



Texas A&M University- Texarkana

Masters in Curriculum & Instruction Handbook



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Mission and Core Values

Mission Statement

As a member of The Texas A&M University System, Texas A&M University-Texarkana is a comprehensive regional University that provides students with academically challenging, engaging, and rewarding educational experiences through quality teaching, scholarship, student support services, co-curricular programming, research, and service. Through the personal attention of our faculty and staff, students are afforded the opportunity to acquire the knowledge, abilities, and skills to become leaders in their chosen profession and to prepare for the opportunities of serving in a global environment.

The College of Arts, Science, and Education Mission Statement

"We are a community of scholars who challenge each other to lives of inquiry."

Teacher Education Core Values, Mission, and Vision Statements

Core Values:

Good teaching is complex

Good teaching is deeply reflective.

Good teaching can be replicated.

Good teachers continually improve.

Mission:

Teach others to teach well.

Vision:

Teach well.

Graduate Programs – Teacher Education

Overview of the Masters in Curriculum & Instruction Program

The Department of Teacher Education is pleased to offer a newly structured Master of Science (MSCI) in Curriculum and Instruction with a specialization in selected areas of the student's interest. The MSCI is designed to enhance the knowledge and expertise of educators by combining theoretical perspectives and research-based practices. The program includes multiple opportunities for area concentrations and endorsements. Our goal is to provide educators with the knowledge and skills to become leaders in their field. Additionally, this program is appropriate for students who wish to pursue advanced studies at the doctoral level. The policies and procedures included in this handbook apply to all students, both continuing students and those newly admitted for fall of 2019 and beyond. All newly admitted students, beginning in the fall of 2019, must follow the program of study as described in this handbook.

Goals of the MS in Curriculum and Instruction

Graduates of the MS in C&I will:

1. Understand the relevance of research and theory to practice. They can access, understand, evaluate, and use educational research and theory to improve practice. They understand theoretical paradigms for educational research and can interpret the meaning and applicability of research. They can use theory to frame and reflect on the value and meaning of practice.
2. Understand major theories of curriculum and instruction both within and beyond the state curriculum. They plan and implement learning experiences for students that meet multiple criteria, including community context, the teaching of rigorous content, student engagement, and authentic assessment.
3. Be able to justify instructional decisions in terms of relevant research and theory, curriculum, and student needs. Their practice reflects responsiveness to context and culture, use of a systems approach to differentiation, and effective use of technology. They employ a variety of community building, teaching, and assessment techniques and reflect on the effect of their instructional decisions in order to improve constantly.
4. Become agents of change in their school communities. They understand current educational policy, how it is developed, and the critical necessity of the teacher's voice in educational decision-making at all levels. They gain skills in advocating for children and youth, as well as in engaging communities to further educational equity and change.
5. Gain expertise and assume roles that strengthen the profession through mentoring, curriculum development, professional development, study groups, and other means.

Coursework

Core Courses (18 hours) The MSCI requires students to take six core courses in Curriculum and Instruction to build a solid theory-driven knowledge base. These six core courses are offered online and will be offered on a regular rotating basis.

ED 520 Educational Research and Literature
ED 547 Evaluating Learning
ED 552 Effective Strategies for Student Success
ED 573 Leadership and Mentoring in Education
ED 590 Curriculum Alignment for School Improvement

Select three schedule hours from one of the following courses:

ED 577 Public School Law for Teachers
ESL 593 United States Ethnic Minority Studies

ITED 520 Instructional Design and Development

The MSCI degree plan allows students to select an area of endorsement according to their needs, interests, and future goals. Students will take three courses in their endorsement. Endorsement areas are available within Curriculum & Instruction, as well as in other departments. Several of the endorsement areas are offered online. Please see page X for a list and descriptions of available endorsement areas.

Comprehensive Exams The MSCI degree plan requires that students take a comprehensive exam during the last semester of work toward the degree. This exam is not credit-bearing; however, all students must complete the exam in order to graduate. Please see page XX for a more complete description of the comprehensive exam.

Course Formats The MSCI program offers online, face-to-face, and hybrid (face-to-face and online) courses.

- Fully online courses do not have regular face-to-face meetings. All course work is completed in an online learning management system. Some courses may have synchronous online meetings or opportunities for one or two on-campus meetings. All of the core courses are online as well as the courses of many of the endorsement areas.
- Face-to-face courses meet every week, and may or may not have online components. During the long semesters (Spring and Fall), face-to-face courses meet one evening a week for 2 hours and 50 minutes.
- Saturday and workshop format classes do not meet weekly; instead, these classes meet occasionally during the semester for longer time periods, often on Saturdays, and may combine face-to-face and online meetings.

Endorsements The MSCI program offers endorsements for several content areas including: special education, reading, instructional technology, and English as a second language. Note: Endorsements are not Texas educator certificates, but indicate that the student has had additional coursework in their area of interest. (Courses within C&I will have one of the following prefixes: BE, ED, ESL, MAED, RDG, SPED)

Autism

SPED 526: The Young Exceptional Child

Course Description: This course will study child development from a multicultural perspective. Play is the work of young children, but children of different cultures utilize play in different ways. They also vary in the manner of communication and the manner in which they respond to adults. This course will familiarize students with research based program models and curricula that are appropriate for early childhood special education. Students will describe the characteristics of children in the early years of development who have special needs and explain the classroom adaptations that can be used to support their learning. Students will also describe appropriate social interactions, learning, language, play, and overall behaviors for young exceptional learners through a multicultural perspective.

SPED 527: Methods of Teaching Young Learners with Disabilities

Course Description: In this course students will study research-based behavior management and instructional techniques appropriate for the instruction of early childhood children. Students will design and evaluate curricula using principles of developmentally appropriate practice for infants and children from birth to 5 years, including individualized, child-centered learning that is relationship-based, active, culturally sensitive and inclusive. Students will design effective family involvement and physical, social and instructional environments using universal design including applications of instructional and assistive technology for young children. Additionally, students will distinguish between young children with developmental disabilities and normally developing young children as they visit early childhood classrooms and PPCD classrooms.

ED 503: Curriculum and Foundations for Teaching Young Children (Cross List with ED 403)

Course Description: In this course, students will study research-based program models and curricula appropriate for both early childhood and developmentally delayed children.

English as a Second Language Endorsement

ESL 500. Foundations of ESL Education. 3 Hours.

This course studies the conceptual, linguistic, sociological, historical, political, and legal foundations of ESL education. The course presents an overview of the types of ESL and bilingual programs and the principles of effective ESL education, as well as theory and research supporting best teaching practices for English Language Learners (ELLs). It studies the impact of legislation, family involvement, and community support in the education of immigrant children and, in particular, of ELLs. This course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 572. Instruction for English Language Learners (ELLs). 3 Hours.

This course studies the conditions for developing English as a Second Language (ESL) and effective teaching strategies for the ESL classroom. It is the second language acquisition process and the factors that affect L2 development. It provides students with research-based teaching strategies for developing and assessing academic English. The course is aligned with the standards for ESL educators and prepares students for TeXes 154 ESL Supplemental.

ESL 593. United States Ethnic Minority Studies. 3 Hours.

This course examines the diverse cultural, artistic, economic, historical, political, and social aspects of US ethnic minority communities. Course surveys the historical, psychological, social and economic factors influencing ethnic minorities' life in the United States. The course is an in-depth cross-cultural study of the major US ethnic minority groups in the US, with an emphasis on the study of minority groups in Northeast Texas and surrounding areas. The course opens awareness of diversity, tolerance, and of the values of the minority ethnic cultures and their contributions to the makeup of the general American culture. It also deals with implications for teaching adult learners and learners in school settings that uses an approach to multicultural education. We will explore these issues through readings, discussions, lectures, films, short stories, field trips, and observation.

Instructional Technology

ITED 501. Instructional Technology Foundations. 3 Hours.

This course provides an introduction to the field of Instructional Technology (IT). It addresses the fundamentals of Instructional Technology, including the history of the field, instructional systems development (ISD) models, learning theories, instructional design theories, performance technology, trends and issues, and career opportunities. Prerequisite: Instructor permission required.

ITED 511. Teaching with Emerging Technologies. 3 Hours.

The Web 2.0 and other emerging learning technologies have the potential to provide effective and powerful learning environments in which learners can develop skills the information age require. This course explores innovative ways of utilizing emerging technologies to facilitate learning and to improve the way we teach. Topics include blogs, podcasts, wikis, online social networks, virtual worlds, and digital game-based learning. Prerequisite: Instructor permission required.

ITED 520. Instructional Design and Development. 3 Hours.

This course provides students with experiences necessary to develop the knowledge, skills, and attitudes required for designing effective instruction that meets the needs of the information age. Students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instruction design activities. This course replaces ITED 502 and 503. Prerequisite: Permission of the instructor.

Reading

RDG 501. Fundamentals of Reading Instruction. 3 Hours.

This course provides the essential reading skills and teaching techniques for pre-service teachers. Additionally, the course covers effective components of reading instruction, along with research-based student interventions.

Prerequisite: Must be admitted into Alternative Certification Program.

RDG 562. Prescriptive Reading. 3 Hours.

This course provides a framework for examining reading difficulties in all components of reading instruction.

Effective assessment techniques and strategies to scaffold student learning will be discussed. Prerequisite: Must be admitted into Alternative Certification Program.

RDG 563. Teaching Reading in the Content Area. 3 Hours.

This course assists the content area teacher in acquiring the necessary understandings and techniques to more effectively facilitate learning from textbooks. Prerequisite: Must be admitted into Alternative Certification Program.

Application Process

Admission to the master's program in Curriculum and Instruction is a two-step process. Each applicant must first apply to and meet the general admission requirements of Texas A&M University-Texarkana. Additionally, applicants submit supplemental materials directly to the graduate admissions coordinator, Ms. Susan Gleason. Applications of students who meet initial university admission standards are forwarded to the Curriculum and Instruction program for consideration by the program coordinator.

Application: Students can visit the Graduate Admissions page by following this link

<http://www.tamut.edu/Academics/Colleges-and-Departments/Graduate-Studies/index.html> and click on APPLY

Admission Requirements for the MS Program in Curriculum and Instruction: All students admitted to this MSCI program must meet admission requirements established by CASE. Initial acceptance into the program is contingent upon the applicant's meeting of the following program admission standards: 1) GPA of 3.0 in last 60 hours of undergraduate degree program OR overall. 2) A valid Texas teaching certificate or equivalent 3) Submission of the following items directly to Ms. Susan Gleason:

- Bachelor's degree- Official transcripts must be sent directly from the college/university in which the credits were earned to:

Texas A&M University-Texarkana by email to CASEgradstudies@tamut.edu

or by US Postal Service to:

Texas A&M University-Texarkana

Attn: CASE Graduate Studies

7101 University Ave.

Texarkana, Texas 75503

- Letter of Intent completed in the Testing Center
- Resume
- Official scores on GRE or MAT
- TK20 application

Requirements must be submitted to the CASE Graduate Studies Office by the designated deadline of the first semester of enrollment. Deadlines are as follows:

- Fall semester- June 1st
- Spring semester- October 1st
- Summer semester- March 1st

Student Program Orientation and Advising

All students begin their first semester with an orientation program and advising meeting. This orientation includes:

- Information about the specific C&I program for each student
- TeXes preparation resources
- Faculty advising to map out a tentative schedule
- Requirements to complete the MSCI programs, including any professional certificates which require further testing and/or information for certificate programs
- Program expectations
- Scholarly writing
- Library access and available resources

All MSCI students share a faculty advisor, Dr. Abbie Strunc. Students should contact their advisor each semester before registering for courses.

Degree and Professional Certificate Plans

Master of Science in Curriculum & Instruction

Degree Requirements		
	Interdisciplinary Core Course:	
ED 520	Education Research and Literature Techniques	3
	Major Courses:	
ED 547	Evaluating Learning	3
ED 551 or ED 591	Effective Strategies for Student Success ED 591 (requires instructor permission)	3
ED 573	Leadership and Mentoring in Education	3
ED 590 or ED 592	Curriculum Alignment for School Improvement ED 592 (requires instructor permission)	3
	Choose three semester credit hours from the following:	3
ED 577	Public School Law for Teachers	
ESL 593	United States Ethnic Minority Studies	
ITED 520	Instructional Design and Development	
	Approved electives in approved area of concentration	18
	Minimum hours for degree	36

Master of Science in Curriculum & Instruction – Reading Specialist Certificate

Degree Requirements		
	Interdisciplinary Core Course:	
ED 520	Education Research and Literature Techniques	3
	Major Courses:	
ED 547	Evaluating Learning	3
ED 551 or ED 591	Effective Strategies for Student Success ED 591 (requires instructor permission)	3
ED 573	Leadership and Mentoring in Education	3
ED 590 or ED 592	Curriculum Alignment for School Improvement ED 592 (requires instructor permission)	3
	Select three schedule hours from the following:	3
ED 577	Public School Law for Teachers	
ED 593	Teaching in a Multicultural Setting	
ITED 520	Instructional Design and Development	
	Supporting Courses:	
RDG 560	Diagnostic and Practical Reading	3
RDG 561	Clinical Practicum in Reading	3
RDG 562	Prescriptive Reading	3
RDG 563	Teaching Reading in the Content Area	3
ENG 555	Linguistics	3
ED 530	Human Growth and Development for Educators	3
ED 580	Professional Certificate Practicum	0
	Minimum hours for degree	36

Master of Science in Curriculum & Instruction – Professional Educational Diagnostician Certificate

Degree Requirements		
	Interdisciplinary Core Course:	
ED 520	Education Research and Literature Techniques	3
	Major Courses:	
SPED 525	Special Education Law	3
SPED 526	The Young Exceptional Child	3
SPED 527	Methods of Teaching Young Learners with Disabilities	3
SPED 541	Assessment and Instructional Planning	3
SPED 542 or 543	Methods for Exceptional Learners I Methods for Exceptional Learners II	3
SPED 547	Cognitive Assessment	4
SPED 548	Instructional Planning for Diagnosticians	3
SPED 549	Achievement Assessment	3
SPED 566	Behavior Management and Motivation	3
SPED 585	Practicum for Educational Diagnosticians	3
	Supporting course:	
ED 503	Curriculum and Foundations for Teaching Young Children	3
	Minimum hours for degree	36

Master of Science in Curriculum & Instruction – Special Education

Degree Requirements		
	Interdisciplinary Core Course:	
ED 520	Education Research and Literature Techniques	3
	Major Courses:	
ED 503	Curriculum and Foundations for Teaching Young Children	3
ED 547	Evaluating Learning	3
ED 551	Effective Strategies for Student Success	3
or		
ED 591	ED 591 (requires instructor permission)	
ED 573	Leadership and Mentoring in Education	3
	Supporting Courses:	
SPED 526	The Young Exceptional Child	3
SPED 527	Methods of Teaching Young Learners with Disabilities	3
SPED 540	Introduction to Exceptionalities	3
SPED 520	Technology for Inclusion	3
SPED 541	Assessment and Instructional Planning	3
SPED 542	Methods for Exceptional Learners I	3
SPED 543	Methods for Exceptional Learners II	3
SPED 566	Behavior Management and Motivation	3
	Minimum hours for degree	36

Master of Science in Curriculum & Instruction – Teacher Certification

Degree Requirements		
	Interdisciplinary Core Course:	
ED 520	Education Research and Literature Techniques	3
	Major Courses:	
ED 547	Evaluating Learning	3
ED 557	Innovative Learner-Centered Strategies for Student Success	3
ED 573	Leadership and Mentoring in Education	3
ED 590	Curriculum Alignment for School Improvement	3
or		
ED 592	ED 592 (requires instructor permission)	
ITED 511	Teaching with Emerging Technologies	
	Education Concentration:	
ED 506	Classroom Management and Basic Law for Teachers	3
ED 508	Introduction to Teaching	3
SPED 540	Introduction to Exceptionalities	3
ED 530	Human Growth and Development for Educators	3
	Select one of the following certifications:	
	Elementary certification:	
RDG 501	Fundamentals of Reading Instruction	3
RDG 562	Prescriptive Reading	3
	Secondary certification:	
RDG 563	Teaching Reading in the Content Area	3
	Approved Elective	3
	Minimum hours for degree	36

Reading Specialist Certificate (15 hrs)

Certificate Requirements		
	Required Courses:	
RDG 501	Fundamentals of Reading Instruction	3
RDG 560	Diagnostic and Remedial Reading**	3
RDG 561	Clinical Practicum in Reading**	3
RDG 562	Prescriptive Reading	3
RDG 563	Teaching Reading in the Content Area	3
ED 580	Professional Certificate Practicum	0
	Minimum hours for certificate	15

**** Students must take RDG 560 and RDG 561 concurrently**

Additional requirements for Reading Specialist certificate:

- Valid master's degree
- 12 Semester hours resident credit
- Two years of classroom teaching experience
- Admission to Professional Teacher Education Program
- Pass appropriate TeXes Exam

Upon completion of the course work, 160 hours practicum in Texas, and successfully passing the TeXes exam, students must apply to the State Board of Educator Certification for the Reading Specialist certificate.

Educational Diagnostician Certificate (18 hrs)

Certificate Requirements		
SPED 525	Special Education Law	3
SPED 547	Cognitive Assessment	3
SPED 548	Instructional Planning for Diagnosticians	3
SPED 549	Achievement Assessment	3
SPED 566	Behavior Management and Motivation	3
SPED 585	Practicum for Educational Diagnosticians	3
	Minimum hours for certificate	18

Additional requirements for Educational Diagnostician certificate:

- Valid master's degree
- 12 semester hours resident credit
- Three years of classroom teaching experience
- Admission to Professional Teacher Education Program (Educational Diagnostician)
- Pass appropriate TeXes Exam (Educational Diagnostician)

Upon completion of the course work, 160 hours practicum in Texas, and successfully passing the TeXes exam, students must apply to the State Board of Educator Certification for the Educational Diagnostician certificate.

Professional Certificate Practicum

All professional certificates added on to a standard Texas teaching certificate require a practicum, according to Texas Administrative Code. This experience is an important part of the professional programs (Reading Specialist, Master Math Teacher, and Educational Diagnostician) and provide the student with valuable experience. Students must enroll in ED 580 or SPED 585 to complete the practicum. Ideally, the practicum will be completed in one 16 week semester and students will incur a minimum of 160 hours working in their field. The theory behind the practicum is to close the gap between theory and practice by building on the academic foundation created in the coursework with experiential learning. The State Board of Educator Certification will not allow teacher preparation programs to certify candidates for professional certificates until 160 practicum hours are complete, in addition to the program courses, years of teaching experience, and exams are passed.

Students with additional questions should contact Certification Officer, Ms. Katheryn Hartshorn kathery.hartshorn@tamut.edu or Program Coordinator, Dr. Abbie Strunc, abbie.strunc@tamut.edu.

Enrollment Requirements

Good Standing: To remain in good academic standing, graduate students must maintain a minimum cumulative grade point average of 3.0. A student's academic status at the university is determined at the end of each fall, spring, or summer semester using the student's cumulative and in some cases semester grade point average (GPA). The student's academic status governs his or her re-enrollment status and determines any conditions associated with re-enrollment or denial of enrollment for a subsequent term. Students being placed on academic probation or suspension will be notified in writing at the end of each term. However, this policy statement is the formal notification to all students of the conditions that determine academic status and the consequences for each term, regardless of individual notification.

The purpose of academic probation and suspension is to make the student aware of the University's concern that satisfactory academic progress is not being made in his or her course of study. Early notification of this concern maximizes the student's opportunity to make appropriate adjustments that will result in remaining in good standing. Each student is responsible for knowing his or her academic status and the regulations that apply.

Texas A&M University-Texarkana will not admit students on suspension from other institutions until their specified periods of suspension expire unless the institution that placed the student on suspension grants approval. Students who register for classes by providing false information will be withdrawn from all classes without tuition or fee refund.

A student's academic standing is part of their academic history and will be recorded on the official academic transcript. The university will impose enrollment restrictions as a result of suspension only at the end of the fall and spring terms. The length of suspension is for one calendar year for both undergraduate and graduate students. After the period of academic suspension has passed, the student may apply for readmission and enroll on a probationary status.

Suspension appeals and early re-entry

Graduate students who wish to appeal their academic suspension may do so through the Dean of Graduate Studies and Research. Early re-entry is possible only once with permission from the Provost and Vice President of Academic and Student Affairs. Only extenuating circumstances warrant such action. Graduate students who re-enter on academic probation, must maintain a cumulative GPA of 3.00 or higher to prevent being suspended for another one year period.

Texas A&M University-Texarkana reserves the right to deny admission to a student whom another college has suspended even though the suspension period has expired. For additional information, including the material presented here, please see the enrollment policy posted in the catalog here: <http://catalog.tamut.edu/academic-information/probation-suspension-policy/>.

Transfer Credit Policy

Credits earned at another regional accredited institution are accepted as recorded on the official transcript. However, because of differences in institutional degree requirements and course content, some credits transferred may not apply toward satisfying degree requirements at Texas A&M University-Texarkana.

All grades including F's, for all academic credit courses will be articulated to the academic transcript. Remedial/developmental courses will not be entered and will not be used in the admissions decision. Only the most recent attempt of a repeated course will be included in the calculation of the GPA.

The Registrar's Office will evaluate all credit the student transfers to the university in terms of equivalency in content, credit hours, and level. The chosen degree program, in cooperation with the Registrar's Office and the student's faculty advisor, will determine the applicability of this credit toward degree requirements.

Regardless of the number of hours transferred to the university, students must successfully complete a minimum of 25 percent of the credit hours required for the degree chosen through instruction offered by Texas A&M University-Texarkana. The university will specify the minimum number of resident credit hours on the student's official degree plan.

Texas A&M University-Texarkana determines applicability of transferred courses to requirements for specific degree programs.

Applicants must request transfer credit from accredited schools. The university will calculate all transferred regular academic credit the student attempts in the overall grade-point average.

Students may not enroll off campus during the semester they expect to graduate. The Registrar must record final grades from all courses the students has taken at another university on the student's Texas A&M University-Texarkana transcript prior to the last semester of enrollment before graduation.

Accredited Institutions

The university will not accept credit from an institution that a regional accrediting association (North Central, Southern, New England, Middle States, etc.) has not accredited by. The university limits courses a student took at an institution that has only national, professional, or specialized accreditation to the Bachelor of Applied Arts and Sciences degree program, and the credit will not apply to other degrees. The Council of Higher Education Accreditation (CHEA) must recognize accreditation bodies.

An accredited evaluation service, such as World Education Services, must evaluate all credits a student transfers from an international college or university. For more information, contact the A&M-Texarkana Registrar's Office at 903-334-6601 or registrar@tamut.edu. For more information, see the catalog here: <http://catalog.tamut.edu/academic-information/transfer-credit-policy/>.

Comprehensive Exam Procedures

The comprehensive examination is taken during the last semester of work toward the degree. The comprehensive examination is administered as a culminating activity to prompt students to apply learning to work contexts. The examination is comprehensive in nature and covers topics from all core and concentration-area courses. Students will be instructed as to the courses from which their questions will be written each semester. Once students file for graduation in their final semester, they will receive notification that they must successfully complete the comprehensive exams in order to graduate. Comprehensive examinations will be held two weeks in October for December graduates, and the two weeks in April for May graduates. Students who complete their course work in summer may take the exam in July. Contact Dr. Abbie Strunc, MSCI Program Coordinator, to schedule a summer comprehensive exam. The program coordinator will provide exact dates at the comprehensive exam informational meeting and advising meeting. This meeting is held at the end of September in the fall semester, and at the end of February in the spring semester.

The exam consists of five essay questions and is administered in the Testing Center at the University Center. It is the responsibility of the student to call or email the testing center to schedule their exam during the window of time allotted to take the exam. A proctor is present during the entire test administration. Students are allowed access to Word and may record their responses on a Word document. Students are not allowed to have assistance from another person, the internet, textbooks, or any additional resources except for **three** notecards. Any student found

using unauthorized materials during testing will be immediately dismissed from the testing environment. Their answers will not be scored, and the student will have to schedule a meeting with the program coordinator. Students have four hours to complete the exam.

During the exam students should think about the big ideas learned in each course and how a teacher will apply them to their own classroom. Write at least two pages for each question using specific examples from the note cards prepared. Students are not to access the Internet or check e-mail during the test. The only resource allowed during the test are the three notecards prepared by the student in advance. The notecards must be handwritten, turned in to the program coordinator two weeks before the comprehensive exam. The program coordinator will approve/not approve the notecards. Approved notecards will be kept and students will receive the notecards at the time of their exam. Once the exam is over, students must turn the notecards and exam back into the Testing Center before they exit. All answers are to be recorded on a Word document. Type your name and student ID number at the top of the test. Type each question and insert a hard return before beginning the answer. Do not save each question as a separate document. Save all questions and answers as one document. Title the document as your first and last name followed by C&I.

Scoring procedures: Each question is worth 5 points for a total of 25 points on the entire examination. Students accumulating 15 points or more earn a passing score. Students must score at least a 3 on each question. Students who score below a 3 on any question are required to complete an additional assignment and present their work to a committee of C&I faculty. Students who do not pass the initial attempt at the comprehensive exam will receive notification via email from the program coordinator. Students will have the opportunity to rewrite the questions in which standards were not met and must resubmit the revisions to the program coordinator within 7 days. The student will also have an oral examination with a committee of faculty from Curriculum and Instruction. If the student meets expectations from the revisions and oral exams, then students will be cleared for graduation and have passed the comprehensive exam. If a student does not meet expectations after the revisions and oral presentation, then the student will be provided the opportunity to retake the comprehensive exams during the next semester. If a student does not meet expectations after the second attempt then the student will meet with the program coordinator to discuss moving forward.

Rubric: Faculty will use a scoring rubric to evaluate students for the comprehensive exam. The rubric to be followed is below:

Rating scale	Excellent 5 points	Good 4 points	Fair 3 points	Poor 2 Points	Unacceptable 1 point
Questions	The student has presented all of the information required and displays a thorough understanding of how to apply what has been learned. The answer is well organized and written clearly.	The student has presented most of the information required and displays a good understanding of how to apply what has been learned. Some minor omissions are noted, but sufficient content is presented. The answer is well organized and written clearly enough to evaluate easily.	The student has presented just enough information to be acceptable and displays an adequate understanding of how to apply what has been learned. Many significant omissions are noted, but the answer contains acceptable information. The answer is organized well enough to make sense.	The student has provided some correct and some incorrect material. Major omissions are noted. It is doubtful that the student understands the information well enough to apply it. The answer is poorly organized; it is not written clearly, and it fails to make much sense.	The student has failed to answer the question. Most of the information provided is incorrect. With such a lack of understanding of the concepts involved, it would be impossible for the student to apply the information. The answer reflects little or no organization, and it makes no sense at all.

FAQs about the Comprehensive Exam

What are the requirements that must be completed before MSCI students can take the comprehensive exam? Students need to be in good standing, have applied for graduation, and must be in the last semester of coursework.

What is the purpose of the exam? The comprehensive examination is the capstone learning experience of the program. It is a summative evaluation of the student's professional growth and development during the MSCI program. The purpose of the exam is to demonstrate mastery of content and application to the classroom.

When and where is the exam offered? The exam is offered face to face in the Testing Center on campus. Students must call and schedule a time to test with the Testing Center directly, during the two week window provided during the comprehensive exam informational meeting.

How do students "apply" to take the exam? Students are not eligible to take the comprehensive exams until they apply for graduation. Students will receive notice of comprehensive exams after applying for graduation.

Who evaluates the exams? What is the grading process? The exam is scored by C&I faculty members using the scoring rubric shown above.

How and when are students notified of exam results? Students will be notified by letter or email of the results after exams are scored and the paperwork is signed by the program coordinator, college dean, and graduate studies dean.

What is the procedure when students fail the exam? Student who do not meet expectations initially are offered the opportunity to revise and prepare an oral presentation within one week of notification. Students who fail the comprehensive exam will be required to register for an additional semester of course work and may retake the exam during the following semester.

Other Relevant Policies

Disability Accommodations

Students who need assistance with disability accommodations are encouraged to contact Carl Greig in the Office of Student Affairs, University Center, Room 126.

Students who have a request for accommodations should:

Contact the Texas A&M University-Texarkana Student Life Office to request appropriate accommodations. Students will have to complete a release and provide documentation of a disability to the Student Life Office. Documentation must be from a professional that is qualified to diagnose the disability and should be less than 5 years old. Accommodation requests are addressed on a case by case basis. Contact the Student Life Office if you have any questions or concerns. The Student Life Office is located in room 126 of the University Center or for more information you can email accommodations@tamut.edu or phone: 903-223-3116 for additional information.

Drop and Withdraw Policies

It is the student's responsibility to submit the completed paperwork to the Registrar's Office, via mail, fax, email or in person if they wish to be dropped or withdrawn from their classes. The request to drop/withdraw will be processed as of the date the request is received in the Registrar's Office. Incomplete forms will not be accepted or processed by the Registrar's Office. It is the responsibility of the student to ensure all required information is provided on the form, and is submitted to the Registrar's Office by the deadline.

Students who will not be attending for the semester and wish to drop ALL courses for the semester, MUST submit a drop/withdraw form to the Registrar's Office in order to officially withdraw from the university for the semester. Students should not assume they will be administratively dropped for non-attendance or dropped for non-payment.

Additional information, deadlines and forms can be found on the Registrar website:

<http://catalog.tamut.edu/academic-information/drop-withdraw-policies/>.

Dropping a Course

A student who wishes to drop a course but remain enrolled in at least one course must submit a drop/withdraw form to the Registrar's Office. (See "Limitation on Dropping Courses"). Note: Instructors will not assign a grade for a course dropped officially before the last day to drop or withdraw from the semester.

Once the semester/session has started, a student must obtain and complete the "Drop or Withdrawal Request Form" on the Registrar's Office website. The student must obtain the instructor's signature for each course he/she would like to drop. The signature is not an approval to drop, but rather confirmation that the student has discussed the drop or withdrawal with the faculty member. Students must submit the form to the Registrar's Office for processing in person, by e-mail at Registrar@tamut.edu, by mail at 7101 University Ave., Texarkana, TX 75503, or by fax (903) 223-3140.

The Office of the Registrar will not accept for processing any drop or withdrawal forms missing any of the required information. The student must take responsibility to ensure that the form is complete before submission. If a

student stops participating in class (attending and submitting assignments) but does not complete and submit the drop or withdrawal form, the instructor will assign a final grade based upon the work that he or she completed as outlined in the syllabus.

Students must complete all steps by the last day to drop or withdraw for the term or session as printed in the academic calendar or on the Registrar's Office website.

Withdrawing from the University

To withdraw voluntarily from all courses at the university, students must complete the "Drop or Withdrawal Request Form" on the Registrar's Office website. Courses that students have abandoned without official withdrawal will result in a grade of "F," regardless of the time when the student ceased to attend class.

The administration may withdraw a student from the university involuntarily for non-payment of fees, failure to attend or participate in developmental classes (administrative drop policy), misrepresenting facts on the application for admission, failure to secure the required transcript(s) from colleges and universities that he or she attended, failure to document required TSI status, or as a result of disciplinary suspension. If the administration withdraws the student involuntarily, he or she is not entitled to a refund of tuition and fees.

Grading Policies

Texas A&M University-Texarkana provides grades via web at the end of each semester. Grades are not mailed to students. The university uses the following grading scale:

A	90-100	4 grade points
B	80 – 89	3 grade points
C	70 – 79	2 grade points
D	60 – 69	1 grade point
F	<60	0 grade point

Grade Point Average

The university bases the cumulative GPA on all previous credit the student attempted at the undergraduate or graduate levels. When a student repeats a course, the university will only use the grade for the last enrollment for that course (even if the grade is lower) for computing a cumulative GPA. The university will use the second grade to determine credit the student earned for the course and will invalidate the first credit earned for the course. No one may erase a grade from a student's record.

The university shall exclude academic work at foreign colleges, universities, or preparatory schools as well as developmental-education courses from GPA calculation.

Retention/Exit Policy for A&M-Texarkana Educator Preparation Programs

Educators and education leaders must show academic, dispositional, and professional characteristics worthy of students served. Texas A&M University-Texarkana Educator Preparation Programs require the following to maintain program admission:

- Maintain 3.0 Graduate GPA
- No grades below "C" in major/professional development areas nor "Unsatisfactory" in Practicum/Internship courses
- No violations of the university [Student Code of Conduct](#)
- No violations of the [TEA Educators' Code of Ethics](#)

Complaint Policy for A&M-Texarkana Educator Preparation Programs

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution. Any of the persons previously mentioned may seek resolution without fear of retribution. Any current student at Texas A&M University-Texarkana must follow the current university policy listed in the student section of the University Rules and Procedures.

Formal Process for complaints against the TPP at A&M-Texarkana must be submitted in accordance with the following procedures: 1. Individual “files” a complaint by submitting a written letter regarding the complaint to the Teacher Prep Program in writing. College Dean or designee will be available to answer questions regarding the submission of the complaint and provide assistance as needed. 2. College Dean or designee will coordinate the investigation of the complaint. The investigating officer will retain the original complaint submission. 3. The designated administrator will review the complaint and provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within fifteen (15) business days of the administrator’s receipt of the complaint. If additional time is needed for investigation and consideration of the complaint, the administrator will notify the complainant and their Executive Officer of the need for an extension and the date by which a decision will be made. Absent unusual circumstances, the extension should not be for more than fifteen (15) additional business days. The designated administrator will provide a written decision to the complainant and the Executive Officer overseeing the office or department named in the complaint within five (5) business days of receiving the decision. Appeals Process An individual may appeal the decision of the designated administrator within five (5) business days after receipt of the written decision. Appeals must be in writing and submitted to the office of the Executive Officer who oversees the department, office or College named in the complaint. The Executive Officer will review the original complaint and the written appeal, and may conduct an additional investigation.

Grade Disputes, Grievances, and Appeals

A student with a grievance regarding a course grade should attempt to resolve the issue by conferring with the course instructor. A student challenging a final grade must show the instructor’s judgment was unfair based upon some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and unannounced departure from previously articulated standards or the syllabus. The burden of proof lies with the student.

For additional information regarding the formal “Grade Grievance and Appeal Process,” please refer to UP 13.02.99.H0.01 “Discussion and Resolution of Grade Disputes, Grievances, and Appeal Processes”. See here for more information: <http://www.tamut.edu/About/About-TAMUT/Rules-and-Procedures.html>.

Student Support

Important Contact Information

Curriculum & Instruction Program Coordinator:
Dr. Abbie Strunc 903.223.3030 astrunc@tamut.edu

Certification Officer:
Ms. Kathryn Hartshorn 903.223.3048 katheryn.hartshorn@tamut.edu