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.
Welcome Message

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

Education can change lives. As an immigrant to the United States who was the first in my family to receive a graduate education, I have personally felt the transformative power of education. Unfortunately, our education system faces numerous challenges that prevent it from providing every student an equal opportunity to succeed. The COVID-19 pandemic has highlighted – and even deepened – many inequities that have long persisted in education. We are at a critical juncture where there is an enormous need for strong, capable leaders who can rise to meet those challenges.

Our mission in the Department of Curriculum and Instruction is to serve diverse stakeholders in education to improve education and foster positive changes in our dynamic global society. Through excellence in teaching, research, and service, our faculty and staff work together to develop critical researchers and educators who are dedicated to promoting core values of social justice, diversity, equity, and access. We believe the role of faculty is not only to ensure the well-being of our students but also to provide a learning environment in which everyone can succeed.

We offer a variety of certificate programs, master’s degrees, and doctoral degrees that span educational needs from pre-school through college and beyond. These programs are taught by high-caliber faculty with expertise in their respective fields of study, and are designed to equip you to achieve your academic and professional goals.

I invite you to explore these outstanding programs on our website and get more detailed information from the student handbook. I hope that you will also take the opportunity to check out the research centers in the College of Education and get to know our faculty members.

As department chair, I am excited to welcome you to our community of educators at Texas Tech. I look forward to partnering with you on your journey and seeing your contributions to the field of education.

Jeong-Hee Kim, Ph.D.
Chair and Professor
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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

**Lubbock TTU Campus**

Students within commuting distance of Lubbock may take face-to-face (seated) courses with the sequence as specified in the section on the degree plan in this handbook. The face-to-face format includes at least 51% of face-to-face courses offered on the Lubbock campus and no more than 49% of online and/or hybrid courses.
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, off-campus face-to-face, 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 face-to-face sessions totaling no more than 15% of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.” 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 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 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 Chance Webb at chancweb@ttu.edu or 806-834-6768.

**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/](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.texas Tech.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 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 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](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 in 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
  o which comprehensive product will be produced (i.e., portfolio, project, manuscript for publication)
  o what will the product be comprised of,
  o how that product will be scored, and
  o 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 1

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

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:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>• EDCI 5306 – Teaching Basics with Content Literacy</td>
<td>• EDCI 5306 – Internship</td>
<td>• EDCI 5306 – Internship</td>
<td>• EDCI Core Elective #2</td>
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<td>• EDCI 5306 – Behavior Management and Special Populations</td>
<td>• EDCI 5320 – Curriculum Theory and Foundations</td>
<td>• EDCI 5335 – Models of Teaching</td>
<td>• EDCI Core Elective #3</td>
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<td>• EDCI 5306 – Methods and Assessment</td>
<td>• EDCI 5380 – Action Research 1</td>
<td>• EDCI Core Elective #1</td>
<td>• Comprehensive Examination</td>
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<td>• EDCI 5306 – Technology for the Classroom</td>
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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 Mentoring and Instructional Coaching 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 5371 _Curriculum and Instruction in STEM Education_
*ESTM 5372 _Standards and Assessment in STEM Education_
ESTM 5373 _Designing Project-Based Learning (PBL) in STEM Education_
ESTM 5374 _Engineering Design Processes in STEM Education_
*ESTM 5376 _Teacher Leadership and Advocacy in STEM Education_
ESTM 5377 _Technology in STEM Education_
ESTM 5378 _High Cognitive Demand Tasks in STEM Classrooms_
Denote the three STEM courses for the Advancing K-12 STEM Master Teacher Leadership (Basic) Graduate Certificate (the other two courses are EDCI 5309 and EDCI 5312)

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:

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

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](http://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 provisionary 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](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](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 and Staff Members in the Department of Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Email</th>
<th>Areas of Expertise/Methodological Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquino-Sterling, Cristian</td>
<td>Associate Professor</td>
<td><a href="mailto:C.Aquino-Sterling@ttu.edu">C.Aquino-Sterling@ttu.edu</a></td>
<td>Bi/multilingual education for 21st 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.</td>
</tr>
<tr>
<td>Ataide Pinheiro, Weverton</td>
<td>Assistant Professor</td>
<td><a href="mailto:wataidep@ttu.edu">wataidep@ttu.edu</a></td>
<td>Equity in mathematics education and STEM fields; Teaching Mathematics for Social Justice; LGBTQIA+; Qualitative Research Methods</td>
</tr>
<tr>
<td>Childers, Gina</td>
<td>Assistant Professor</td>
<td><a href="mailto:gina.childers@ttu.edu">gina.childers@ttu.edu</a></td>
<td>STEM Education; Technology use in Science Education; Informal Science Education; Community Engagement and Science Education; Program Evaluation; Quantitative Research Methods</td>
</tr>
<tr>
<td>Cho, Jeasik</td>
<td>Associate Professor</td>
<td><a href="mailto:jeasik.cho@ttu.edu">jeasik.cho@ttu.edu</a></td>
<td>Curriculum studies; Blended learning and personalized learning; Methodological reflection; Classroom assessment/formative assessment for learning; Multicultural education and social justice</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Email</td>
<td>Research Interests</td>
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</tr>
<tr>
<td>Cruz, Joshua</td>
<td>Assistant Professor</td>
<td><a href="mailto:joshua.cruz@ttu.edu">joshua.cruz@ttu.edu</a></td>
<td>Qualitative methods and theory; Academic writing; College transitions; College experience; Narrative; Grounded theory; Critical theory; Innovating methods</td>
</tr>
<tr>
<td>Fúnez-Flores, Jairo</td>
<td>Assistant Professor</td>
<td><a href="mailto:jairo.funez@ttu.edu">jairo.funez@ttu.edu</a></td>
<td>Broadly, his research is situated at the intersections of sociocultural studies in education, curriculum studies, decolonial theory and qualitative methodology. Through critical ethnography, he analyzes and interprets the curricular and pedagogical implications of activist spaces and student movements.</td>
</tr>
<tr>
<td>Greenhalgh-Spencer, Heather</td>
<td>Associate Professor, Associate Dean of the Graduate School</td>
<td><a href="mailto:heather.greenhalgh-spencer@ttu.edu">heather.greenhalgh-spencer@ttu.edu</a></td>
<td>Blended and Personalized 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</td>
</tr>
<tr>
<td>Hite, Rebecca</td>
<td>Associate Professor, Associate Department Chair</td>
<td><a href="mailto:rebecca.hite@ttu.edu">rebecca.hite@ttu.edu</a></td>
<td>Secondary science education in in/formal education spaces; K-12 STEM teacher leadership; Emergent technologies in science and engineering education; Qualitative and Mixed Methods</td>
</tr>
<tr>
<td>Jung, Jin Kyeong</td>
<td>Assistant Professor</td>
<td><a href="mailto:jinjung@ttu.edu">jinjung@ttu.edu</a></td>
<td>Digital Literacies, Second/Foreign/Multilingual Language Education, Youth Civic Engagement, Education in Global Context, Design-based research, Ethnography, Case study</td>
</tr>
<tr>
<td>Kim, Jeong-Hee</td>
<td>Professor, Department Chair</td>
<td><a href="mailto:jeong-hee.kim@ttu.edu">jeong-hee.kim@ttu.edu</a></td>
<td>Curriculum Studies; Curriculum Theory; Posthumanism; Interdisciplinary Curriculum Development; Narrative Inquiry; Teacher Education; Post-qualitative Research; Arts-based Research</td>
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<tr>
<td>Lesley, Mellinee</td>
<td>Professor</td>
<td><a href="mailto:mellinee.lesley@ttu.edu">mellinee.lesley@ttu.edu</a></td>
<td>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</td>
</tr>
<tr>
<td>Maina, Faith</td>
<td>Professor</td>
<td><a href="mailto:faith.maina@ttu.edu">faith.maina@ttu.edu</a></td>
<td>Participatory Action Research; Culturally Relevant Teaching; Teacher Education</td>
</tr>
<tr>
<td>Matteson, Shirley</td>
<td>Associate Professor, Associate Dean for Research and Staff/Faculty Development</td>
<td><a href="mailto:shirley.matteson@ttu.edu">shirley.matteson@ttu.edu</a></td>
<td>Algebraic representations; Thinking structures and the teaching of thinking in classrooms; Middle-level pre-service teacher preparation; Qualitative; Case study; Narrative</td>
</tr>
<tr>
<td>Park, Mihwa</td>
<td>Assistant Professor</td>
<td><a href="mailto:mihwa.park@ttu.edu">mihwa.park@ttu.edu</a></td>
<td>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</td>
</tr>
<tr>
<td>Pratt, Comfort</td>
<td>Associate Professor</td>
<td><a href="mailto:C.Praitt@ttu.edu">C.Praitt@ttu.edu</a></td>
<td>First and second language acquisition; Second and foreign language education; Spanish; Applied linguistics; Sociolinguistics; Study Abroad; Quantitative research methods</td>
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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Saldaña, René</td>
<td>Professor</td>
<td><a href="mailto:rene.saldana@ttu.edu">rene.saldana@ttu.edu</a></td>
<td>Children's Literature; Adolescent Literature; Culturally Responsive Pedagogy; K-12 Writing Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Smit, Julie</td>
<td>Associate Professor</td>
<td><a href="mailto:julie.smit@ttu.edu">julie.smit@ttu.edu</a></td>
<td>Design-based research; Literacy in-service teacher preparation; Adolescent literacy development (new literacies and young adult literature); Social Emotional Learning and motivation/engagement; Critical and Content Area Literacy; Knowledge building and inquiry learning; Dialogism; Elementary literacy acquisition and intervention; Qualitative; Exploratory (Grounded Theory); Design-based research; Discourse Analysis (conversation analysis/narrative analysis)</td>
<td></td>
</tr>
<tr>
<td>Wang, Jian</td>
<td>Professor</td>
<td><a href="mailto:jian.wang@ttu.edu">jian.wang@ttu.edu</a></td>
<td>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</td>
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<tr>
<td>Neal, Teresa</td>
<td>Administrative Assistant</td>
<td><a href="mailto:teresa.neal@ttu.edu">teresa.neal@ttu.edu</a></td>
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<tr>
<td>Stephens, Brandi</td>
<td>Graduate Academic Advisor</td>
<td><a href="mailto:Brandi.Stephens@ttu.edu">Brandi.Stephens@ttu.edu</a></td>
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<tr>
<td>Watson, Beth</td>
<td>Graduate Advisor</td>
<td><a href="mailto:Beth.Watson@ttu.edu">Beth.Watson@ttu.edu</a></td>
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**Affiliated Faculty Members of the Program in Curriculum and Instruction**

<table>
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<tr>
<td>Brice, Lacy</td>
<td>Assistant Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:lacy.brice@ttu.edu">lacy.brice@ttu.edu</a></td>
<td>Literacy Education</td>
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<tr>
<td>Flores, Raymond</td>
<td>Associate Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:Raymond.Flores@ttu.edu">Raymond.Flores@ttu.edu</a></td>
<td>Math Education</td>
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<tr>
<td>Lammert, Catherine</td>
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<td><a href="mailto:catherine.lammert@ttu.edu">catherine.lammert@ttu.edu</a></td>
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<tr>
<td>Wang, Jianlan</td>
<td>Associate Professor</td>
<td>Teacher Education</td>
<td><a href="mailto:jianlan.wang@ttu.edu">jianlan.wang@ttu.edu</a></td>
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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](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.1.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.