



TEXAS TECH UNIVERSITY
College of Education™

**Department of
Curriculum and Instruction**

***Program Handbook of
Master of Education Degree****

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* This handbook provides basic information about application, course study, examination, and dissertation requirements for the M.Ed. program in Curriculum and Instruction. This information is provided for master's degree students and faculty in Curriculum and Instruction. Information about Texas Tech University can be found on-line at www.ttu.edu. Information about the College of Education can be found at www.educ.ttu.edu. The Graduate School catalog can be accessed through <https://catalog.ttu.edu/content.php?catoid=9&navoid=954>.

Chair's Welcome Message

Welcome to the Department of Curriculum and Instruction at Texas Tech University College of Education!

We're thrilled to have you explore the opportunities within our dynamic department. The Department of Curriculum & Instruction is dedicated to fostering transformative scholarship across a wide array of disciplines. Our programs are designed to be outward-facing, meaning they directly engage with real-world challenges through service learning, community engagement, and applied research.

Whether you're pursuing a professional certificate, a master's degree, or a doctoral degree, you'll find that our curriculum is thoughtfully crafted to emphasize innovations in education for all learners. We believe in empowering educators and scholars to make a lasting impact, and our programs are a testament to this commitment.

As you embark on this exciting next step in your academic and professional journey, know that you're in excellent hands. Our department is home to a remarkable team of award-winning researchers and educators who are not only leaders in their fields but are also genuinely invested in your success. They bring a wealth of knowledge, experience, and passion to their teaching, ensuring that you'll receive both the guidance and the inspiration needed to excel.

If your goal is to transform teaching and learning environments, you'll find a welcoming and supportive community here at Texas Tech. Our programs are tailored to meet the educational needs of today's world, providing you with numerous opportunities to make a meaningful difference in various educational contexts.

As the Interim Department Chair, I am excited to connect with you and discuss how our graduate programs can help you achieve your goals. We are here to support you every step of the way as you build the skills, knowledge, and professional network necessary to advance in your career.

Thank you for considering the Department of Curriculum & Instruction as your academic home. We look forward to welcoming you into our community and to the exciting possibilities that lie ahead.

Warm regards,

Mellinee Lesley, Ph.D.

Interim Department Chair and Professor
Department of Curriculum & Instruction
Texas Tech University College of Education

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Mission

The mission of the M.Ed. in Curriculum and Instruction (C&I) includes helping students become:

- independent practitioners in their area of expertise, who make practical contributions to their field;
- ethical and caring decision makers, who work to benefit all students regardless of their race, ethnicity, class, gender, sexual orientation, religion, (dis)ability, and geographical background; and
- critical educators who are committed to improving the human condition through educational research and practice.

Program Outcomes

Master's degree programs for C&I 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.

Career Opportunities

Graduates of the M.Ed. in C&I will find the following career opportunities in various fields. They include but are not limited to:

- Faculty in Higher Education (Community Colleges) with a dual credit preparation
- Instructional specialists and leaders in school districts or schools
- Educational researchers and consultants in private, not-for-profit, non-profit organizations and For-Profit Educational Curriculum Development Firms
- Paraprofessional to better support diverse learners
- Curriculum Developers and Instructional Coaches
- Teacher Leaders in Content and/or Instructional areas
- Informal Educators or Educators in non-traditional classroom settings
- Corporate Educators related to Human Resources training and education
- Leaders and Developers in For-Profit Educational Curriculum Development Firms

Instructional Formats

Distance Electronic TTU

The [Texas Higher Education Coordinating Board](#) rules define distance education as “the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction.” Distance education can include courses and programs offered online and electronic-to-groups. Coordinating Board rules recognize two categories of distance education courses: fully distance education courses and hybrid/blended courses. A fully distance education course is defined as “a course which may have mandatory zoom sessions totaling no more than 15% of the instructional time.” A hybrid/blended course is defined as “a course in which a majority (more than 50% but less than 85%), of the planned instruction occurs when the students and instructor(s) are not in the same place.”

- Note that synchronous session meetings for hybrid/blended courses are listed in the coursebook at the time of registration, are mandatory zoom sessions in which attendance may be required and/or part of the course grade.
- Note that the online format may be fully asynchronous or offer optional synchronous sessions using a university approved online teaching platform. ***If there are synchronous session meeting date/s and time/s listed in the coursebook at the time of registration.*** If these are listed they may be mandatory zoom sessions (in which attendance may be required and/or part of the course grade).

M.Ed. In C&I Concentration Areas

Advanced degrees in the area of Curriculum and Instruction prepare students to have the knowledge, skills, and dispositions needed to analyze, construct, and evaluate curricula in ways that create optimal learning conditions for all learners.

Graduates of the C&I program will acquire a wide range of knowledge and skills in different theories, educational foundations, research methodologies by taking 9 hours of Core C&I Courses and 9 hours of Core C&I Electives; see page 12. The additional 18 hours of the degree may be general C&I courses, courses from a different department (for the dual credit preparation pathway) or within a concentration area. The degree requirements in each concentration area are designed to give a depth of knowledge about the selected field of study and prepare them to become practitioner researchers.

Concentration areas for the M.Ed. in C&I are:

General Studies in C&I (known as the General Education Track) - [Website](#)

Students will acquire a wide range of knowledge and skills in different theories, educational foundations, research methodologies, blended and personalized learning, or a specific content area of interest. Students may also take courses that count toward the general C&I master's degree but that are also part of a ***graduate certificate*** in C&I and from different departments within the college of education. Graduates in this track may become an education generalist, an action researcher, and/or an education specialist in the area of their study.

Dual Credit Preparation Pathway - [Website](#)

This is a pathway within the general education track that prescribes the dual-credit courses needed to produce a transcript for credentialing with the TEA for dual credit. To pursue this pathway, students take their 18 “concentration” hours in the content area to prepare the student for teaching dual credit courses. The current areas are prescribed on the website [here](#).

For example, if the student wants to teach dual credit mathematics, the student would take 9 hours of the Core C&I Courses, 9 hours Core C&I electives, and 18 hours in mathematics courses listed on the course website.

Blended and Personalized Learning (BL/PL) Concentration - [Website](#)

Graduates of the Blended and Personalized Learning (BL/PL) concentration will have on-the-ground experience in the following research-based knowledges and competencies to apply in real-world K-12 education settings: foundations of personalized learning; data literacy; creating and sustaining student agency; creating data literacy for students; becoming a teacher leader; competencies of critical coaching; and designing curriculum and assessment using personalized learning strategies.

Curriculum Studies and Teacher Education (CSTE) Concentration - [Website](#)

Graduates of Curriculum Studies and Teacher Education (CSTE) concentration will practice critique, inquiry, and exploration into theories and practices of curriculum studies and teacher education. The CSTE graduates will pursue inquiries into what knowledge is of most worth and who benefits from it in relation to K-12 education and teacher education.

Science, Technology, Engineering, & Mathematics (STEM) Education Concentration - [Website](#)

Graduates of the Science, Technology, Engineering, and Mathematics (STEM) Education concentration will lead in formal and informal K-12 STEM education spaces at the local, state, national, and/or international levels through community-engaged practices and scholarship.

Additional Opportunities in the M.Ed. in C&I are:

The department offers various graduate certificates in [Blended and Personalized Learning](#), [Developmental Literacy](#), [E-Learning and Online Teaching](#), [Teacher Mentoring and Instructional Coaching](#), and [Advancing K12 STEM Master Teacher Leadership \(Basic\)](#).

Additional C&I Master’s Degrees and Programs

The C&I department also offers M.Ed. degrees in [Language & Literacy](#), [Dual Credit in English and Language and Literacy](#), [Bilingual Education and English as a Second Language \(ESL\)](#), and [Instructional Technology](#), which have their own handbooks as each are separate degree programs. ***Each program has its own application process, webpages, and handbook.***

For more information about these programs, please contact the following:

- Masters in Bilingual and English as a Second Language Education: Dr. Comfort Pratt
- Masters in Instructional Technology (EDIT): Dr. Jongpil Cheon
- Masters in Language and Literacy; Dual Credit in English plus a Master’s in Language & Literacy: Dr. Mellinee Lesley

None of the M.Ed. degrees in C&I lead to teacher licensure. RAIDER Teach provides a path to teacher certification along with the option of completing a Master's degree in Curriculum and Instruction. Visit the [RAIDER Teach program](#) website for more details and how to apply.

Program Application

The M.Ed. program in C&I requires a completed bachelor's degree in the field of education or cognate areas of study from an accredited higher education institution in the United States or equivalent higher education institution in another country.

When applying for the program, you must apply to the Graduate School of Texas Tech University for General Admission. Information about the graduate school application is available at 328 Admin Building, Texas Tech University or you can call 806-742-2787 or send an email to gradschool@ttu.edu.

Graduate School Application

To apply for general admission to the Graduate School at Texas Tech University:

- (1) Start your application to the Graduate School by reading to understand the process and specific requirements about the application. Visit:
<http://www.depts.ttu.edu/gradschool/admissions/howtoapply.php>
- (2) Please specify an area of interest from the following list:
 - General Studies in C&I M.Ed.
 - General Studies in C&I M.Ed. for Dual Credit Preparation
 - C&I M.Ed. – Blended and Personalized Learning
 - C&I M.Ed. – Curriculum Studies & Teacher Education
 - C&I M.Ed. – Science, Technology, Engineering, and Mathematics Education
- (3) Submit official transcripts of all of your college studies. Include ALL official collegiate academic transcripts (if you attended community college, those are required also along with transcripts from schools where you may have just taken a class or two).
- (4) Other required documents. ***Each track's webpage describes what those documents are.***
- (5) International students should also submit scores for the Test of English as a Foreign Language (TOEFL). See <http://www.ets.org/toefl> for more information and an application for that test.
- (6) Pay the application fee.
- (7) From <http://www.depts.ttu.edu/gradschool/>, you can track your Graduate School application.
- (8) If you have any questions regarding the C&I program application, please contact Dr. Mellinee Lesley at mellinee.lesley@ttu.edu or 806-834-1186.

M.Ed. Program Admissions

When all of the materials required by the Graduate School and the C&I program have been received, an admission committee of faculty will review your application materials and make a recommendation for admission to the chair of the Department of Curriculum and Instruction and

then to the Graduate School for the final decision. You will be informed officially about the decision on your admission at the conclusion of this process (see the Appendix for information on Admission Appeals at the end of the handbook).

Tuition and Fees

Information on Tuition and Fees for your program of study at Texas Tech can be found on the webpage of Student Business Services at <http://www.depts.ttu.edu/studentbusinessservices/>

Bachelor's Degree Requirement

- As stated earlier, the M.Ed. program in Curriculum and Instruction requires a completed bachelor's degree in the field of education or cognate areas of study from an accredited higher education institution in the United States or equivalent higher education institution in another country.
- If the student's bachelor's degree is not in the area that he/she intends to pursue, the student may be required to take up to 6 credit hours of leveling courses which will be selected at the discretion of the area faculty before taking master's level courses.
- If the student's bachelor's degree is older than seven years, the student may be required to take up to 6 credit hours of leveling courses which will be selected at the discretion of the area faculty before taking master's level courses.

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.

Enrollment Requirements

- Students are expected to register in the semester for which admission is granted.
- **Full-time** graduate student status is 9 hours in each regular semester. Full-time enrollment in the summer term is 3 hours.
- **Part-time** graduate student status requires a minimum of 3 hours in each regular semester. Thus, this is the minimum requirement to maintain student status for any student.
- International students need to maintain full-time graduate student status in each regular semester, consistent with the requirements by the federal government.

Continuous Enrollment Requirements

- Under special circumstances, when students cannot fulfill the enrollment requirements mentioned above, the department chair must approve exceptions or extensions in advance

and the students are still required to satisfy a continuous enrollment requirement by registering at least 1 credit hour during each long semester.

- Students who fail to register without an official leave of absence from program study granted by the Department of Curriculum and Instruction and the Graduate School, are required to apply for readmission to the program according to the procedures and standards in effect at the time of reconsideration. Readmission is not guaranteed.

Leave of Absence

- Students may request a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons.
- A request for a leave of absence along with appropriate written documentation must be sent by the student, or by the student's chair when appropriate, to the C&I administrative business assistant and must be approved by the Department Chair. This approval, then, must be approved by the Associate Dean for Academic Affairs, prior to the student leaving the university.
- An approved leave of absence will not exceed one year.
- Leaves of absence do not extend the maximum time allowed for completion of the degree.

Grade Requirement

Students in the program are required to maintain a grade point average of 3.0 as the minimum requirement for graduation. A failure to meet these grade requirements may result in dismissal from the program. satisfactorily

Graduation Requirement

- Consistent with university requirements, a minimum total of 36 graduate level credits is required for the degree per the degree plan for each concentration area. Students must also complete a comprehensive component to graduate; see page 10 for details.

Program Advisory Information for Students

Program / Track Coordinator

- Serves as the initial point of faculty contact for newly admitted students to their respective track.
- Helps students with a variety of questions they may have regarding course selection to fulfill the C&I course requirements (the concentration's degree plan) as listed in DegreeWorks (<https://degreeworks.texastech.edu>).
- Helps students obtain an appropriate faculty advisor who wishes to pursue the thesis option of the comprehensive component (must be selected upon completing 12 credit hours or by the end of the student's second year).
- Coordinates with students, who have not completed a thesis *and* have applied to graduate, to complete a non-thesis option of the comprehensive component (e.g.,

examination, portfolio, project, or manuscript for publication) by informing students and their comprehensive committee chair on how these types of examinations are conducted per their track's rules and guidelines.

- Coordinates advising activities for fall and spring/summer courses.
- Sign a students' Change of Degree Plan forms as necessary.
- Facilitates the process when a student requests to switch from one C&I concentration (track) to another.

Comprehensive Component

All C&I M.Ed. degree seeking students must complete a comprehensive component to graduate; a thesis or non-thesis option satisfies the degree requirement at the end of their program of study.

Thesis Option

A master's thesis is a project that prepares master's students for in-depth studies in theory and research, and provides the foundation for the pursuit of a doctoral degree. A thesis project takes at least two semesters (EDCI 6000) to complete with a thesis chair directing.

Thesis Committee Chair

- The thesis committee chair must be a graduate faculty member from the Department of Curriculum and Instruction. This professor can be from any track.
- The thesis committee chair will work with the student to approve the student's program coursework and to conduct an annual review of the student's progress in the program.
- The thesis committee chair will answer the student's questions regarding policies, courses, and the degree plan.
- The thesis committee chair will help the student form a 2-3 faculty member thesis committee consisting of another member of C&I.
- The thesis committee chair will determine when the student is ready for a thesis defense and schedule the thesis defense with the student and members of the thesis committee by submitting the thesis notification form.
- The thesis committee chair will submit thesis approval form indicating successful defense and acceptance of thesis/dissertation by committee via the [Oral Exam and Thesis/Dissertation Approval Form](#).
- The thesis committee chair and student may need to change chairs should the student's research interests and needs no longer be consistent with the thesis chair's research expertise and/or time commitments.
- The thesis committee chair may step down from being the thesis committee chair if the student's research interests and needs are no longer consistent with the chair's research expertise and time commitments. Should such a change occur, the new chair will reform the dissertation committee with current and/or new faculty members.

Thesis Committee Member

- Upon agreeing to serve as a member at the request of the thesis chair, the thesis member is responsible for reviewing the student's thesis and attending the thesis defense.

- The thesis committee member will review the student's thesis and provide a pass/fail response to the thesis committee chair.

Student's Guide in How To Begin the Thesis Comprehensive Process:

- Before or upon completing 12 credit hours, students are encouraged to identify a thesis chair from their concentration area, a faculty member in the Department of Curriculum and Instruction, or affiliated faculty member whose research interests match those of the student.
- The thesis chair must be a graduate faculty member from the Department of Curriculum and Instruction or an affiliated faculty (see the list of graduate program faculty and affiliated faculty in the Department of Curriculum and Instruction in this handbook as well as the department website for the most current list).
- The chair will work with the student to plan the rest of the student's program coursework and to conduct an annual review of the student's progress in the program.
- The chair will become the student's advisor in answering the student's questions regarding policies, courses, and/or degree plan issues.
- The chair will help the student form a thesis committee or work with the student to identify faculty who may help with the comprehensive component.
- Students should complete the [Defense Notification Form](#) at least three weeks prior to defending. This document should be submitted by their advisor to the graduate school.
- Thesis/dissertation is formatted according to [Graduate School guidelines](#) and is submitted for formatting review via the [Electronic Thesis and Dissertation \(ETD\) webpage](#).
- Complete corrections for Thesis and Dissertation corrections and resubmit to the graduate school by the allotted deadline.

Special Notes:

- Upon consultation with their chair, the student has an option to change chairs if the student's research interests and needs are no longer consistent with the chair's research expertise.
- The chair has an option to step down from being the chair if the student's research interests and needs are no longer consistent with the chair's research expertise.
- The request form for a committee chair change should be completed and submitted to the department chair and then forwarded to the Graduate School for final approval. The committee change form can be accessed and downloaded from the following link: <http://www.depts.ttu.edu/hs/hdfs/graduate/documents/Title-Committee-Change-Form.pdf>.

Non-Thesis Options

Comprehensive Examination Option

The comprehensive exam is offered once each semester. Students must apply to graduate in order 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 comprehensive examination must occur in the last semester of the student's coursework; *however*, students may

take the comprehensive examination in Spring if they will be completing coursework in summer and have applied to graduate in Summer.

Non-Thesis Comprehensive Examination Committee Chair

- The comprehensive exam committee chair may be a professor from any track in the C&I department.
- Upon agreeing to serve as chair from a student's request (see Student's Guide in How To Begin the Thesis Comprehensive Process), the comprehensive examination committee chair will communicate with the student and program coordinator to inquire about conducting the examination per the student's track rules and guidelines.
- The comprehensive examination committee chair receives questions from two student-identified comprehensive examination committee members and assembling the three question examination.
- The comprehensive examination committee chair is also responsible for developing a single question on a course that the student identifies as being taught to the student during their program of study.
- The comprehensive examination committee chair will coordinate with the student when (date and time) the examination will take place per the student's track rules and guidelines, which are provided to them by the program coordinator.
- The comprehensive examination committee chair will receive the completed examination from the student and send the examination to the other two student-identified comprehensive examination committee members.
- The comprehensive examination committee chair will evaluate the examination and receive evaluations from the other two student-identified comprehensive examination committee members.
- The comprehensive examination committee chair will remit the summary of evaluations (Pass or Fail) to the program coordinator (if a different faculty member) and Ms. Brandi Stephens, the latter of whom will then remit the result to the graduate school.

Non-Thesis Comprehensive Examination Committee Member

- The comprehensive exam committee member may be a professor from any track in the C&I department.
- Upon agreeing to serve as a member, the member is responsible for developing a single question on a course that the student identifies as being taught to the student during their program of study.
- Each committee member sends their course question to the committee chair.
- The committee member receives the examination packet from the chair and evaluates the student's response to their question in the completed examination.
- The committee member reviews the students' response to their question and provides a pass/fail response to the committee chair.

Student's Guide to How To Begin the Comprehensive Examination Process:

- Upon completing 12 credit hours, students must identify a non-thesis comprehensive examination committee chair from their track or a faculty member in the Department of Curriculum and Instruction from whom they took either a core C&I, C&I elective, and/or track concentration class.

- In the last year/semester of coursework, students must apply to graduate.
- Students must identify the course for their chair to write a one question from one identified course for their examination and two comprehensive examination committee members, from whom they took their core C&I, C&I elective, and/or track concentration courses, to each write a one question from one identified course for the exam.
- Students must inform (via email) the program coordinator for information on the process of the comprehensive examination in their track and inform them of the two comprehensive examination committee members and the faculty member who has accepted to serve as their comprehensive examination committee chair.
- At the request of the student and at the discretion of the student's comprehensive exam committee, committee members may provide 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 during the exam.

Comprehensive Portfolio, Project, or Manuscript for Publication Options

Students not electing to complete a thesis or take a comprehensive examination must complete a different comprehensive option as the final degree requirement. This may include a portfolio, project, or a publishable manuscript. Students will choose a format for the comprehensive option in consultation with a faculty advisor (or program coordinator). The student will form an evaluation committee consisting of three faculty members from which they took coursework during their degree; one of the members is appointed by the track / concentration coordinator. 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.

Comprehensive Portfolio, Project, or Manuscript Committee Chair

- Upon agreeing to serve as chair, the comprehensive portfolio / project / manuscript committee chair will communicate with the student and track coordinator / initial advisor to inquire about processes of a comprehensive portfolio, project, and/or manuscript per the student's track rules and guidelines.
- The comprehensive portfolio / project / manuscript committee chair coordinates with the student on
 - which comprehensive **product** will be produced (i.e., portfolio, project, manuscript for publication)
 - what will the product be comprised of,
 - how that product will be scored, and
 - when that product is due for review.
- The comprehensive portfolio / project / manuscript committee chair reviews the product, sent to them by the student on or before the due date, and assigns a pass/fail score.
- The comprehensive portfolio / project / manuscript committee chair receives scores from each committee member.
- The comprehensive portfolio / project / manuscript committee chair will remit the summary of scores to Ms. Stephens who will then remit scores to the graduate school.

Comprehensive Portfolio, Project, or Manuscript Committee Member

- The comprehensive portfolio, project, or manuscript committee member may be a professor from any track in the C&I department.
- Upon agreeing to serve as a member at the request of the comprehensive portfolio / project / manuscript chair, the member is responsible for reviewing the student's final product, sent directly to them by the student.
- The committee member will provide a pass/fail score on the product, via email, to the comprehensive portfolio / project / manuscript committee chair.

Student's Guide in How to Begin the Portfolio, Project, and/or Manuscript Process:

- Upon completing 12 credit hours, students must contact the track coordinator / initial advisor about the non-thesis comprehensive options (outside of the comprehensive exam) and how those non-thesis comprehensive options are conducted in their track.
- Upon completing 12 credit hours, students are encouraged to identify a non-thesis comprehensive portfolio / project / manuscript committee chair from their track or a faculty member in the Department of Curriculum and Instruction from whom they took either a core C&I, C&I elective, and/or track concentration class to facilitate the process.
- The student will work with their comprehensive portfolio / project / manuscript committee chair to determine which comprehensive product will be produced (i.e., portfolio, project, manuscript for publication), what will the product be comprised of, how that product will be scored, and when that product is due for review.
- The student will remit their comprehensive product to their chair and committee members for scoring on or before the due date given by the TTU graduate school.

Un/Satisfactory Completion of the Comprehensive Component

Each faculty member provides a pass/fail vote based upon the student's performance.

Passing the comprehensive component is based on the majority of votes from the committee.

- If the committee is comprised of three faculty members and the student receives a 3/3 or 2/3 vote for pass, then they pass the comprehensive component. The student will see a green checkmark in their DegreeWorks that evidence approval of the committee's decision by the TTU graduate school.
 - Should one or more faculty members deem that the student's answers were inadequate, prior to their vote, the PC/Chair of the committee of the comprehensive component may schedule and facilitate a one-hour oral defense in which the student elaborates on their written answers to the question/s, which may include follow up questions posed by the faculty members, to supplement their written responses. Committee members will deliberate privately and render their decision at that meeting.
- Should the student receive a minority pass vote, then they fail the comprehensive component.
- The student may retry the comprehensive component in four months and must be registered for a course in the following term; the exact course to register for will be track dependent.
 - Non-thesis students must register for a 1.0 hour or 3.0 hour credit course.
 - Thesis students must register for a 3.0 hour course.
 - Should the student receive a minority pass on the second attempt, they are immediately exited from their program of study.

Special Notes:

The TTU Graduate School posts the results of the examination to be viewed by the student. Nothing about these statements may be construed to contradict other university policy.

Master's Degree Coursework in Curriculum and Instruction for All Concentrations

(All students working on a M.Ed. degree in Curriculum and Instruction—with any concentration—must take the following 18 hours of coursework.)

Core C&I Courses (Must Take all Three Courses, 9.0 hours)

EDCI 5320 *Curriculum Theory and Foundations*

EDCI 5335 *Models of Teaching*

EDCI 5380 *Action Research I*

C&I Core Electives (Must take 3 of the following courses, 9.0 hours)

EDCI 5310 *Instructional Theory and Design*

ECTE 5318 *Authentic Curriculum Assessment*

EDCI 5321 *Curriculum Theory: Design and Development*

ECTE 5335 *Emerging Pedagogies and Designs*

ECTE 5381 *Action Research II*

EDCI 5330 *Ethics and Education*

EDCI 5333 *Improving the Teaching of Thinking*

EDCI 5362 *Curriculum and the Media*

EDCI 5375 *Creativity in the Curriculum*

Electives (0-18 hours, depending on your track/program)

Concentration Hours are as follows:

General Education

18 hours of coursework at the 5000 level which may be taken by the department of C&I. Students may also take courses from College of Education, or other departments and colleges at Texas Tech University Lubbock campus. Students are strongly encouraged to consider the ***graduate certificate*** options available through the [department](#) and [college](#).

Students should ensure at the time of registration that they are enrolling in the type of modality they prefer or need (i.e., seated, online, hybrid/blended).

General Education – RAIDER Teach Pathway

18 hours of courses in EDCI 5306 to Prepare for Teacher Credentialing.

The recommended course sequence is as follows:

Summer	Fall	Spring	Summer
<ul style="list-style-type: none">• EDCI 5306 – Teaching Basics with Content Literacy• EDCI 5306 – Behavior Management and Special Populations• EDCI 5306 – Methods and Assessment• EDCI 5306 – Technology for the Classroom	<ul style="list-style-type: none">• EDCI 5306 – Internship• EDCI 5320 – Curriculum Theory and Foundations• EDCI 5380 – Action Research I	<ul style="list-style-type: none">• EDCI 5306 – Internship• EDCI 5335 – Models of Teaching• EDCI Core Elective #1	<ul style="list-style-type: none">• EDCI Core Elective #2• EDCI Core Elective #3• Comprehensive Examination

Please see the [RAIDER Teach website](#) for more information.

General Education - Dual-Credit Preparation Pathway

18 hours of courses within various dual credit teaching areas are listed [here](#).

Navigate to this website for the [Dual Credit in English and Language and Literacy](#).

Blended and Personalized Learning (BLPL)

BLPL Concentration Coursework (Required 18 Hours) of the following courses:

- *EDPL 5390 *Foundations of Blended and Personalized Learning*
 - *EDPL 5391 *Blended Learning/Personalized Learning and Student Agency*
 - *EDPL 5392 *Teacher Routines for Using Data to Support Personalized Learning*
 - *EDPL 5393 *Demonstration of Advanced Models of Personalized Learning*
 - *EDPL 5394 *Personalized Learning Coaching and Critical Communities of Practice*
 - EDPL 5395 *Research Topics in Personalized Learning*
- *Denote the five courses for the *Blended and Personalized Learning Graduate Certificate*.

Curriculum Studies and Teacher Education (CSTE)

CSTE Concentration Coursework, choose 4 courses (12 hours) from the following menu:

- EDCI 5321 *Curriculum Theory: Design and Development*
 - EDCI 5311 *Mentorship*
 - ECTE 5310 *Critical Pedagogy & Social Justice*
 - EDCI 5375 *Creativity in the Curriculum*
 - EDCI 5362 *Curriculum and the Media*
 - ECTE 5318 *Authentic Curriculum Assessment*
 - EDCI 5330 *Ethics and Education*
 - ECTE 5315 *Connecting Instructional Theory into Practice*
 - ECTE 5335 *Emerging Pedagogies & Designs*
- ([For the information on a Teacher Mentoring and Instructional Coaching Graduate Certificate, Click Here](#))

Electives or Thesis (6 hours):

Two electives in consultation with an advisor OR 6 hours of EDCI 6000 *Master's Thesis*.

Science, Technology, Engineering, and Mathematics Education (STEM)

STEM Concentration Coursework, choose 3 courses (9.0 hours) from the following menu:

- ESTM 5313 *Nature of Informal STEM Education*
- ESTM 5315 *Learning Theories and Curriculum Models in Informal STEM Education*
- ESTM 5316 *Assessment in Informal STEM Settings*
- EDCI 5340 *Curriculum Development in Biology*
- ESTM 5373 *Designing Project-Based Learning (PBL) in STEM Education*
- ESTM 5374 *Engineering Design Processes in STEM Education*
- ESTM 5377 *Technology in STEM Education*
- ESTM 5378 *High Cognitive Demand Tasks in STEM Classrooms*

Electives (9.0 credit hours required):

C&I Courses, College of Education courses, and/or College of Arts and Sciences courses that emphasize student's career goals in STEM education with pre-approval from advisor.
EDCI 6000 *Master's Thesis* (6 credit hours) plus one additional 3.0 hour elective.

Graphic Organizer for STEM Concentration Students ONLY:

Course Information (see course listing below)	Semester:
Required Core Courses in C&I (take all three courses)	
EDCI 5320 <i>Curriculum Theory Foundations</i>	
EDCI 5335 <i>Models of Teaching</i>	
EDCI 5380 <i>Action Research I</i>	
Core Electives Courses in C&I (choose three courses from the course menu shared above)	
Choice #1:	
Choice #2:	
Choice #3:	
STEM Concentration Courses (choose three courses from the course menu shared above)	
Choice #1:	
Choice #2:	
Choice #3:	
Elective Courses (requires pre-approval from your advisor)	
Choice #1:	
Choice #2:	
Choice #3:	

Program Study Process**Degree Plan**

DegreeWorks will auto-populate concentration degree plans as soon as the student is admitted to the program. The student will need to meet with the Graduate Advisor and/or your thesis chair to go over what has been populated in DegreeWorks and review course substitutions or transfer credits that may need to be updated. If a student wishes to move to a different **track**, they should contact (email) the Graduate Advisor of both tracks to request a transfer. If a student wishes to move into a different **program** (see page 6), they will need to apply directly to that program.

Annual Review

Consistent with the relevant requirements of the Graduate School, the Graduate Advisor will fill out an annual review form for each student until they identify their faculty advisor. After that, the student's faculty advisor (or thesis chair) will fill out an annual review form at the end of each academic year.

Any student not making satisfactory progress toward their degree may be placed on academic probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student's work may be cause for academic probation or suspension (see below for the University Policies).

Every semester, the Graduate School runs an academic standing report to identify students that have a GPA below 3.0. Notices are sent by the TTU Graduate School to students. Students whose cumulative GPA falls below 3.0 will be placed on **probation**. If the student's GPA falls below 3.0 within two consecutive long terms, they are subject to **suspension**. Students who are placed on academic suspension are required to remain out of the Graduate School for one term and must reapply to the Graduate School (See TTU Catalogue, p. 426).

Statement of Intent to Graduate and Graduation Fees

All students must file a Statement of Intent to Graduate and pay graduation fees in the semester they plan to graduate upon satisfactory completion of the 36 hours of coursework for their track (≤ 3.0 GPA), Responsible Academic Conduct Training, and the comprehensive component. Since specific deadlines exist for filing forms and paying fees, students should consult the detailed academic calendar for the particular semester (www.depts.ttu.edu/officialpublications/calendar).

University Policies

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 the 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 to being an educator. The Department of Curriculum and Instruction reserves the right to place on probation or to suspend any student who:

- Does not maintain satisfactory academic standing (e.g., 3.0 GPA)
- Makes unsatisfactory progress over time toward completion of the 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 can be admitted to the master's program on provisional conditions. Failure to fulfill the conditions stipulated at the time of admission 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, students with an overall GPA less than 3.0 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*.

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 as their own any work that they have not honestly performed 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 as well as the online setting such as Zoom. 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)

Additional Information

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*.

Faculty Members of the Ph.D. Program in Curriculum and Instruction

Name	Rank	Email	Areas of Expertise/Methodological Expertise
Aquino-Sterling, Cristian	Associate Professor	c.aquino-sterling@ttu.edu	Bi/multilingual education for 21 st century global societies; bi/multilingual teacher education; internationalizing bi-multilingual education research and practice; curriculum and pedagogy in bi-multilingual doctoral education; philosophical inquiry in bi/multilingual education; ideological discourse analyses; qualitative inquiry.
Ataide Pinheiro, Weverton	Assistant Professor	wataidep@ttu.edu	Equity in mathematics education and STEM fields; Teaching Mathematics for Social Justice; LGBTQQIA+; Qualitative Research Methods
Childers, Gina	Assistant Professor	gina.childers@ttu.edu	STEM Education; Technology use in Science Education; Informal Science Education; Community Engagement and Science Education; Program Evaluation; Quantitative Research Methods

Cho, Jeasik	Associate Professor, interim Associate Department Chair	jeasik.cho@ttu.edu	Curriculum studies; Blended learning and personalized learning; Methodological reflection; Classroom assessment/formative assessment for learning; Multicultural education and social justice education; Teacher education; Qualitative Research Validity/Trustworthiness, Phenomenology; Constructivist grounded theory; Critical theory; Arts-based research
Cruz, Joshua	Assistant Professor	Joshua.cruz@ttu.edu	Qualitative methods and theory; Academic writing; College transitions; College experience; Narrative; Grounded theory; Critical theory; Innovating methods
Funez, Jairo	Assistant Professor	jfunez@ttu.edu	Curriculum Studies, Decolonial Education, Student Protest Movements
Greenhalgh-Spencer, Heather	Associate Professor, Associate Dean of the Graduate School	heather.greenhalgh-spencer@ttu.edu	Personalized and Blended Learning; Philosophy of Technology; Gender and Technology (Technofeminism); Gender and the STEM pipeline (specifically in Engineering); ICT-assisted Global Education; Transdisciplinary Engineering Education; Discourse analysis; Network analysis; Case study; Grounded theory
Hinojosa, Denisse	Assistant Professor	Denisse.Hinojosa@ttu.edu	(1) Onsite coaching for practicing and prospective teachers; (2) Coaching in virtually rich environments in the form of modeling, messaging, and dialogic feedback; (3) Equity and access for culturally and linguistically diverse students in mathematics and literacy in elementary levels; and (4) Community-based learning in mathematics and literacy.
Hite, Rebecca	Associate Professor	rebecca.hite@ttu.edu	K-12 science, technology, and engineering education in in/formal education spaces; Non-cognitive factors; K-12 STEM teacher leadership; Emergent Technologies in science and engineering education; Qualitative and Mixed Methods
Jung, Jin Kyeong	Assistant Professor	junjung@ttu.edu	Digital Literacies, Second/Foreign/Multilingual Language Education, Youth Civic Engagement, Education in Global Context, Design-based research, Ethnography, Case study
Kaldaras, Lora	Assistant Professor	lkaldara@ttu.edu	Personalized and blended learning, Cognitive Development in STEM, Self-guided learning, Equity in STEM education, AI in Education, Learning with Technology, Curriculum development, Assessment, Quantitative and mixed methods
Kim, Jeong-Hee	Professor	jeong-hee.kim@ttu.edu	Curriculum Studies; Curriculum Theory; Posthumanism; Interdisciplinary Curriculum Development; Narrative Inquiry; Teacher Education; Post-qualitative Research; Arts-based Research
Lesley, Mellinee	Professor, Interim Department Chair	mellinee.lesley@ttu.edu	Critical Media Literacy Pedagogy, Content Area and Disciplinary Literacies, Adolescent Literacy, Writing Pedagogy, Critical Literacy, Developmental Literacy (College Readiness), Discourse Analysis, Ethnography, Portraiture, Engaged Scholarship
Maina, Faith	Professor	faith.maina@ttu.edu	Participatory Action Research; Culturally Relevant Teaching; Teacher Education

Matteson, Shirley	Associate Professor, Associate Dean for Research, Staff/Faculty Development	shirley.matteson@ttu.edu	Algebraic representations; Thinking structures and the teaching of thinking in classrooms; Middle-level pre-service teacher preparation; Qualitative; Case study; Narrative
Park, Mihwa	Assistant Professor	mihwa.park@ttu.edu	Rasch measurement; Secondary students' conceptual understanding in physics; Simulation-based science instruction; Rasch modeling; Quasi-experimental design; Group comparisons (treatment/control) using quantitative research methods
Pedersen, Rachelle	Assistant Professor	Rachelle.Pedersen@ttu.edu	Engineering and STEM Education; Motivation and Social Influence; Mentoring and Community Impact; Social Network Analysis; Quantitative Research Methodologies
Pratt, Comfort	Associate Professor	C.Pratt@ttu.edu	First and second language acquisition; Second and foreign language education; Spanish; Applied linguistics; Sociolinguistics; Study Abroad; Quantitative research methods
Saldaña, René	Professor	rene.saldana@ttu.edu	Children's Literature; Adolescent Literature; Culturally Responsive Pedagogy; K-12 Writing Pedagogy
Wang, Jian	Professor	jian.wang@ttu.edu	Teacher induction and mentoring; Teacher education practices using design-based research; Comparative study of teaching and learning practices; Case and case comparison; Large data analysis; Video analysis; Mixed methods
Neal, Teresa	Administrative Assistant	teresa.neal@ttu.edu	
Stephens, Brandi	Graduate Academic Advisor (Staff)	brandi.stephens@ttu.edu	
Watson, Beth	Graduate Advisor (Staff)	Beth.Watson@ttu.edu	

Affiliated Faculty Members of the Program in Curriculum and Instruction

Name	Rank	Department	Email	Research Interests
Brice, Lacy	Assistant Professor	Teacher Education	lacy.brice@ttu.edu	Literacy Education
Flores, Raymond	Associate Professor	Teacher Education	Raymond.Flores@ttu.edu	Math Education
Lammert, Catherine	Assistant Professor	Teacher Education	catherine.lammert@ttu.edu	Literacy Education
Wang, Jianlan	Associate Professor	Teacher Education	jianlan.wang@ttu.edu	Science Education

To procure more information about the areas of expertise and publications of each program faculty member, please visit: <http://www.depts.ttu.edu/education/our-people/Faculty/index.php>.

Appendix

Admissions Appeals

Applicants who are not accepted into the M.Ed. Program in Curriculum and Instruction may appeal against the Curriculum and Instruction faculty's decision. The appeal must be filed with the Curriculum and Instruction Department Graduate Advisor and must present new compelling academic and/or personal information that the applicant would like to add to the original application. The Graduate Advisor will convene a new review committee to examine the applicant's original application and additional information. The department will reconsider the application and inform the applicant of their decision on the request for reconsideration. An unfavorable ruling at the department level may be appealed to the Graduate School in writing within thirty (30) days of the date on the correspondence that you received from the academic department's decision on the initial appeal; email the Director of Graduate Admissions (shelby.l.cearley@ttu.edu) for more information on how to file such an appeal. Applicants can only appeal once, and decisions resulting from an appeal are final. Application fees are non-refundable regardless of the result of an appeal.