Overview

Master’s degree programs for Curriculum and Instruction are designed to meet the diverse needs of professional educators in elementary, secondary, and post-secondary education. We believe that all professionals in education should be skilled in applying research to practice; using a variety of teaching strategies; planning, organizing, implementing and evaluating instructional plans; enhancing student achievement; and responding intelligently to current and emerging educational problems.

This handbook provides information about the master's program in Curriculum and Instruction. Courses will be all face-to-face, all online, or a hybrid of the two. There are some courses that combine both face-to-face and online instruction. For online instruction, there is the possibility of both synchronous and asynchronous course instruction.

Additional information about Texas Tech University can be found on-line at www.ttu.edu. Information about the College of Education can be found at http://www.depts.ttu.edu/education/. More information about the graduate school at Texas Tech University can be found at: http://www.depts.ttu.edu/gradschool/.
An M.Ed. in Curriculum and Instruction involves completing 18 hours of core coursework and 18 hours of elective coursework. In addition to electives within the department, students also have the option of taking 18 hours of electives from the Department of English or the Department of Mathematics, which can lead to dual credit certification in those content areas.

Students also have the option of enrolling in a select set of electives that can lead to a concentration in one of the following areas:

- Curriculum Studies/Teacher Education (CSTE)
- Language and Literacy Education
- STEM
- Blended Learning/Personalized Learning
- ESL/Bilingual Education (in development)

The degree requirements in all of the concentration areas are designed to give a depth of knowledge about the selected field of study and prepare them to become practitioner researchers.

**Information about the Program**

All master’s degree in Curriculum and Instruction have two course-experiences in common. Master’s degree students in Curriculum and Instruction will:
- Engage in community needs-based inquiry, and
- Engage in community needs-based intervention

These experiences provide unique opportunities for students to engage in collaborative, community-driven projects. These engagement experiences represent the Trademark Outcomes of the master’s degree.

Each of the concentration areas has specific required courses and required course sequences. All courses are aligned with the distinctive student learning outcomes (SLOs) that are embedded within the professional literature within each concentration area.

**Contact**

To schedule an appointment with faculty in a particular concentration area, please contact Teresa Neal, the Administrative Assistant in the Department of Curriculum & Instruction, at (806) 834-2733, email teresa.neal@ttu.edu.

**Application and Admissions**

Apply to both Graduate School of Texas Tech University (328 Admin Building; 806/742-2787; gradschool@ttu.edu) for “General Admission” to the Graduate School and to the master’s program in Curriculum and Instruction in the College of Education.

**Graduate School Application:**

A. To apply to the Texas Tech Graduate School, go to:

http://www.depts.ttu.edu/gradschool/admissions/Prospectivestudents.php
B. As part of the Graduate School application process:

1. Fill out the application through
   *ApplyTexas*  [https://www.applytexas.org/adappc/gen/c_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX)

2. Pay the application fee,

3. Submit official transcripts (regardless of the number of courses taken) from all previously attended institutions including community colleges. These transcripts must be submitted to the graduate college ([graduate.admissions@ttu.edu](mailto:graduate.admissions@ttu.edu)) and must also be submitted to the college secretary: Pam Smith ([mailto:pam.smith@ttu.edu](mailto:pam.smith@ttu.edu)).

4. Depending upon the concentration area, Graduate Record Examination (GRE) scores for the “general test” may be required. Scores must be within the past five years. GRE applications may be obtained from the Testing and Evaluation Center in West Hall on campus or other authorized testing centers or online at [http://www.ets.org/gre](http://www.ets.org/gre) which also has more information.

5. The TOEFL examination may need to be taken. Please see [http://www.ets.org/toefl](http://www.ets.org/toefl) for more information.

**College of Education Application:**

A. To apply to the master’s program in Curriculum and Instruction, see
   [https://appspace.ads.ttu.edu/EDUCGraduateApplication](https://appspace.ads.ttu.edu/EDUCGraduateApplication) and specify the concentration area of interest (if applicable).

B. Submit the following:

   1. A resume (vita),
   2. An applicant statement addressing the following areas: academic background, work experience, and a rationale for pursuing this degree, and
   3. A scholarly writing sample.

C. Three letters of professional recommendation must be submitted. A web address will be provided to send to recommenders.

**Admissions:**

Once all of the materials required by the Graduate School and the concentration area (if applicable) have been received, a committee of faculty will review the application materials in a holistic manner. Their recommendation for admission will be acted upon by the Graduate School at TTU. An admission decision will be sent from the Office of Graduate Education in the College of Education. Students are accepted into the program with or without conditions. Conditions could include, but are not limited to, the completion of additional prerequisite courses.

Applicants who are not accepted into the master’s Program in Curriculum and Instruction may appeal
the Curriculum and Instruction 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 the rejection letter. If an applicant is still rejected by the Curriculum and Instruction Program
faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee.
In making an appeal to the Graduate Academic Affairs Committee, the applicant must address the
Curriculum and Instruction 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 Academic Affairs
Committee, there is no further recourse for appealing the admission decision.

Advisement

Upon admission to the master’s program in Curriculum and Instruction, an initial advisor will be
assigned. Students may change advisors during their course of study by submitting a written request
to the program chair. Advisors must be from the Department of Curriculum and Instruction.

The degree plan is the primary advisement tool. It is completed early in the student’s program, ideally
in the first semester, and provides the listing of courses needed for graduation. The student is
responsible for keeping the degree plan updated and bringing the plan to advising sessions. The
student must work with the advisor to update the degree plan to reflect any changes. Forms can be
accessed at: http://www.depts.ttu.edu/gradschool/academic/FormsResources.php

The student's advisor will provide other forms of guidance as requested by the student. This includes
providing suggestions for preparing for the comprehensive exam administered at the end of the
program of studies, or for working with the student toward the completion of a master’s thesis.

Degree Plan

As soon as possible after admission to a degree program, the student should contact his or her program
advisor to develop a degree plan. During an individual conference, the advisor will assist the student
with selection of courses related to the chosen concentration or individualized program of study as
determined through discussion with the advisor. After the student's degree plan is signed by the
advisor, department chair, and approved by the Graduate School, the student is expected to follow it as
the basis of all subsequent course enrollments. However, changes can be made to the degree plan with
the approval of the student’s advisor.

Transfer Credit

Only six approved semester hours of coursework may be transferred from another accredited
university. Transfer courses may not include practicum or internship courses. No course on the
degree plan may be over six years old at the time the degree is conferred.

Continuation of Enrollment

Students who have been granted admission are expected to register in the term for which admission
is granted. A student is completely removed from the program, and will have to reapply to TTU, if
they miss a year or more. If a student misses a semester, they have to file a re-admit form with the
Graduate School to get back into the program. Any student who fails to register during any 6-month
period prior to graduation, and who does not have an official leave of absence from study granted by the Curriculum and Instruction Program and the Graduate School, may be required to go through the necessary procedures to begin taking courses again.

Program of Study

An M.Ed. in Curriculum and Instruction involves completing 18 hours of core coursework and 18 hours of elective coursework. In addition to electives within the department, students also have the option of taking 18 hours of electives from the Department of English or the Department of Mathematics, which can lead to dual credit certification in those content areas.

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The following statements outline the requirements for the master’s degree.

- The master’s degree in Curriculum and Instruction, with various concentrations (optional), has 36 required hours.
- There are 4 required areas for course completion: Foundational Courses, Research/Practicum Courses, Specialization Courses, and Thesis or Elective hours + Comprehensive Exam.
- There are:
  - 9 required hours in Foundations;
  - 6 required hours in Research/Practicum
  - 15 hours in Specialization courses
  - 6 hours in thesis requirements or 6 hours in electives courses + Comprehensive Exam.

- The 6 required Research/Practicum hours must be fulfilled by taking EDCI 5380, and then 1 other 3-hour Research/Practicum course, which fulfills the intervention experience that is required as part of the program. The second Research/Practicum course will be taken in the student’s area of concentration (if applicable).

- Students should follow the suggested courses provided by each concentration area in order to fulfill the degree requirements for the concentration. Otherwise, students should work with their advisors to determine appropriate electives given their goal for their degree.

- Students must choose to complete either 6 thesis hours, or 6 elective hours and then a comprehensive evaluation. The statements below provide more information about these two options.

*Thesis option.* Students have a choice of completing a thesis. Students completing a master's thesis are exempt from taking any other form of comprehensive evaluation. However, students must complete a final oral defense as part of their thesis. If interested in completing a master's thesis, the student should discuss these plans with their advisor. A thesis committee of at least two full time faculty members of the College of Education 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
Comprehensive Component

All Curriculum and Instruction master's degree students not completing a thesis must complete a comprehensive component prior to receiving their degree. This may include a comprehensive examination, final project, portfolio, or publishable manuscript. Students are permitted to complete the component during their last semester of coursework. The comprehensive exam is offered once each semester. Students must apply to take the examination. Since there are application deadlines, students are encouraged to inquire about the procedures in their last year of course enrollment.

The following statements govern the administration of the Comprehensive Component:

1. Students will choose a format for the comprehensive component: a comprehensive examination; a manuscript of publishable quality; a project or portfolio; or a master’s thesis.

2. Students who choose the comprehensive examination option will ask three faculty members to each write a question for the exam. It is best to ask faculty members from whom students have taken courses.

3. The comprehensive examination is a written examination that will be answered in a proctored room in the College of Education.

4. The student’s committee members will evaluate the student’s answers. If the committee determines that there is a need for further clarification of the written exam, the committee may require the student to also complete an oral exam. The oral examination of approximately two hours must be limited to questions that ask the student to clarify and/or extend their written answers plus other questions that address the goals for the concentration area.

5. At the discretion of the student’s committee, the committee members may give the student, prior to the written portion of the examination, guidance in what questions might be asked. Options for guidance include, but are not limited to, giving the student a brief or detailed list of topics to be covered, sample questions from other exams, and possible questions that could be asked.

6. If students chose to fulfill the comprehensive component by submitting a publishable manuscript, a portfolio, or a final project, the student will also form an evaluation committee consisting of three faculty members. One of the members must be the student’s advisor. The committee will work with the student to determine when and if the student has fulfilled the necessary requirements as determined by the evaluation committee. Once the evaluation committee is satisfied, the student will have passed the comprehensive evaluation component.

7. Nothing about these statements may be construed to contradict other university policy.

8. Exceptions to the above statements may be needed. This determination will be made by the student’s advisor in conversation with the rest of the committee and the program coordinator.

Academic Probation and Suspension

Every graduate student enrolled in the master’s program in Curriculum and Instruction is required to maintain a high level of performance and to comply fully with the policies of the department along with those of
College of Education and the Graduate School at Texas Tech University. In addition, every graduate student should exhibit dispositions, work habits, attitudes, and ethics that are indispensable in being an educator. The Department of Curriculum and Instruction reserves the right to place on probation or to suspend any doctoral student who:

- Does not maintain satisfactory academic standing
- Makes unsatisfactory progress over time toward completion of the master’s degree
- Fails to conform to the regulations of the department and the university
- Displays unprofessional conduct, such as cheating or plagiarism (see the statement on Academic Integrity below)
- Exhibits inappropriate behaviors described in the Civility in the Classroom below.

Graduate students who are admitted to a degree program on condition of maintaining a required GPA are automatically on academic notice. Failure to fulfill the conditions stipulated at the time of admissions will result in termination from the program.

Graduate students whose overall graduate GPA falls below 3.0 will be placed on academic probation. During the following term, if their overall GPA remains less than 3.0 and their term GPA is greater than 3.0, they will be placed on continued probation.

Graduate students are placed on academic suspension if their overall GPA is less than 3.0 in two consecutive semesters. They are required to remain out of the Graduate School for one term (including summer terms). Any student who has been suspended must appeal to the Graduate School if reinstatement is desired.

For more information, please see the Undergraduate/Graduate School Catalogue, 2016-2017, p. 300).

**Academic Integrity**

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present any work that they have not honestly performed as their own is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. For more information, please see: (http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_a.php#integrity)

**Civility in the Classroom**

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive, or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. (http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_c-d.php#civility)

**Other Issues**

Other important issues such as registration, financial assistance, ethics and appeals procedures, are outlined in the Texas Tech University Handbook. If there are any questions, please call Teresa Neal, the Administrative Assistant in the Department of Curriculum & Instruction, at (806) 834-2733, or email her at: Teresa.neal@ttu.edu.