

PROGRAMS LEADING TO POST-BACCALAUREATE INITIAL TEACHING CERTIFICATION

Program Description

Graduate Level Educator Preparation Program

The Educator Preparation Program is integrated as the initial portion of the Master of Science degree in Elementary Education or the Master of Science degree in Secondary Education and Alternative Certification for Educators (ACE) programs. Students with an undergraduate degree seeking an initial teaching certification must meet University admissions requirements as outlined in the Graduate Admissions section of this catalog.

Admission Requirements

Admission to and Retention in the Teacher Education Program

Requirements for admission to and retention in the Graduate Level Initial Teacher Certification Program includes:

1. Completion of the application process for admission to teacher education, (If denied admission, the student must reapply in order to be reconsidered for admission.) including passing the TExES PACT exam in compliance with TEA guidelines; <https://tea.texas.gov/texas-educators/certification/educator-testing/pre-admission-content-test>. (<https://tea.texas.gov/texas-educators/certification/educator-testing/pre-admission-content-test.%C2%A0/>)
2. A minimum grade point average of 3.0 on all academic work attempted. (To remain in the program, a minimum GPA of 3.00 is required in all graduate work. See "Scholastic Probation and Enforced Withdrawal (<http://catalog.tamucc.edu/graduate/academic-degree-requirements/>)" in this catalog.)
3. Completion of EDUC 5351 Foundations of Education in America (3 sch), EDUC 5352 Planning, Teaching, Learning Processes (3 sch), and EDUC 5353 Classroom Management and the Student (3 sch) with a grade of "B" or better.
4. Completion of TB screening.
5. An interview with a Curriculum, Instruction, and Learning Sciences faculty member is required.

Note:

Every individual, upon application for initial teacher certification, will receive a national background investigation for a record of activity by the TEA/State Board for Educator Certification prior to issuance of the standard teaching certificate. Applicants for the Educator Preparation Program are subject to a criminal background check by the partner school district. Districts have the right to refuse individual access to their schools and/or students at ANY time and Texas A&M University-Corpus Christi is obligated to honor that request. Inability to complete field requirements will preclude an individual from successfully meeting course requirements.

Individuals enrolled in the Graduate Educator Preparation Program are required to complete face-to-face field experiences during the day as part

of their course work. Please contact your faculty advisor to discuss this requirement.

Admission to Clinical Teaching or Teaching Internship

All educator preparation programs offered by this University require robust clinical experiences. Students may register for clinical teaching or, if employed by a Texas school district on an emergency teaching certificate, the student may register for a teaching internship.

Other requirements include:

1. Admission to the Educator Preparation Program.
2. A minimum GPA of 3.0 on all academic work attempted or 3.0 on the last 60 hours attempted.
3. Completion of all instructional methodology courses and required reading courses with a grade of "B" or better.
4. Transfer students are to complete a minimum of 6 semester hours of required instructional methodology courses at the student's level of certification at Texas A&M University-Corpus Christi.
5. Completion of a "Fall Experience" (beginning of the year activities in a public school) and submission of a written summary of the experience is required for all students seeking clinical teacher placement.
6. In order to be admitted into clinical teaching or internship, the student must pass the TExES content exam.

Recommendation for Initial Teacher Certification

Initial teacher certification by the TEA/State Board of Educator Certification is not automatically granted with the completion of an approved program of study. The student must first be recommended for certification by the COEHD. In order to be recommended, a student must:

1. Successfully complete the appropriate approved certification program with an overall GPA of 3.0.
2. Complete the appropriate clinical teaching or teaching internship experience with a grade of "B" or better.
3. Have passed all appropriate TExES tests. In addition, students seeking certification in Bilingual Education must have passed the Bilingual Target Language Proficiency Test (BTLPT).
4. Submit an application online through the TEA/State Board for Educator Certification website for certification and provide documentation to the Certification Office in the COEHD. Application fees are required.

Courses

EDUC 5327 Strategies of Success I for the Beginning Teacher 3 Semester Credit Hours (3 Lecture Hours)

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, classroom management techniques, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the first semester of the second year on a "Probationary Certificate."

Prerequisite: EDUC 5393 and 5394.

EDUC 5351 Foundations of Education in America**3 Semester Credit Hours**

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.

EDUC 5352 Planning, Teaching, Learning Processes**3 Semester Credit Hours**

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 limited to graduate students seeking initial teacher certification.

EDUC 5353 Classroom Management and the Student**3 Semester Credit Hours**

A course emphasizing methods of organizing and managing a classroom, and student growth and development concepts and how they will affect classroom management. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5354 Methods of Teaching Mathematics**3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing the teaching of mathematics in Grades 1-8 using manipulatives in a problem-solving format. 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 limited to graduate students seeking initial teacher certification.

EDUC 5355 Methods of Teaching Social Studies**3 Semester Credit Hours (3 Lecture Hours)**

A course emphasizing practical applications for the teaching of social studies in Grades 1-8. 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 limited to graduate students seeking initial teacher certification.

EDUC 5356 Methods of Teaching Science**3 Semester Credit Hours (3 Lecture Hours)**

This course is designed to provide pre-service teachers with an understanding of the teaching of science in the elementary school setting. Students' prior knowledge from previous courses will be essential to their performance in this course, namely: technology in the classroom, lesson planning, curriculum organization, and student assessment. Participation in field experiences is a requirement of this course. Enrollment limited to graduate students seeking initial teacher certification.

EDUC 5357 Strategies for Teaching in the Secondary School**3 Semester Credit Hours (3 Lecture Hours)**

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 limited to graduate students seeking initial certification.

EDUC 5358 Applied Research and Professional Writing**3 Semester Credit Hours (3 Lecture Hours)**

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 limited to graduate students seeking initial teacher certification.

EDUC 5390 Professional Seminar**1-3 Semester Credit Hours (1-3 Lecture Hours)**

This course addresses contemporary issues in education. May be repeated for credit when the topic varies.

EDUC 5393 Internship I and Seminar for the intern Teacher**3 Semester Credit Hours (3 Lecture Hours)**

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 EDUC 5352 - Planning, Teaching, Learning Processes*) and completed 30 contact hours of field observation.

EDUC 5394 Internship II and Seminar for the intern Teacher**3 Semester Credit Hours (3 Lecture Hours)**

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 5352.

EDUC 5395 Strategies of Success II for the Beginning Teacher**3 Semester Credit Hours (3 Lecture Hours)**

This course is provided for beginning teachers during their second year on a "Probationary Certificate." Students are provided with the application of learning principles, communication skills, and teaching strategies that will reinforce their existing teaching skills. Enrollment is limited to teachers on a TEA "Probationary Certificate," but are currently in teaching positions. This course is taken during the second semester of the second year on a "Probationary Certificate."

Prerequisite: EDUC 5393, 5394 and 5327.

EDUC 5397 Practicum I for the Beginning Teacher**3 Semester Credit Hours (3 Lecture Hours)**

This is a supervised classroom teaching field experience designed to enhance the individual teacher's existing teaching skills for the beginning teachers during their third year on a "Probationary Certificate." Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken concurrently with EDUC 5327 first semester of the third year on a "Probationary Certificate." This course may not be taken for graduate credit if the student has taken EDUC 5393, EDUC 5394 or EDUC 5395.

Prerequisite: EDUC 5327, 5393, 5394 and 5395.

EDUC 5398 Practicum II and Seminar for the Beginning Teacher**3 Semester Credit Hours (3 Lecture Hours)**

Beginning teachers who are currently in their third year of a "Probationary Certificate" are provided with additional skills to enrich their classroom teaching proficiency through seminars and supervised supervision for effective classroom teaching. Enrollment is limited to certified teachers on a TEA "Probationary Certificate," but currently in teaching positions. This course is taken during the second (and final) semester of the third year on a "Probationary Certificate."

Prerequisite: EDUC 5327, 5393, 5394, 5395 and 5397.

EDUC 5696 Directed Individual Study**1-6 Semester Credit Hours (1-6 Lecture Hours)**

Contemporary issues in educational technology; topics vary with professional interests and needs of participants. This "hybrid" course focuses upon enabling students to design effective instructional activities and materials for on-line instruction within a learning management system (LMS) environment. Students will acquire research-based knowledge about the design and development of effective on-line instruction which is consistent with established best practices.

Emphasis will be placed upon development of on-line instruction in curricular areas specified by the instructor or selected by the student, subject to instructor approval.