

MASTER'S AND CERTIFICATION- ELEMENTARY EDUCATION STUDENT HANDBOOK

ACADEMIC YEAR 2017 – 2018

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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.

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SECTION I. MESSAGE FROM THE DEAN/DEPARTMENT CHAIR/PROGRAM COORDINATOR

Message from Program Coordinator, Dr. Carmen Tejeda-Delgado

Welcome to The Master's and Certification Program (MAC). We are so pleased that you have expressed interest in this degree. Through this program, you will simultaneously be earning a Master's degree and a Teacher Certification Degree from the state of Texas. It is the simultaneous nature of our program, which allows us to stand out among the rest and offer our students a unique and marketable degree. Please feel free to reach out to any of our faculty and staff with any questions you might have. We are here to help, and we hope to see you soon!

Mission Statement

The Department of Teacher Education at Texas A&M University – Corpus Christi, devoted to excellence in instruction, research and service, prepares graduate level teachers to meet the needs of a diverse student population coming from diverse backgrounds and experiences. Program graduates will provide developmentally appropriate and pedagogically sound instruction while creating a positive and culturally responsive learning environment. Graduates are trained to take active roles in educational leadership capacities as well as in developing and determining educational policy. School and University Partnerships promote collaboration with professional educators, participation in inquiry based learning, involvement with renewal of curriculum/instruction, mentoring of new teachers and the development of a global community of leaders in teacher education.

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 are 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.

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4. The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
5. The teacher understand 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. FACULTY & STAFF

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SECTION III. 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.

Program Admission Requirements

<p>Complete Application for Admission:</p>	<p>Submit the MAC information form Apply for Admission via Apply Texas Application An applicant may defer admission to an earlier/later semester. Applications are valid for one year. One deferral is allowed per application.</p>
<p>Application fee:</p>	<p>\$50 for US citizen, \$70 for International Students Pay during application process Pay fee online: Pay Online Pay fee on campus to Business Office</p> <p>Please Note: Applicants who wish to apply for a different program will be required to submit a new application. The application processing fee is required for each application submitted.</p>
<p>Requirements:</p>	<p>Application requirements specific to this program:</p> <p>Official transcripts from all undergraduate and graduate course work taken at any accredited college or University attended (Foreign College credits/transcripts require an official foreign evaluation. Please click here). TAMU-CC transcript is not required.</p> <p>Complete the Code of Ethics Education Form</p> <p>*Please allow 3-5 business days to receive Student ID before submitting additional supporting documents.</p> <p>Submit all supporting documents online.</p>
<p>Additional International Applicant Requirements</p>	<p>Application requirements for international applicants:</p> <p>Copy of current Visa (if applicable)</p>

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English Language Proficiency. TAMUCC currently accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the last 2 years :

Official TOEFL score minimum paper-based score of 550 or internet-based score of 79-80
Official IELTS score minimum 6.5

Program Admission Deadlines

Domestic Students:

Fall	Spring	Summer I	Summer II
August 19	January 13	May 25	June 29

International Students:

Fall	Spring	Summer I	Summer II
July 26	Dec 20	May 1	June 6

Deadlines allow Applicants to apply for the second part of the term.

Admission Review Process/ Timeline

Program applications are reviewed by program faculty. Admission decisions are typically made within one week of the program's receipt of application materials, however, timeline varies.

SECTION IV. ACADEMIC PROGRESSION

Requirements for Certification Master's and Certification Program (MAC) Alternative Certification for Educators Program (ACE)

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Thirty Hour Observation Requirement for Teacher Certification

According to the Texas Education Agency (TEA) guidelines, students are required to complete 30 hours of classroom observation before they are eligible to be considered for registration in Student Teaching or Internship. It is your responsibility to make arrangements 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 TEP SAC (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 encouraged to observe in different grade classrooms within your certification field. For example: if your certification level is grades 7-12, you may choose to do observations in a 7th and 8th grade classroom which is middle school, then move on to the secondary grades. This develops your awareness of the different TEKS requirements related to the curriculum specific to the grade level.

Reflection forms are provided by Ms. Rose Zuniga, although the forms from other course classroom observations may be used, and the hours will count toward the 30-hour requirement. The required hours of observation in education classes can be counted and the required reflections for the classes can be used for documentation. Also, the "Fall Experience" for student teachers will count as 16 hours of the required 30 observation hours. If you have teaching experience, substitute teaching experience, or have been an instructional aide in a school, these hours may be counted: 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; 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, the amount of time employed and the grade level of employment. One day of substituting or working as an aide counts for 1 hour of observation. 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 Ms. Rose Zuniga.

Clinical 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 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 5393 and EDUC 5394.

Student Teaching: Student teachers spend a 14-week period working full-time in the classroom alongside a certified teacher. Student teachers are unpaid. Students must complete all coursework prior to starting his/her student teaching field experience. Students selecting the Student Teaching option are required to take additional coursework as outlined in your degree program (SPED 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 for your Content Pre-Assessment Exam with the Certification Office at TAMUCC via e-mail: julie.campbell.tamucc.edu. You must score 80% or greater to be approved for the TExES Content Test.**
4. **Register and pass your Content Test. In order to be eligible for your Clinical Experience, you must provide proof of passing to the Certification Office (julie.campbell.tamucc.edu) and the Office of Field Experiences (susan.horne@tamucc.edu).**
5. **Prepare for your Pedagogy & Professional Responsibilities exam**
<https://pact.tarleton.edu/TCERT>
<http://rattler.tamucc.edu>
<https://www.youtube.com/watch?v=xps3irfjQpU>
6. **Provide proof of 4.5 hours of preparation (from the Tarlton site) to the Certification Office via e-mail: julie.campbell.tamucc.edu.**
7. **Register and pass the PPR.**

If you do not pass the state certification exams, you must wait 45 days before being eligible to test again. During this waiting period you will participate in “test prep” requirements again.

Candidates will not be allowed to test without proper preparation.

For questions about the certification testing process, please e-mail or call:

Julie Campbell: Julie.Campbell@tamucc.edu (361-825-3074)

Rose Zuniga: Rose.Zunga@tamucc.edu (361-825-2433)

Available Schools for 30 Hours of Student Observations

Corpus Christi Independent School District

CCISD has moved from the paper-based registration, to an online registration for Student Teachers, Observers, Field-Based Instruction, Internships and similar programs.

Universities and programs will no longer collect any information from program participants for CCISD - please direct them to our website at www.ccisd.us, where they should select "Employment," and then "Human Resources." (This is a direct link to the page). Programs will be notified when the student's background check has been completed, and they are cleared for access to the campus. Program coordinators may forward this email to students as they are assigned to CCISD campuses, all required documents and websites are hyperlinked below.

Please begin the registration process 2 weeks before the need to observe as the CCISD process can take up to that long.

Call CCISD Human Resources at 695-7250 or send an email to ccisdhr@ccisd.us for assistance in logging into the online application system, or if you need assistance in completing your online application

Anyone requesting access to CCISD campuses as part of a Student Teaching program, Alternative Certification Program Observations, who are not CCISD Certified employees, MUST complete the two forms below and SUBMIT an electronic application/registration using the District's Online Application system.

Robstown

In order to observe in Robstown ISD call the Human Resources Director. He will give you the information you need and will arrange schedules through the principals.

Taft Independent School District

Taft ISD requires that students who observe have a background check. Call Lolo Hernandez, Assistant Superintendent at 361-528-2636 to schedule an appointment. A background check form must be filled out and left with him. When the background check comes back to Taft, Mr. Hernandez will call and assign you to a principal, who will work with you on an observation schedule.

Aransas County ISD

Students first need to complete a criminal history authorization form. After obtaining and completing the authorization form, fax or scan/email the form, along with an enlarged copy of their driver's license, to Mary Boone in our HR office. Fax -361.790.2302 email -

mboone@acisd.org

Once Mary has the criminal history, she will contact you, Dr. Lucido, and our campuses to let them know that the student has been cleared.

Flour Bluff ISD

Contact Ms. Cheryl Cannon at 361 -694-9223 in the Department of Curriculum and Instruction. She will ask you for the information needed to do a background check on you. Ms. Cannon will contact you when the background check has been accepted and an observation schedule has been set up for you.

If You Do Not Live in the Corpus Christi, TX area

Any other TEA accredited school may be an observation site. You will need to call the main school district office and ask what their requirements are for allowing university students to observe classes.

Field-Based Experience Observation Log

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

Teacher Candidate:

Program:

Subject Area & Grade Level of Intended Certification:

Anticipated Semester for Clinical Teaching or Internship:

Date	Subject Area	Grade Level	Campus	District	Arrival Time	Departure Time	Interaction with Students	Verifying Signature of Observed Teacher	Total Number of Hours in the Classroom

Instructional Methodology (15 semester hours)

EDUC 5351 - Foundations of Education in America	3 credits
EDUC 5352 - Planning, Teaching, Learning Processes	3 credits
EDUC 5353 - Classroom Management and the Student	3 credits
EDUC 5354 - Methods of Teaching Mathematics	3 credits
EDUC 5355 - Methods of Teaching Social Studies or EDUC 5356 - Methods of Teaching Science	3 credits

Specialization Area-Combination of Subjects (12 semester hours)

ERST 5302 - Studies in Equality of Educational Opportunities	3 credits
READ 5321 - Fundamentals of Elementary Reading instruction I	3 credits
READ 5322 - Fundamentals of Elementary Reading instruction II	3 credits
IDET 5360 - Design Strategies for Online Instruction & Learning Management Systems	3 credits

Student Teaching or Internship Track Option (6 or 12 semester hours)

Internship (if eligible) or BIEM 5346 - Pedagogical implications of Bilingual/ESL or BIEM 5347 Methods of Teaching ESL	3 credits
Internship (if eligible) or SPED 5315 - Individuals with Exceptionalities in the Schools or IDET 5390 - Professional Seminar	3 credits

Institutional Requirements and Electives (3 semester hours)

EDUC 5358 - Applied Research and Professional Writing	3 credits
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Students must complete two semesters of Internship or one semester of Student Teaching, along with the required electives, in order to graduate.

Culminating Event/Exit Requirements

Comprehensive Examination

In addition to successful completion of all courses required for graduation, all students are required to pass a comprehensive written exam taken during their final semester of enrollment.

SECTION V. COURSE OFFERING SEQUENCE

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 Semester Hours, Course Sequencing*
Spring Admission**

Spring	
EDUC 5351	Foundations in American Education
EDUC 5352	Planning/Teaching/Learning Processes
EDUC 5353	Classroom Management & the Student
EDUC 5354	Methods of Teaching Mathematics
Summer I	
EDUC 5356	Methods of Teaching Social Studies [^]
IDET 5360	Design Strategies for Online Instruction
Summer II	
READ 5321	Fund. of Elementary Reading Instruction I
READ 5322	Fund. of Elementary Reading Instruction II
Fall	
ERST 5302	Studies in Equality of Educational Opportunities
EDUC 5393 (or BIEM 5346** or BIEM 5347**)	Internship I (or Pedagogical Implications for Bilingual/ESL and Student Teaching**)
Spring	
EDUC 5358	Applied Research & Professional Writing
EDUC 5394 (or SPED 5315** or IDET 5390**)	Internship II (or Individuals with Exceptionalities in the Schools or Professional Seminar and Student Teaching**)

* Course sequencing subject to change based on enrollment

MAC Classes: Description, Lead, and schedule

Classes	Course Lead	Description
EDUC 5351 Foundations of Education in America	Reinhardt	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	Reinhardt	A course emphasizing the various aspects of planning for teaching: the teaching/learning process; curriculum organization;

<p>Planning, Teaching, Learning Processes</p>		<p>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.</p>
<p>EDUC 5353 Classroom Management and the Student</p>	<p>Reinhardt</p>	<p>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. Prerequisite: Admission to Teacher Education.</p>
<p>EDUC 5354 Methods of Teaching Mathematics</p>	<p>Brunn</p>	<p>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. Prerequisites: Mathematics Content for the Elementary Teacher, or concurrent enrollment in EDUC 5352 Planning, Teaching, Learning Processes.</p>
<p>EDUC 5355 Methods of Teaching Social Studies</p>	<p>Johnson</p>	<p>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. Prerequisites: 9 semester hours from a minimum of two areas (U.S. History, Geography, U.S. Government, and State Government), or concurrent enrollment in EDUC 5352 Planning, Teaching, Learning Processes.</p>
<p>EDUC 5356 Methods of Teaching Science</p>	<p>TBD</p>	<p>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. Prerequisite or concurrent enrollment: EDUC 5352 Planning, Teaching, Learning Processes.</p>

<p>EDUC 5357 Strategies for Teaching in the Secondary School</p>	<p>Reinhardt</p>	<p>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. Prerequisite or concurrent enrollment: EDUC 5352 Planning, Teaching, Learning Processes.</p>
<p>EDUC 5358 Applied Research and Professional Writing</p>	<p>Tejeda-Delgado</p>	<p>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. Prerequisite: Completion with GPA of 2.5 or higher of EDUC 5351, 5352, 5353, 5354, 5355, 5356, 5357 courses. This course will only be offered in the fall and spring semesters.</p> <p>serves as the capstone experience for the Master of Science degree in Elementary Education. Students will be expected to conduct a formal applied research study that examines the effectiveness of teaching and learning practices, thereby demonstrating their understanding and ability to integrate program objectives and demonstrate the value of infusing inquiry into practice. The research study will be presented, both orally and in writing, following criteria specified in the course syllabus. Prerequisite: Successful completion of required courses in the specialization area and instructional methodology.</p>
<p>EDUC 5393</p>		
<p>EDUC 5394</p>		
<p>St. Teaching</p>		
<p>READ 5321 Fundamentals of Elementary Reading instruction I</p>	<p>Johnson</p>	<p>This course includes a study of methods, materials, and strategies for teaching reading. It is designed to provide graduate students with professional knowledge concerning current research, philosophical perspectives, essential program components, and pedagogical strategies essential to the teaching of reading. Enrollment limited to graduate students seeking initial teacher certification.</p>
<p>READ 5322 Fundamentals of Elementary</p>	<p>Johnson</p>	<p>This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area</p>

Reading instruction II		reading and study skills as well as the writing process. Enrollment limited to graduate students seeking initial certification.
READ 5323 Fundamentals of Secondary Reading instruction		This course is designed to provide graduate students with professional knowledge concerning current research, theory, essential program components, and pedagogical strategies in secondary literacy. Application of strategies to the reading, writing, and learning needs to adolescents will be emphasized. Areas of consideration will include classroom assessment of literacy study reading, and integrating trade books into the content classroom. Enrollment limited to graduate students seeking initial certification.
BIEM 5346 (internship) Pedagogical implications of Bilingual/ESL	Lucido	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	Bruun	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 (internship) 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	Lucido	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	Elwood	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 course website usability and accessibility are also addressed.
IDET 5390 Professional Seminar	Elwood	Contemporary issues in educational technology; topics vary with professional interests and needs of participants.

BIEM 5347 (elective) Methods of Teaching English As a Second Language	Lucido	Advanced studies in methodology and techniques available for teaching learners whose native language is not English. Some attention to sociolinguistics is considered.
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Classes	When Taught				
	Fall	Spring	Summer I	Summer II	Other
EDUC 5351	x	x	x		
EDUC 5352	x	x	x		
EDUC 5353	x	x	x		
EDUC 5354	x	x			
EDUC 5355				x	
EDUC 5356			x		
EDUC 5357	x	x		x	
EDUC 5358	x	x			
EDUC 5393	x	x			
EDUC 5394	x	x			
St. Teaching	x	x			
READ 5321	X			X	
READ 5322		X		X	
READ 5323	X				
BIEM 5346	x			x	
BIEM 5347			X		
EDCI 5340	x	x		x	
SPED 5315	x	x			
ERST 5302	x	x	x	x	
IDET 5360			x		
IDET 5390				x	

SECTION VI. PROGRAM SPECIFIC INFORMATION

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.

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

EDUC 5358 requires an Action Research product.