaching**)</td>
</tr>
<tr>
<td>or BIEM 5346**</td>
<td></td>
</tr>
<tr>
<td>EDUC 5394</td>
<td>Internship II or Individuals with Exceptionalities in the Schools (and Clinical Teaching**)</td>
</tr>
<tr>
<td>or SPED 5315</td>
<td></td>
</tr>
<tr>
<td><strong>SPECIALIZATION AREA (12 Semester Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>ERST 5302</td>
<td>Studies in Equality of Educational Opportunities</td>
</tr>
<tr>
<td>EDCI 5340</td>
<td>Instructional Techniques for Effective Teaching</td>
</tr>
<tr>
<td>IDET 5360</td>
<td>Introduction to Designing Online Courses</td>
</tr>
<tr>
<td>IDET 5365</td>
<td>Professional Seminar</td>
</tr>
<tr>
<td><strong>CAPSTONE COURSE (3 Semester Hours)</strong></td>
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</tr>
<tr>
<td>EDUC 5358</td>
<td>Applied Research &amp; Professional Writing</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>EDUC 5351</td>
<td>Foundations of Education in America</td>
</tr>
<tr>
<td>EDUC 5352</td>
<td>Planning, Teaching, Learning Processes</td>
</tr>
<tr>
<td>EDUC 5353</td>
<td>Classroom Management and the Student</td>
</tr>
<tr>
<td>EDUC 5357</td>
<td>Strategies for Teaching in Secondary Schools</td>
</tr>
<tr>
<td>EDUC 5358</td>
<td>Applied Research and Professional Writing</td>
</tr>
<tr>
<td>EDUC 5393</td>
<td>Internship I</td>
</tr>
<tr>
<td>EDUC 5394</td>
<td>Internship II</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clinical Teaching</td>
<td>Laboratory experiences and directed teaching. Prerequisite: Admission to Student Teaching.</td>
</tr>
</tbody>
</table>
**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 (typep://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. Fundingsupport may be available.