

ELEMENTARY EDUCATION (MAC), MS

Program Description

This degree is appropriate for candidates seeking EC-Grade 6 or Grades 4-8 Initial Teacher Certification. The competencies required for this program are in the area of "Graduate Level Initial Certification (<http://catalog.tamucc.edu/graduate/education-human-development/certificates/programs-leading-post-baccalaureate-teaching-certification/>)." This program is usually referred to as the Masters and Certification (MAC) program. All courses for this program are offered fully online with the exception of clinical experiences.

Student Learning Outcomes

Students will:

- Design instruction and assessment to promote student learning.
- Provide examples of a culturally competent 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.
- Conduct a diagnostic interview and analyze students' understanding of mathematical concepts.

Retention in the Educator Preparation Program

Requirements for admission to and retention in the Educator Preparation Program are noted in the opening graduate catalog section for the College of Education and Human Development under "Programs Leading to Post-Baccalaureate Teaching Certification." Please review this section for details.

For Additional Information

Website:

http://gradschool.tamucc.edu/degrees/education/elementary_ed.html

Campus Address:

Early Childhood Development Center, Room 224
361.825.2446
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Mailing Address:

Department of Curriculum, Instruction, and Learning Sciences, Unit 5834
College of Education and Human Development
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412-5834

Admission Requirements

Students are eligible to pursue graduate-level course work in Elementary Education if they meet COEHD graduate admission requirements as specified in the COEHD's Graduate Policies and Regulations (<http://catalog.tamucc.edu/graduate/education-human-development/>) section

of this catalog and have a bachelor's degree in a content area that leads to initial certification.

Prior to full admission into the College of Education and Human Development Graduate Program, students seeking initial certification and a Master of Science degree in Elementary Education must:

- meet all requirements for admission to the graduate program and submit the online graduate application at <http://gradschool.tamucc.edu/application.html>.
- hold a Baccalaureate Degree from an accredited institution of higher learning. Official transcripts must reflect an overall 3.0 GPA for full admission. Conditional acceptance must reflect on overall 2.75 GPA
- pass the TX Pre-Admission Content Test (PACT), 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/>)
- Complete an admission interview with a faculty member in the Department of Curriculum, Instruction, and Learning Sciences
- acknowledge, sign, and return a letter of acceptance declaring their choice of certification area to comply with Texas Education Agency rules.

Program Requirements

Students seeking the Master of Science in Elementary Education and EC-6 or 4-8 Certification must complete all requirements for certification and graduation for degree conferral. Students must complete two semesters of Internship or one semester of Clinical Teaching, along with the required electives, in order to graduate.

Clinical Teaching or Internship Track Option

Students must complete two semesters of Internship or one semester of Clinical Teaching with required electives. If you choose the clinical teaching path, you will register for 6 hours of clinical teaching; these hours are not accepted for graduate credit, therefore you will be required to take two additional graduate level courses within the teacher preparation coursework.

If you choose the intern teacher path, you will register for EDUC 5393 Internship I for the Intern Teacher (1-3 sch) and EDUC 5394 Internship II for the Intern Teacher (3 sch), which will total 6 sem. hrs. These courses have a required seminar component and clinical supervision by a university field supervisor.

Code	Title	Hours
Instructional Methodology		
EDUC 5351	Foundations of Education in America ^{1,*}	3
EDUC 5352	Planning, Teaching, Learning Processes ^{1,*}	3
EDUC 5353	Classroom Management and the Student ^{1,*}	3
EDUC 5354	Methods of Teaching Mathematics ^{1,*}	3
EDUC 5355	Methods of Teaching Social Studies ^{1,*}	3
	or EDUC 5356 Methods of Teaching Science	
Specialization Area-Combination of Subjects		
ERST 5302	Studies in Equality of Educational Opportunities ^{1,*}	3
IDET 5360	Design Strategies for Online Instruction and Learning Management Systems [*]	3
<i>Choose two from the following READ courses:</i>		6
READ 5345	Stages and Standards for Reading Development [*]	

READ 5369	Content Area Reading *	
READ 5371	Diagnosis and Correction of Reading Problems *	
Clinical Teaching or Internship Track Option		
Select one of the following tracks:		6-12
<i>Clinical Teaching Track</i>		
6 hours of clinical teaching		
BIEM 5346	Pedagogical Implications of Bilingual/ESL *	
or BIEM 534 Methods of Teaching English As a Second Language		
SPED 5315	Individuals with Exceptionalities in Schools *	
or IDET 5390 Professional Seminar		
<i>Internship Track (if eligible)</i>		
EDUC 5393	Internship I for the Intern Teacher	
EDUC 5394	Internship II for the Intern Teacher	
Capstone Requirement		
EDUC 5358	Applied Research and Professional Writing *	3
Total Hours		36-42

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Must be completed with a grade of "B" or better and fulfill classroom observation hours.

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Online offering

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Blended offering

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 for the Intern Teacher**1-3 Semester Credit 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 for the Intern Teacher**3 Semester Credit 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. Interns must be enrolled in EDUC 5357 or have completed EDUC 5357.

Prerequisite: EDUC 5393, 5352 and 5357*.

* May be taken concurrently.

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.