

**MASTER'S DEGREE IN**  
**CURRICULUM & INSTRUCTION**  
*with specialization in*  
**LANGUAGE & LITERACY EDUCATION**

*and*

**Advanced Certification Programs in:**

- Professional Reading Specialist
- Master Reading Teacher
- Developmental Literacy Graduate Certificate

**COLLEGE OF EDUCATION**  
**GRADUATE EDUCATION AND RESEARCH**  
**TEXAS TECH UNIVERSITY**  
**BOX 41071**  
**LUBBOCK, TX, 79409**

## PROGRAM OVERVIEW:

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The master's degree in Curriculum & Instruction with a specialization in Language & Literacy is guided by an understanding of literacy as a developmental process. Coursework in the degree reflects this view with a P-20 perspective of literacy pedagogy, alignment with college and career readiness standards, and relevant application in a variety of educational settings (e.g., K-12 classrooms, developmental literacy programs). The degree emphasizes theories of literacy as a socio-cultural practice where student engagement with texts and literacy tasks are central to effective instruction. This philosophy and pedagogical approach translates into learning environments where students are encouraged to take intellectual risks, curriculum is built on student experience, texts are matched to student interests and aptitude, and assessment represents a complex understanding of literacy development. Our faculty believe that an environment rich in opportunities to read, write, speak, view, and navigate text fosters lifetime habits of learning, critical thinking, cultural awareness, and global sensitivities. The Master of Education in Curriculum & Instruction with a specialization in Language & Literacy Education is a 36-hour, *online* program designed to prepare teachers to provide reading and literacy leadership in K-12 school districts and other educational settings.

Coursework in the master's program address a variety of contemporary and enduring issues in the field of literacy education that cluster around the following areas of emphasis:

- Emergent and Early Literacy
- Elementary Intermediate Literacy
- Adolescent Literacy
- Developmental Literacy
- Biliteracy
- Bilingual/ESL

Within these areas of emphasis students will be introduced to current research over topics such as literacy acquisition for bilingual and monolingual learners, content area literacy methods for adolescent learners, classroom based literacy assessment, differentiated instruction, increasing the reading proficiency of learners in P-20 settings, developing new media literacies, creating writing centered classrooms, teaching developmental literacy, and critical studies in children's and adolescent literature.

## **TRADEMARK OUTCOME:**

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The Language & Literacy candidate will be a leader who possesses in-depth knowledge about literacy processes and demonstrates the ability to appropriately apply this knowledge to evaluate, design, and implement effective literacy instruction for diverse learners. The Language & Literacy candidate will also demonstrate the ability to sustain professional collaboration with a variety of educational stakeholders to foster ongoing growth as a literacy practitioner and increase student engagement and achievement with literacy tasks.

- Graduates will demonstrate the knowledge and skills necessary for improving diverse learners' aptitude and engagement with literacy tasks.
- Graduates will share their specialized knowledge about effective literacy pedagogy with a variety of stakeholders.

## **DISTINCTIVENESS OF THE TRADEMARK OUTCOME:**

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Most master's degree programs strive for students who have theoretical knowledge of the field of literacy education. Few programs require master's students to apply theories of literacy pedagogy to practice in a systematic fashion. Even fewer programs require master's students to have a level of accountability and examine the outcome of applying theory to practice for learners.

Language & Literacy's Trademark is aligned with the International Reading Association's Standards for Reading Professionals. These IRA standards are performance-based and describe what candidates in the reading profession should know and be able to do in professional settings. The IRA standards essentially define "best practice" for reading/literacy master's degree programs. Professional roles identified for these standards include the following:

- Education Support Personnel Candidate (Paraprofessional)
- Pre-K and Elementary Classroom Teacher Candidate
- Middle and High School Content Classroom Teacher Candidate
- Middle and High School Reading Classroom Teacher Candidate
- Reading Specialist/Literacy Coach Candidate
- Teacher Educator Candidate
- Administrator Candidate

## END OF PHASE ASSESSMENT REQUIREMENTS:

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Students in the Language & Literacy master's program will be assessed on three occasions spread throughout their coursework in lieu of a final culminating comprehensive exam. These assessments demarcate phases of learning as students move from theoretical to applied knowledge. The Phase 1 assessment will take place as an embedded assessment in EDLL 5340 Literacy Acquisition Process and Pedagogy. The Phase 2 assessment will take place as an embedded assessment in EDLL 5346 Increasing Reading Proficiency for All Readers. The Phase 3 assessment will take place as an embedded assessment in EDLL 5343 *Practicum in Literacy*. The following are descriptions of the assessments and the rubrics that will be used to evaluate each assessment.

### Phase 1 Assessment/Learning Outcome

- Graduate students will systematically and formatively assess student learning and instruction that involves the use of research-based principles and methods to identify an area of refinement.

### Phase 2 Assessment/Learning Outcome

- Through the use of research-based principles and interactions with learners, graduate students will systematically develop and pilot an instructional intervention that addresses a literacy need and evaluate the intervention plan.

### Phase 3 Assessment/Learning Outcome

- Through the use of research-based principles and methods, graduate students will systematically implement and evaluate a pedagogical innovation that solves an instructional problem in a real-world setting.

## Phase 1 Rubric

Competencies	Exemplary (5)	Good (3)	Needs Improvement (1)	Score
<b>Knowledge of Extant Literature in the Field of Literacy Education</b>	Indicates thorough understanding of extant literature and a complex understanding of literacy topics	Indicates an adequate understanding of the extant literature and adequate ability to reflect on literacy topics	Indicates a shallow understanding of extant literature and a lack of critical reflection over literacy topics	

<b>Knowledge of Research-based Reading Pedagogy</b>	Indicates a thorough understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and ability to reflect critically about reading pedagogy	Indicates an adequate understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and adequate ability to reflect over reading pedagogy methods	Indicates a superficial understanding of reading pedagogy and a lack of critical reflection over reading pedagogy methods.
<b>Knowledge of Research-based Writing Instruction</b>	Indicates a thorough understanding of writing pedagogy (e.g., writing process theory, writing in the disciplines, differentiated instruction, writing workshop) and ability to reflect critically about writing pedagogy methods	Indicates an adequate understanding of writing instruction and adequate ability to reflect on the topic.	Indicates a shallow understanding of writing instruction and a lack of critical reflection.
<b>Literacy Assessment</b>	Indicates a thorough understanding of a variety of assessment instruments including school/district measures, formal and informal formative approaches, and authentic literacy assessment	Indicates adequate understanding of a variety of assessment instruments including school/district measures and authentic literacy assessment	Indicates a shallow understanding of a variety of assessment instruments including school/district measures and authentic literacy assessment
<b>Member Checking</b>	Project includes thorough references to member checking with appropriate stakeholders and connects this data to the project	Project includes references to member checking but does not present them in a thorough or convincing manner; also may not connect data from member checking to the project.	
<b>Organization of the Phase 1 Project</b>	Project has a clear focus and is well organized with all required components addressed in a thorough manner	Project has a muddled focus and organization with all required components adequately addressed	Project has a weak focus and organization with all required components inadequately addressed
<b>Documentation Included in the Phase 1 Project</b>	Project contains thorough documentation ; all references included enhance and support the project	Project contains adequate documentation: most references included enhance and support the project	Project contains inadequate documentation; references are absent or insufficiently support the project
<b>Writing Style Present in the Phase 1 Project</b>	Project is well written in a clear, conventional, and engaging academic style	Project is adequately written in a clear and conventional academic style	Project is poorly written with distracting errors in an inadequate academic style

## Phase 2 Rubric

Competencies	Exemplary (5)	Good (3)	Needs Improvement (1)	Score
<b>Knowledge of Extant Literature in the Field of Literacy Education</b>	Indicates thorough understanding of extant literature and a complex understanding of literacy topics	Indicates an adequate understanding of the extant literature and adequate ability to reflect on literacy topics	Indicates a shallow understanding of extant literature and a lack of critical reflection over literacy topics	
<b>Knowledge of Research-based Reading Pedagogy</b>	Indicates a thorough understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and ability to reflect critically about reading pedagogy	Indicates an adequate understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and adequate ability to reflect over reading pedagogy methods	Indicates a superficial understanding of reading pedagogy and a lack of critical reflection over reading pedagogy methods.	
<b>Knowledge of Research-based Writing Instruction</b>	Indicates a thorough understanding of writing pedagogy (e.g., writing process theory, writing in the disciplines, differentiated instruction, writing workshop) and ability to reflect critically about writing pedagogy methods	Indicates an adequate understanding of writing instruction and adequate ability to reflect on the topic.	Indicates a shallow understanding of writing instruction and a lack of critical reflection.	
<b>Sources for Analysis of Student's Literacy Instructional Needs</b>	Uses all available school/district literacy assessment data and multiple examples of student work and multiple measures of classroom based authentic literacy assessments to develop an intervention plan	Reliance on school/district data and 2-4 forms of classroom based authentic literacy assessments	Reliance solely on school/district data	
<b>Pedagogical Pilots</b>	Pilots a variety of pedagogically sound literacy intervention strategies with students such as differentiated reading instruction, guided reading, writer's workshop, reading and	Pilots a few pedagogically sound literacy intervention strategies with students	Does not pilot any pedagogically sound literacy intervention strategies with students	

<b>Organization of the Phase 2 Project</b>	writing conferences, and reciprocal teaching		
	Project has a clear focus and is well organized with all required components addressed in a thorough manner	Project has a muddled focus and organization with all required components adequately addressed	Project has a weak focus and organization with all required components inadequately addressed
	<b>Documentation Included in the Phase 2 Project</b>	Project contains thorough documentation ; all references included enhance and support the project	Project contains adequate documentation: most references included enhance and support the project
<b>Writing Style Present in the Phase 2 Project</b>	Project is well written in a clear, conventional, and engaging academic style	Project is adequately written in a clear and conventional academic style	Project is poorly written with distracting errors in an inadequate academic style

### Phase 3 rubric

<b>Competencies</b>	<b>Exemplary (5)</b>	<b>Good (3)</b>	<b>Needs Improvement (1)</b>	<b>Score</b>
<b>Knowledge of Extant Literature in the field of Literacy Education</b>	Indicates thorough understanding of extant literature and a complex understanding of literacy topics	Indicates an adequate understanding of the extant literature and adequate ability to reflect on literacy topics	Indicates a shallow understanding of extant literature and a lack of critical reflection over literacy topics	
<b>Knowledge of Research-based Reading Pedagogy</b>	Indicates a thorough understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and ability to reflect critically about reading pedagogy	Indicates an adequate understanding of reading pedagogy (e.g., guided reading, reading workshop, differentiated instruction, text complexity, reciprocal teaching, reading apprenticeships) and adequate ability to reflect over reading pedagogy methods	Indicates a superficial understanding of reading pedagogy and a lack of critical reflection over reading pedagogy methods.	
<b>Knowledge of Research-based Writing Instruction</b>	Indicates a thorough understanding of writing pedagogy (e.g., writing process theory, writing in the disciplines, differentiated instruction, writing workshop) and ability to reflect critically about writing pedagogy methods	Indicates an adequate understanding of writing instruction and adequate ability to reflect on the topic.	Indicates a shallow understanding of writing instruction and a lack of critical reflection.	

<b>Evidence of Graduate Student Learning</b>	Uses multiple formal and informal assessments (including test scores, reading logs, reflective journals, writing portfolios, and performance assessment). Uses a variety of instructional practices (including reading workshop, guided reading, and strategic reading)	Uses at least two or three types of formal and informal assessments. Uses at least three of pedagogically sound instructional practices	Uses test data and one type of informal assessment. Uses at least two pedagogically-sound instructional practices
<b>Evidence of Student Learning</b>	Substantial improvement in standardized measures of literacy skills (e.g., school STAAR English Language Arts tests, Aplia scores). Substantial improvement in other literacy assessments administered (e.g., running records, retrospective miscue analysis, power writing)	Acceptable improvement in standardized and other measures of literacy skills	Minimal or no improvement in standardized and other measures of literacy skills
<b>Organization of the Phase 3 Project</b>	Project has a clear focus and is well organized with all required components addressed in a thorough manner	Project has a muddled focus and organization with all required components adequately addressed	Project has a weak focus and organization with all required components inadequately addressed
<b>Documentation Included in the Phase 3 Project</b>	Project contains thorough documentation ; all references included enhance and support the project	Project contains adequate documentation: most references included enhance and support the project	Project contains inadequate documentation; references are absent or insufficiently support the project
<b>Writing Style Present in the Phase 3 Project</b>	Project is well written in a clear, conventional, and engaging academic style	Project is adequately written in a clear and conventional academic style	Project is poorly written with distracting errors in an inadequate academic style

## ADMISSION PROCEDURE

The College of Education has established a holistic approach to the admission process. The admission process is described in detail on the Graduate School Website [www.depts.ttu.edu/gradschool/prospect.php](http://www.depts.ttu.edu/gradschool/prospect.php). Please read the *Graduate Catalog* of the University for a full explanation of admission requirements. Documents required for admission should be uploaded to the Graduate School website at: [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX).

Steps in the admission process consist of the following:

### **Step 1**

- A. Apply through the Office of Graduate Admissions in Holden Hall for “General Admission to the Graduate School. The Apply Texas portal is located at:

[https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX).

You will need the following for a complete application:

- \$60 Application Fee
- ALL official collegiate academic transcripts (if you attended community college, those are required also along with transcripts of schools you may have just taken a class or two)

Please click on the following link to access information about the Graduate School application. <https://www.depts.ttu.edu/gradschool/index.php>

### **Step 2**

- B. The next step in the process once the Graduate School application is completed is the College of Education application. You will need the following to ensure a complete file:

- Three professional Letters of recommendation
- Statement of Purpose
- Resume
- Two **Academic** Writing Samples

You can access the College of Education Graduate Application at the following site.

<http://cms.educ.ttu.edu/future/academics/degrees-offered>

- C. Please make sure to submit the required application documents for admission consideration into the Language & Literacy program: (1) a letter of application, (2) resume, (3) three letters of reference, and (4) a writing sample. The letter of application should be a detailed and comprehensive statement that includes: (1) applicant’s professional accomplishments and activities, (2) applicant’s professional and academic goals, and (3) applicant’s reflections about what led the applicant to select graduate study in the Language & Literacy Education program. The writing sample should reflect coursework and classroom experiences or other types of academic or professional writing. The letters of reference should be from individuals who can speak to the student’s academic ability.

The Graduate School has two admission statuses. These categories are: (1) Full admission to the master's program in Language & Literacy Education and Graduate Temporary (GTMP) admission. Students may enroll as a Graduate Temporary (GTMP) student for one semester. Twelve semester earned hours are the maximum allowable with GTMP status.

Applications are reviewed on a continuing basis. Applicants will be notified of their acceptance status through a letter issued from the Office of Graduate Admissions.

## **APPEAL PROCESS:**

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Applicants who are not accepted into the Master's of Education program in Language & Literacy Education may appeal the program faculty's decision. The first level of appeal is to reapply to the program, addressing the program faculty's reasons for rejection as delineated in the notification of rejection letter. If an applicant is still rejected by the Language & Literacy Education Program faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Studies committee, the applicant must address the Language & Literacy Education Program faculty's reasons for rejection as defined in the two previous letters. If the applicant's appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

## **ADVISEMENT PROCEDURES:**

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Following admission to the Language & Literacy Education program, students will be assigned an initial advisor to help them set up a degree plan and enroll in coursework. Following initial advising, students are free to select a faculty mentor to serve as their advisor. A degree plan needs to be filed with the graduate office during the first semester of enrollment in the program. The degree plan provides the listing of courses needed for graduation. The student is responsible for following the degree plan. Modifications to the degree plan require course substitution documentation and need to be made in consultation with the student's advisor.

The master's degree program consists of 36 hours of coursework. Advanced certification of Professional Reading Specialist, Master Reading Teacher, and

Developmental Literacy may be pursued simultaneously with the master's degree. When students seek to complete both a master's degree and the Program for Professional Reading Specialist, the plan will exceed 36 hours

## **TRANSFER CREDIT:**

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Only 6 approved semester hours of coursework may be transferred from another accredited university. Transfer courses may not include practicum or internships coursework. No courses over six years old at the time the degree is completed may be transferred into the degree plan.

## **APPLICANTS WITH A PRIOR MASTER'S DEGREE:**

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The TTU Graduate Catalog states that permission to work toward a second degree of the same level is granted only upon approval by the Curriculum & Instruction Department and review by the Graduate Dean. The applicant is subject to all requirements as a new student. While there is no guarantee that any work from the first master's degree may apply to the second, at least one full year (24 semester hours) must be taken specifically for the new degree program. Therefore, applicants with a prior master's degree are urged to investigate the Doctoral Program in Curriculum & Instruction.

## **CONTINUATION OF ENROLLMENT:**

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Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Language & Literacy Education Program and the Graduate School may be required to apply for re-admission to the program according to the procedures in effect at the time of reconsideration.

## CULMINATING OPTIONS:

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Students may opt to complete a thesis or a project option in lieu of taking six credit hours of coursework.

**Paper or Project Option.** Students may elect to conduct a classroom project. Documentation and a written report of the work can fulfill the final requirements for a master's degree. Students may also elect to write an extended paper on a topic of their choice. These options require the guidance and direction of a Language & Literacy faculty member. The final paper or project is subject to the review of three faculty members. Additionally, students will submit a document indicating their gains from the master's program as well as offering evaluation of the master's program.

**Thesis Option.** Students have a choice of a 30 semester hour program with a master's thesis. This option requires registration into two sections of EDLL 6000 (master's thesis credits) with a faculty member. Students confer with their advisor to determine the best course of study. A thesis committee of at least two full time faculty members in the College will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project and completes the written document. The final copy of the thesis is prepared in accordance with the requirements in Instructions for Preparing and Submitting Theses or Dissertations, available in the Texas Tech Bookstore. This option is strongly recommended for students who intend to enter a doctoral program of study.

## PROGRAM OF STUDY

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Students will determine a plan of study in consultation with their advisor and select an emphasis area from the following concentrations:

- Emergent and Early Literacy
- Elementary Intermediate Literacy
- Adolescent Literacy
- Developmental Literacy
- Biliteracy
- Bilingual/ESL

**Required Foundation Courses (6 hours):**

- EDCI 5380 *Action Research* (**\*Required\***)
- EDCI 5320 *Curriculum Theory: Foundations*  
or
- EDCI 5330 *Ethics and Education*

**Required Bilingual Education Courses (6 hours):**

- EDBL 5337 Teaching Strategies for ESL and Content-Area Teachers of Limited English Proficient Students
- EDBL 5338 Methods of Teaching English as a Second Language to Pre-K-12

**Required Language & Literacy Coursework (9 hours):**

- EDLL 5340 Literacy Acquisition Process and Pedagogy
- EDLL 5343 Practicum in Literacy
- EDLL 5346 Increasing Reading Proficiency for all Readers

**Language & Literacy Coursework (15 hours):**

Fifteen hours of required coursework from the following list selected in consultation with an advisor:

- EDLL 5341 Developing Academic Literacy in the Disciplines for Adolescents
- EDLL 5342 Classroom-Based Literacy Assessment for Differentiated Instruction
- EDLL 5344 Content Area Literacy Methods for Primary and Elementary Literacy Development
- EDLL 5345 Emergent and Early Literacy Development and Pedagogy
- EDLL 5348 Applied Linguistics and the Teaching of Literacy

- EDLL 5350 Developing Traditional and New Literacies in Elementary Settings
- EDLL 5351 Children’s Literature in the School Curriculum
- EDLL 5355 Creating Writing-Centered Classrooms
- EDLL 5356 Trends and Issues in Adolescent Literacy
- EDLL 5366 Teaching Developmental Readers Adolescent to Adult
- EDLL 5393 Internship in Literacy Education
- EDLL 6341 Trends and Issues in Literacy Pedagogy and Research
- EDLL 6344 Content Area Literacy Policies and Research
- EDLL 6349 Adolescent Literature
- EDLL 6350 Studies in Literacies
- EDLL 6351 Critical Studies in Literature

## ADVANCED CERTIFICATIONS

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### **Professional Reading Specialist Certification**

Individuals seeking Professional Reading Specialist Certification will complete a State Board for Educator Certification (SBEC) approved program and pass the #151 TExES exam. The Individual is required to:

1. Have a master’s degree
2. Have a valid teaching license in the state of Texas
3. Have completed two years of teaching experience in a TEA accredited school

To enroll in the Professional Reading Specialist program, please speak with an advisor in the Language & Literacy Education program and contact the certification office upon completion of requirements.

### **Required Courses:**

- EDLL 5345      *Emergent and Early Literacy Development and Pedagogy*
- EDLL 5348      *Applied Linguistics and the Teaching of Literacy*
- EDLL 5355      *Creating Writing-Centered Classrooms*

EDLL 5356	<i>Trends and Issues in Adolescent Literacy</i>
EDLL 6341	<i>Trends and Issues in Literacy Pedagogy and Research</i>
EDLL 6344	<i>Content Area Literacy Policies and Research</i>
EDLL 6349	<i>Adolescent Literature</i>
EDLL 6350	<i>Studies in Literacies</i>
EDLL 6351	<i>Critical Studies in Literature</i>

### **Master Reading Teacher (MRT) Certification**

Individuals seeking Master Reading Teacher certification will complete a State Board for Educator Certification (SBEC) approved program and pass the TExES MRT exam. For this certification, the individual is required to:

1. Have a valid Teaching license in the state of Texas
2. Complete two years of classroom teaching experience in a TEA accredited school

To enroll in the Master Reading Teacher program, please speak with an advisor in the Language & Literacy Education program and contact the certification office upon completion of requirements.

#### **Required Coursework:**

EDLL 5340	<i>Literacy Acquisition Process and Pedagogy</i>
EDLL 5342	<i>Classroom-based Literacy Assessment for Differentiated Instruction</i>
EDLL 5345	<i>Emergent and Early Literacy Development and Pedagogy</i>
EDLL 5356	<i>Trends and Issues in Adolescent Literacy</i>
EDBL 5337	<i>Teaching Strategies for ESL and Content-Area Teachers of Limited English Proficient Students</i>

Individuals holding the Professional Reading Specialist certification are exempt from taking the Master Reading Teacher exam. However, they must complete all of the Master Reading Teacher requirements if they wish to also have the MRT certification.

### **Developmental Literacy Graduate Certificate**

Individuals interested in the Developmental Literacy Graduate Certificate will need to complete the appropriate application forms through Texas Tech University's Graduate School.

#### **Required Coursework:**

EDLL 5341	<i>Developing Academic Literacy in the Disciplines for Adolescents</i>		
EDLL 5342	<i>Classroom-Based Literacy Assessment for Differentiated Instruction</i>		
EDLL 5356	<i>Trends and Issues in Adolescent Literacy</i>		
EDLL 5366	<i>Teaching Developmental Readers Adolescent to Adult</i>		
EDLL 5355	<i>Creating Writing Centered Classrooms</i>	}	
	or		
EDLL 6350	<i>Studies in Literacies</i>		

### **FOR MORE INFORMATION AND INITIAL ADVISING, CONTACT:**

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(806) 834-1186

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