

## II. Graduate Curricula and Degree Programs

### A. 1. Scope of programs within the department

The Department of Curriculum and Instruction supervises the following degree programs and certificates:

- Bachelor of Science in Multidisciplinary Studies
- Bachelor of Science in Multidisciplinary Science
- Master of Education in Bilingual Education
- Master of Education in Curriculum and Instruction
- Master of Education in Elementary Education
- Master of Education in Language Literacy Education
- Master of Education in Secondary Education
- Master of Science in Multidisciplinary Science
- Doctor of Philosophy in Curriculum and Instruction
- Post-baccalaureate Initial Teaching Certification
- Graduate Certificate in Developmental Literacy
- Master Mentor Teacher Graduate Certificate

**Master's Programs** (All master's programs allow for either a 36 hour, non-thesis plan, or a 30 hour plan with a thesis.)

**M.Ed. in Bilingual Education.** A master's degree in this program area is available with a concentration in either bilingual education or English as a second language (ESL). Students may seek supplemental certificates in bilingual education or English as a second language within requirements for the master's degree. More information and application forms are available at [www.educ.ttu.edu/edbl](http://www.educ.ttu.edu/edbl).

**M.Ed. in Curriculum and Instruction.** The program area of curriculum and instruction offers a master's degree that is designed to meet the diverse needs of professional educators in elementary, secondary, and post-secondary education. Further information is available at [www.educ.ttu.edu/edci](http://www.educ.ttu.edu/edci).

**M.Ed. in Elementary Education.** The master's program in elementary education is designed for students interested in concentrating on the fundamentals of reflective practice with an emphasis in social studies, mathematics, and science education. Information about the program and application forms can be found at [www.educ.ttu.edu/eled](http://www.educ.ttu.edu/eled).

**M.Ed. in Language Literacy Education.** The language literacy master's degree in has two options. The first addresses many of the requirements of the Master Reading Teacher certificate program. The second option focuses on the Professional Reading Specialist Certification and supplies a strong foundation for later doctoral work. See [www.educ.ttu.edu/edll](http://www.educ.ttu.edu/edll) for additional information.

**M.Ed. in Secondary Education.** Two basic degree plans are available. The 36-semester-hour plan (without a thesis) includes a 21-semester-hour concentration in educational foundations and secondary education as well as 15 hours in a minor concentration. The minor may be taken in a teaching field. The 30-semester-hour plan (with a thesis) includes a major concentration of

18 semester hours, a 6-hour minor concentration, and a thesis (6 hours). More information is available at [www.educ.ttu.edu/edse](http://www.educ.ttu.edu/edse).

**M.S. in Multidisciplinary Science.** This interdisciplinary program leading to a Master of Science degree with a major in multidisciplinary science is administered by the College of Education with faculty and courses drawn from participating units throughout the university. The program has two tracks, one for secondary science teachers or K-8 teachers with a strong science background, and another for middle level science and math teachers.

### **Doctoral Program**

**Doctor of Philosophy in Curriculum and Instruction.** The Ph.D. in curriculum and instruction may be completed with a concentration in one of five areas: bilingual/English as a second language education, curriculum studies/teacher education, language and literacy education, physical education and sports science, or science and mathematics education. Courses are taken in curriculum and instruction, the student's concentration, research methods, diversity, and technology.

### **Graduate Certificate Programs**

**Post-Baccalaureate Initial Teaching Certification.** Post-baccalaureate programs designed to meet initial certification requirements for teaching in early childhood (early childhood to grade six), middle level (grades four to eight), and secondary schools (grades eight to twelve) are available. For information on post-baccalaureate programs leading to certification see [www.educ.ttu.edu/certification](http://www.educ.ttu.edu/certification). Although post-baccalaureate certification coursework may be applied to master's degrees in elementary education and secondary education, gaining admission to degree programs requires an additional admissions process.

**Developmental Literacy.** The 15-hour [Graduate Certificate in Developmental Literacy](#) fills a need in the community for qualified teachers in developmental reading programs, adult basic education, adult literacy programs, alternative high schools, reading intervention programs in traditional high school settings, and GED programs.

**Master Mentor Teacher.** The 12-hour [Master Mentor Teacher Graduate Certificate](#) is designed to prepare experienced teachers to mentor new teachers in instructional strategies, classroom management strategies, and other aspects of daily classroom life, in addition to the policies and procedures specific to individual campuses.

#### A. 2. Expected learning outcomes and outcomes assessment.

Each program in Curriculum and Instruction has developed a Program Assessment Plan that includes the program purpose, student learning outcomes, associated assessments and data, and actions for improvement. Complete program assessment plans for C&I are housed in TracDat, a software platform used throughout the university. Following is a limited example from the Elementary Education assessment plan, as shown in TracDat. This example shows only one of several student learning outcomes, and one of two assessments used for that outcome.

**Program – COE Elementary Education (MED)**

**Student Learning Outcome**

Instructional Strategies and Methodology - Students will demonstrate the knowledge base in developmentally appropriate instructional strategies, methodology, culturally responsive for the elementary grades.

**Outcome Types:**

Student Learning

**Start Date:**

08/19/2008

**Outcome Status:**

Active

**Assessment Method:**

Master's Comprehensive Exam, content criterion

**Criterion:**

3.0 on 4 point scale

**Results**

11/28/2009 - Content results for Masters Comprehensive Exams in the fall, spring, and summer of 08-09. 36 test takers: 3.2.

**Result Type:**

Criterion Met

**Action for Improvement**

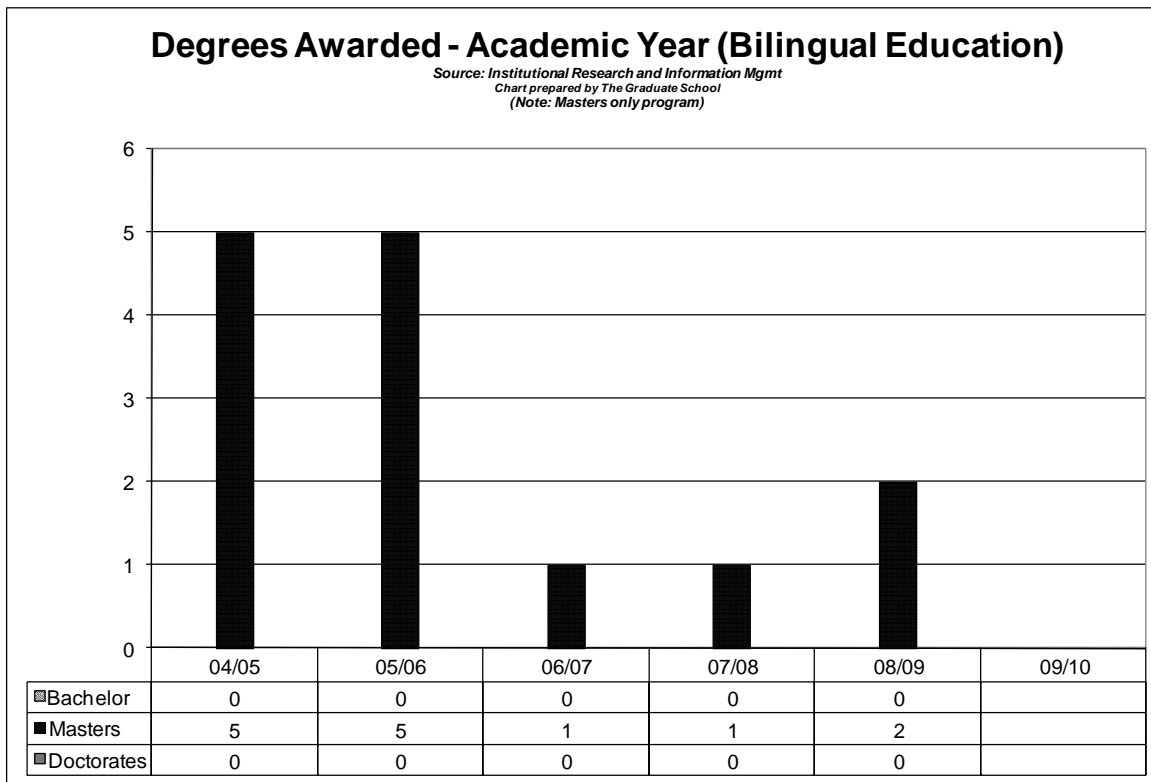
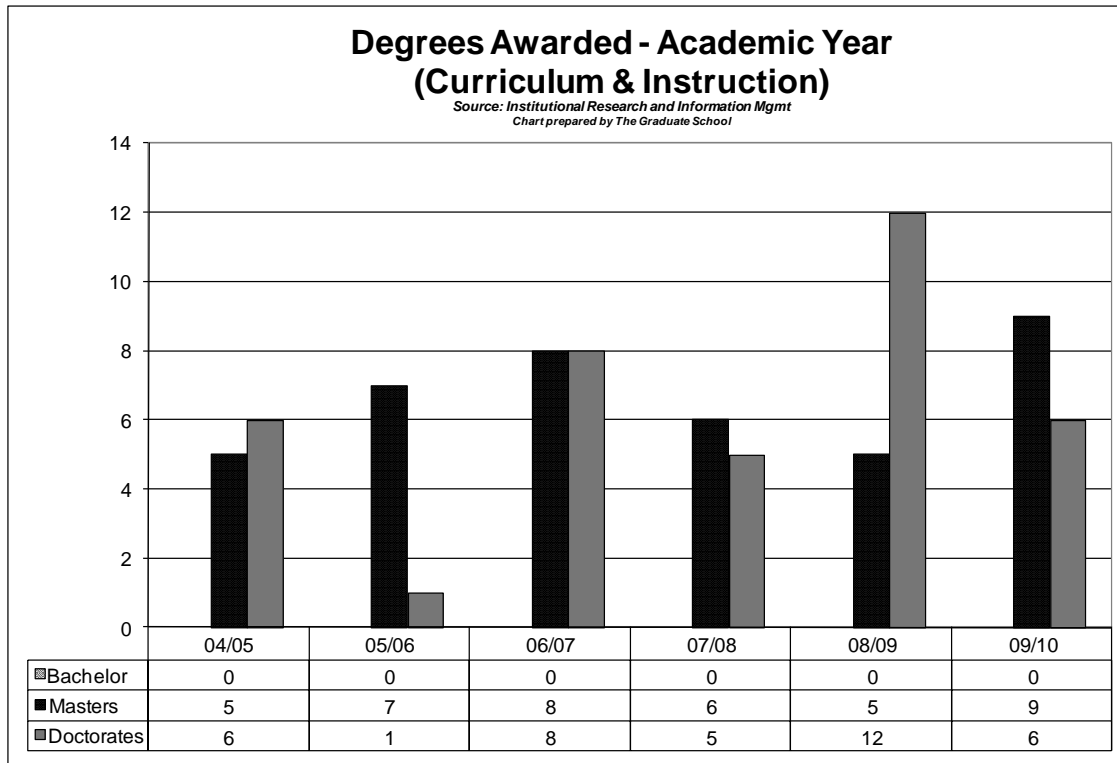
03/23/2010 - A rubric has been developed and implemented for the scoring of the master's comprehensive examination (a copy is attached). An electronic version of the scoring rubric is being developed.

Complete assessment plans for master's and doctoral programs may be accessed online by following the hyperlinks below.

- [Master of Education in Bilingual Education](#)
- [Master of Education in Curriculum and Instruction](#)
- [Master of Education in Elementary Education](#)
- [Master of Education in Language Literacy Education](#)
- [Master of Education in Secondary Education](#)
- [Master of Science in Multidisciplinary Science](#)
- [Doctor of Philosophy in Curriculum and Instruction](#)

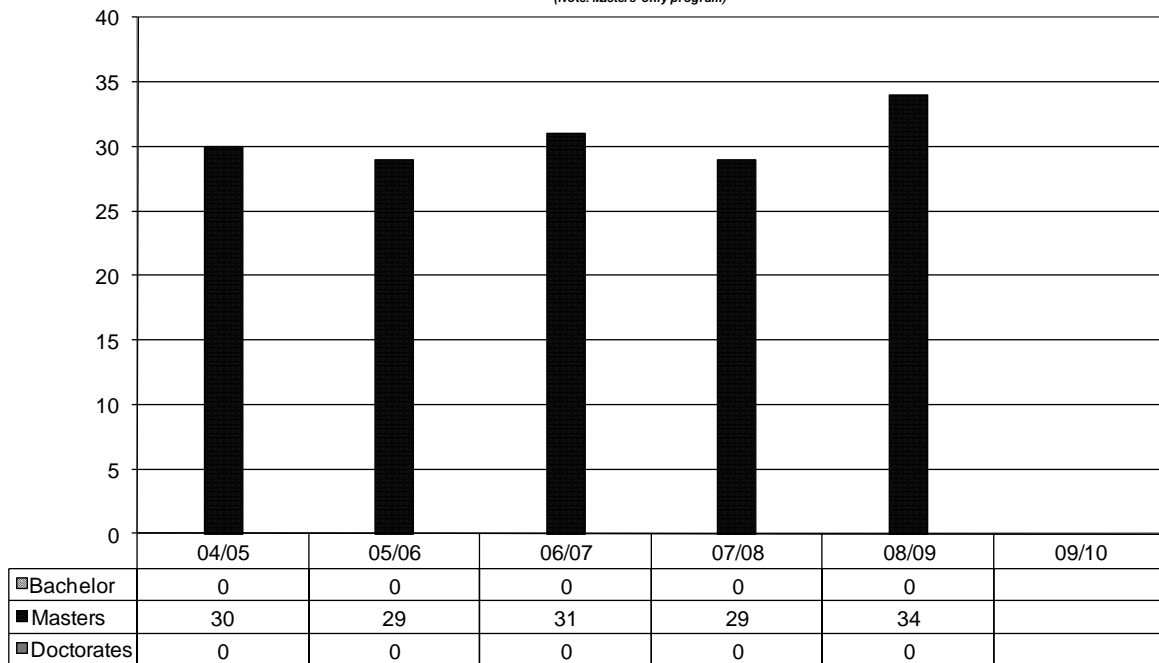
A generic [master's](#) and [doctoral degree](#) plan (following) is completed for each program of study by an advisor working with the student. Hard copies of specific examples for each graduate program in the department follow, or they may be [reviewed online](#).

## B. Number and types of degrees awarded



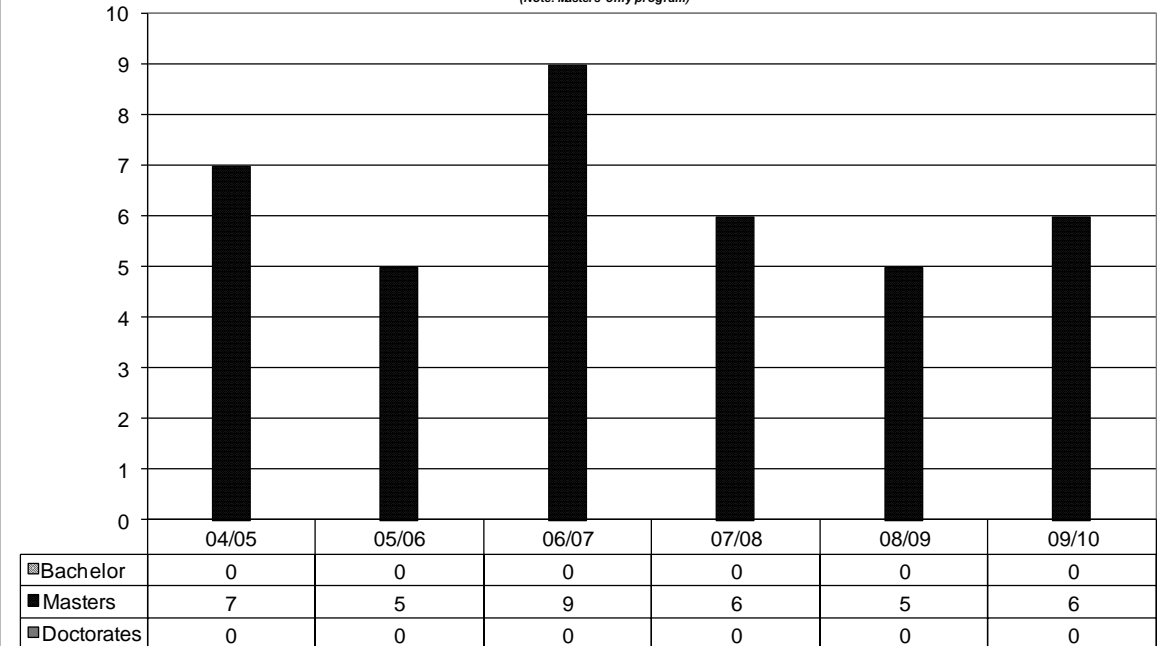
## Degrees Awarded - Academic Year (Elementary Education)

*Source: Institutional Research and Information Mgmt  
Chart prepared by The Graduate School  
(Note: Masters only program)*



## Degrees Awarded - Academic Year (Language Literacy Education)

*Source: Institutional Research and Information Mgmt  
Chart prepared by The Graduate School  
(Note: Masters only program)*

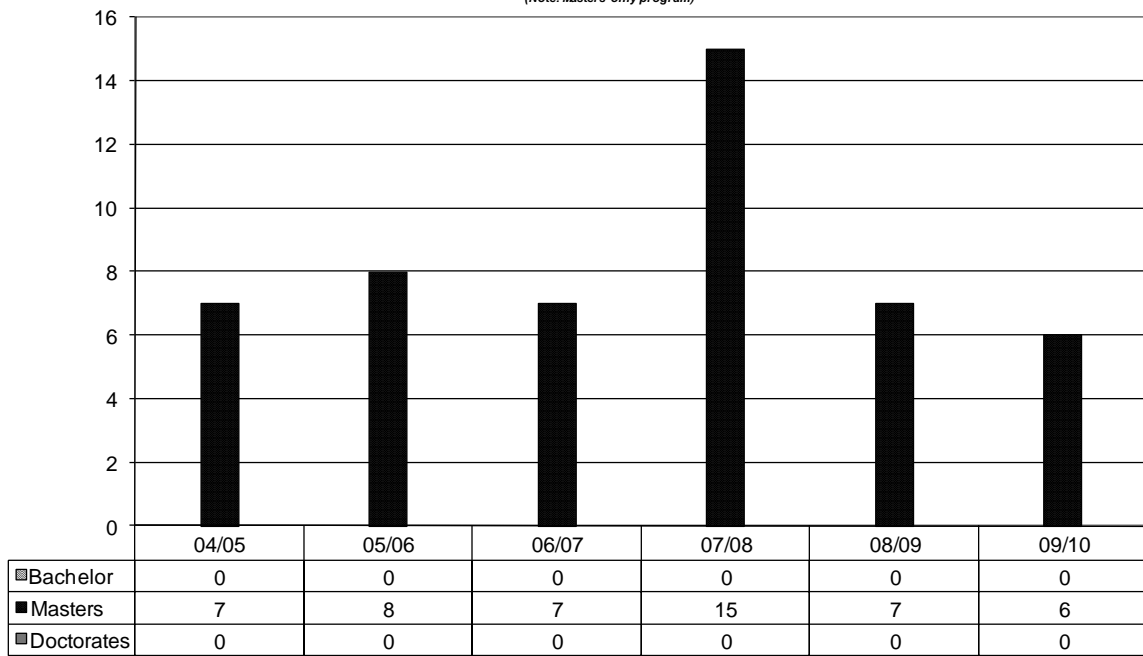


## Degrees Awarded - Academic Year (Secondary Education)

*Source: Institutional Research and Information Mgmt*

*Chart prepared by The Graduate School*

*(Note: Masters only program)*



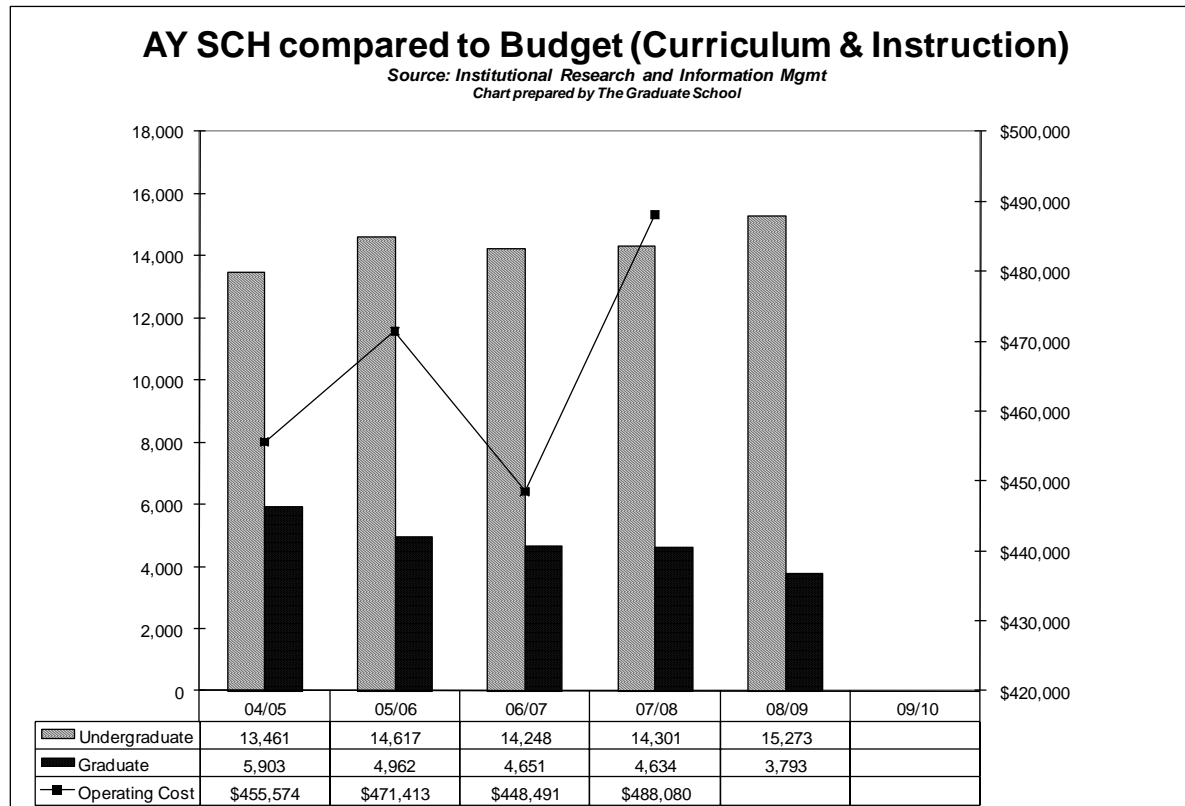
**TTU College of Education  
Graduate Program Degrees Awarded**

*Source: Institutional Research and Information Mgmt*

Name of Program	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Curriculum & Instruction	8	16	11	17	15	
Bilingual Education	5	5	1	1	2	
Elementary Education	30	29	31	29	34	
Language Literacy Education	5	9	6	5	6	
Secondary Education	8	7	15	7	6	

<b>Comparison of Degrees Awarded - Fall Data</b>	04/05	05/06	06/07	07/08	08/09	09/10
<b>Washington State University - Bilingual Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master		2	3	5	5	6
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Curriculum &amp; Instruction</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	3	1	5	3	13	9
Doctoral			2	1	1	1
<b>Washington State University - Elementary Education</b>						
Bachelor	280	328	258	292	249	246
Master	2	3	1	6		
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Secondary Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	6	14	7	7		2
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Language Literacy Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	11	23	23	25	33	30
Doctoral	3	3	4	1	3	3
<b>University of Oklahoma</b>						
Bachelor	0	0	0	0	0	0
Master	24	12	26	16	25	17
Doctoral	7	8	14	12	6	4
<b>Iowa State University</b>						
Bachelor	207	153	126	132	93	112
Master	26	29	29	34	37	25
Doctoral	4	9	13	11	7	8
<b>Texas Tech - Total C&amp;I</b>						
Bachelor	84	83	126	87	110	0
Master	54	56	57	53	21	0
Doctoral	1	8	5	12	6	0

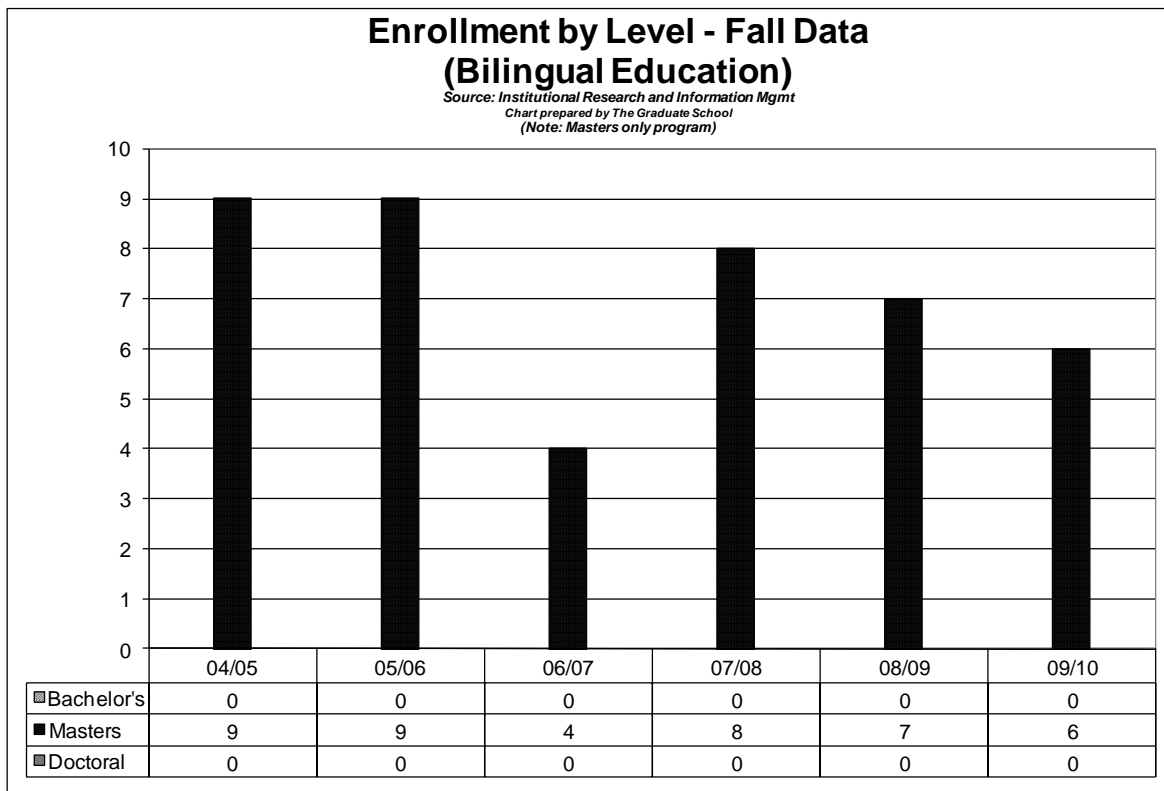
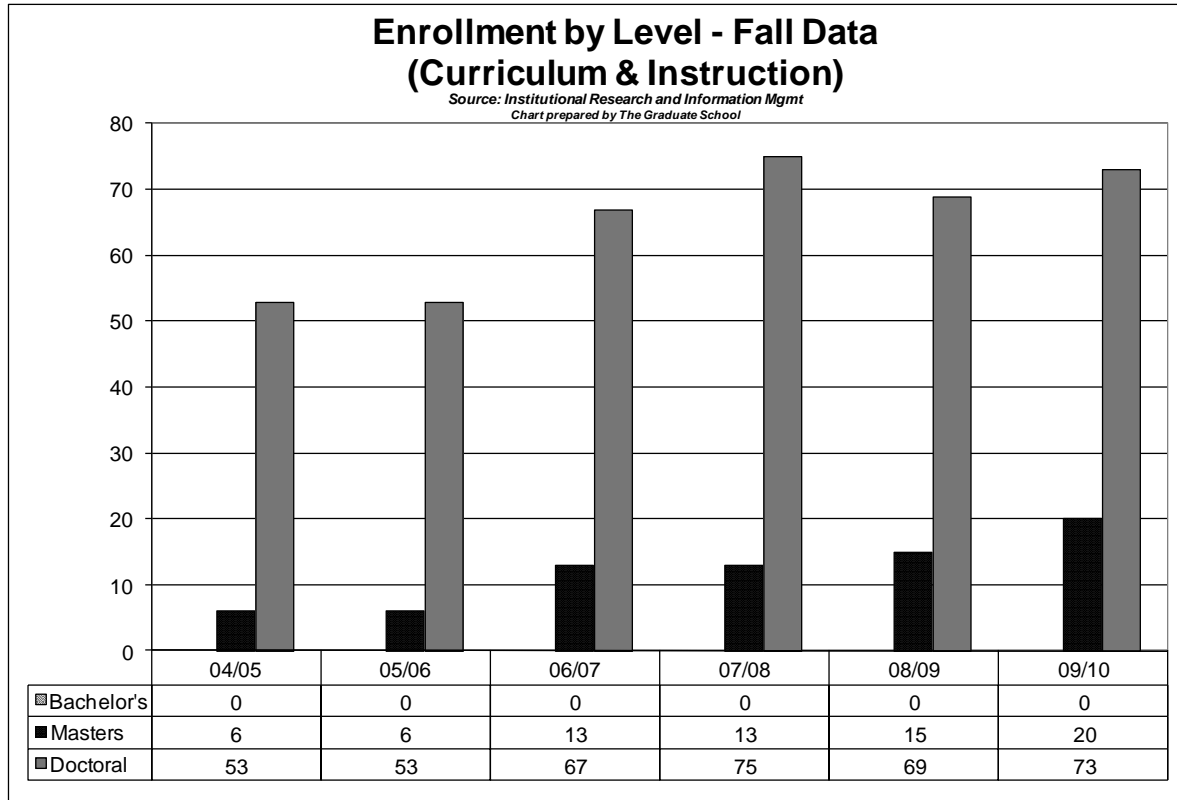
C. Undergraduate and graduate semester credit hours \*



\* Note that the College of Education's structure is such that it is not possible to disaggregate operating costs to the department level. Therefore this chart compares department semester credit hours to college operating costs.

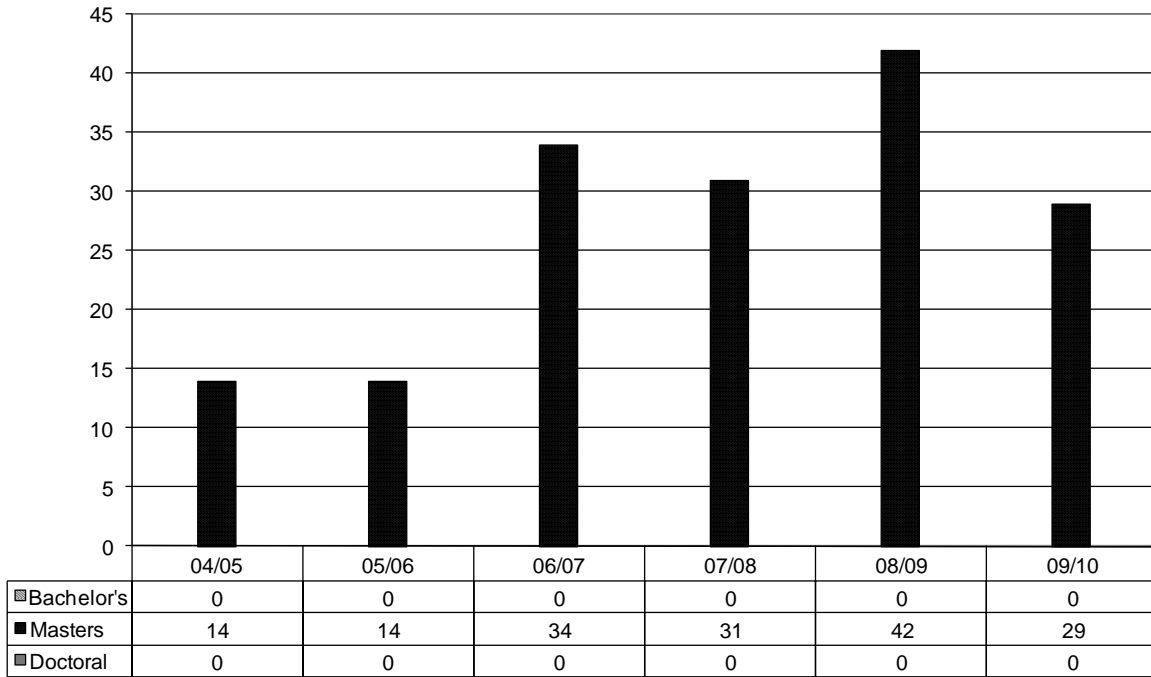


## D. Number of majors in the department for the fall semesters



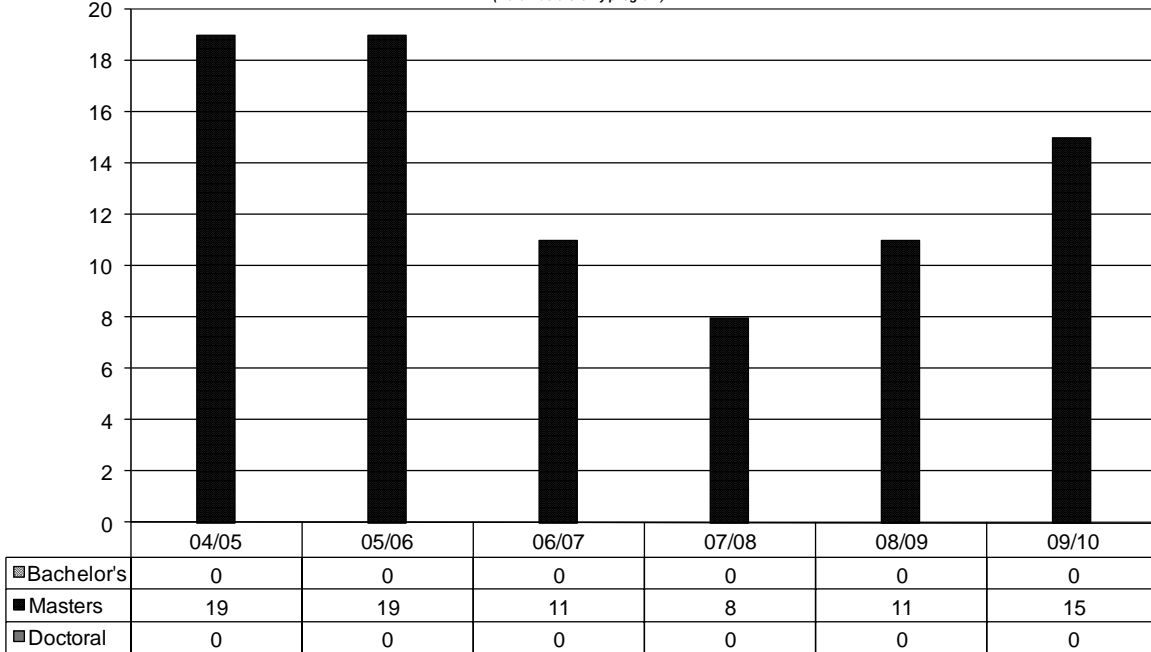
### Enrollment by Level - Fall Data (Elementary Education)

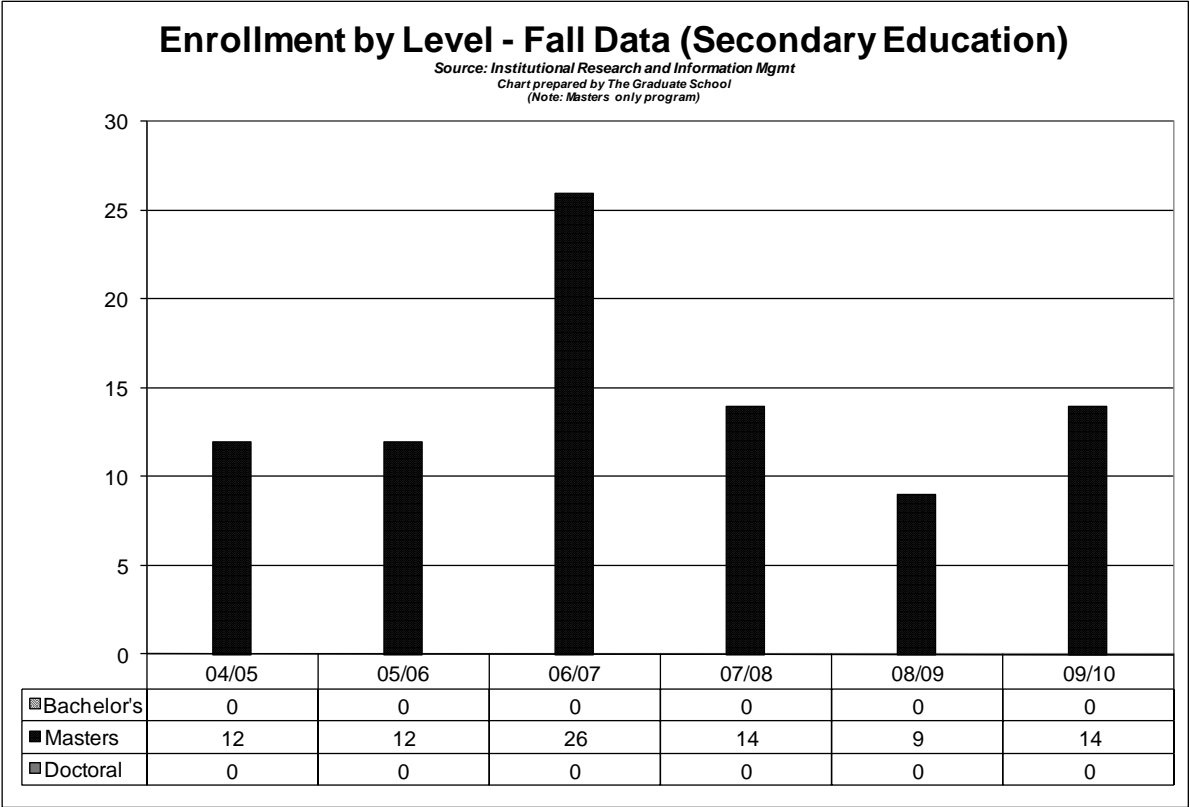
Source: Institutional Research and Information Mgmt  
Chart prepared by The Graduate School  
(Note: Masters only program)



### Enrollment by Level - Fall Data (Language Literacy Education)

Source: Institutional Research and Information Mgmt  
Chart prepared by The Graduate School  
(Note: Masters only program)





In addition to delivering degree programs, the Department of Curriculum and Instruction is responsible for providing coursework and support services for a large number of educator certification programs. Students seeking certification are housed in 11 of the 13 academic units on campus. Only the College of Architecture and the School of Law are not involved. Approximately one half of the certification students are in post-baccalaureate programs—graduate students working on initial teaching certification—as indicated in the second table below focusing on certification student enrollments. The following data indicate the number of individuals completing these programs.

**Curriculum and Instruction  
Educator Certificates Issued**

<b>Type and Level</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-20010</b>
<b>Probationary</b>					
All Level	10		11	7	5
Elementary	5		6		1
Middle	5		7		
Secondary	26	23	28	17	22
Supplemental			17	11	21
<b>Sub Total</b>	<b>46</b>	<b>23</b>	<b>68</b>	<b>36</b>	<b>49</b>
<b>Standard</b>					
Elementary <sup>1</sup>	229	281	255	219	195
Middle	65	74	56	37	53
Secondary	177	132	145	126	153
All Level <sup>1</sup>	138	148	142	128	123
Vocational <sup>1</sup>	37	25	42	30	34
Endorsements & Supplementals	32	7	28	17	12
<b>Sub Total</b>	<b>518</b>	<b>532</b>	<b>596</b>	<b>458</b>	<b>461</b>
<b>Total</b>	<b>564</b>	<b>555</b>	<b>664</b>	<b>494</b>	<b>510</b>

<sup>1</sup> Included in other certificate levels (i.e., Vocational is included in Secondary; Special Education is included in All Level)

**Certification Student Enrollments<sup>1</sup>**  
**(Undergraduate and Post-baccalaureate)<sup>2, 3 & 4</sup>**

Certificate Description	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Elementary Initial	536 (350, 186)	576 (410, 166)	504 (386, 118)	532 (418,114)	550 (437, 113)
Middle Level Initial	201 (164, 37)	197 (164, 33)	155 (125, 30)	150 (139,11)	160 (136, 24)
Secondary Initial	473 (282, 191)	282 (173, 109)	301 (182, 119)	270 (185, 85)	320 (227, 93)
All Level Initial	182 (44, 138)	350 (217, 133)	381 (234, 147)	328 (216,112)	203 <sup>5</sup> (132, 71)
Supplemental	36 (13,23)	56 (43, 13)	52 (44, 8)	122 (99, 23)	264 (147, 117)
Total Certification Areas	1472 (776, 696)	1339 (780 , 559)	1322 (744, 578)	1402 (939, 463)	1389 (852, 516)

<sup>1</sup> From the College of Education Certification Office

<sup>2</sup> Numerals in parentheses are undergraduate and post-baccalaureate enrollments

<sup>3</sup> The undergraduate data represent students enrolled teacher education programs (juniors and seniors)

<sup>4</sup> Some data are duplicated when students seek more than one certificate (e.g., a student is working

on both an initial and supplemental certificate simultaneously)

<sup>5</sup> Does not include EC-6/EC-6 Elementary generalist/Special Education EC-12 in this number

**TTU College of Education  
Graduate Program Enrollment**

*Source: Institutional Research and Information Mgmt*

Name of Program	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Curriculum & Instruction	59	59	80	88	84	93
Bilingual Education	9	9	4	8	7	6
Elementary Education	14	14	34	31	42	29
Language Literacy Education	19	19	11	8	11	15
Secondary Education	12	12	26	14	9	14

<b>Comparison of Degrees Awarded - Fall Data</b>	04/05	05/06	06/07	07/08	08/09	09/10
<b>Washington State University - Bilingual Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master		2	3	5	5	6
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Curriculum &amp; Instruction</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	3	1	5	3	13	9
Doctoral			2	1	1	1
<b>Washington State University - Elementary Education</b>						
Bachelor	280	328	258	292	249	246
Master	2	3	1	6		
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Secondary Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	6	14	7	7		2
Doctoral	N/A	N/A	N/A	N/A	N/A	N/A
<b>Washington State University - Language Literacy Education</b>						
Bachelor	N/A	N/A	N/A	N/A	N/A	N/A
Master	11	23	23	25	33	30
Doctoral	3	3	4	1	3	3
<b>University of Oklahoma</b>						
Bachelor	0	0	0	0	0	0
Master	24	12	26	16	25	17
Doctoral	7	8	14	12	6	4
<b>Iowa State University</b>						
Bachelor	207	153	126	132	93	112
Master	26	29	29	34	37	25
Doctoral	4	9	13	11	7	8
<b>Texas Tech - Total C&amp;I</b>						
Bachelor	84	83	126	87	110	0
Master	54	56	57	53	21	0
Doctoral	1	8	5	12	6	0

## E. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

**Course Enrollments by Academic Year***Source: Institutional Research and Information Mgmt**Table Prepared by The Graduate School*

DEPT	Subject	COURSE	2004-05	2005-06	2006-07	2007-08	2008-09 (Fall 08 only)	2009-10	Total
EDCI	EDBL	5332	18	5	5	27	13		68
EDCI	EDBL	5333	11	9	5	10	0		35
EDCI	EDBL	5334	30	12	18	19	5		84
EDCI	EDBL	5336	8	5	3	6	7		29
EDCI	EDBL	5337	10	11	2	21	0		44
EDCI	EDBL	5338	12	13	7	7	11		50
EDCI	EDBL	5393	2	0	0	0	1		3
EDCI	EDBL	7000	3	6	15	12	4		40
EDCI	EDBL	8000	12	13	9	7	1		42
EDCI	EDCI	5306	13	9	22	32	8		84
EDCI	EDCI	5310	92	105	84	55	36		372
EDCI	EDCI	5320	65	61	47	55	10		238
EDCI	EDCI	5321	14	0	12	8	0		34
EDCI	EDCI	5330	0	0	0	9	0		9
EDCI	EDCI	5333	0	8	38	5	17		68
EDCI	EDCI	5335	0	0	14	6	0		20
EDCI	EDCI	5371	0	0	0	11	0		11
EDCI	EDCI	5373	0	0	0	10	0		10
EDCI	EDCI	5377	0	0	0	0	12		12
EDCI	EDCI	5380	32	18	43	40	9		142
EDCI	EDCI	5381	0	0	0	0	0		0
EDCI	EDCI	6000	1	2	0	5	1		9
EDCI	EDCI	6306	39	44	63	74	30		250
EDCI	EDCI	6320	0	3	0	0	0		3
EDCI	EDCI	6333	0	6	5	4	0		15
EDCI	EDCI	6393	4	7	11	29	1		52
EDCI	EDCI	7000	29	30	40	50	16		165
EDCI	EDCI	8000	26	30	35	58	20		169
EDCI	EDEL	5360	90	121	79	69	23		382
EDCI	EDEL	5370	106	109	105	74	22		416
EDCI	EDEL	5375	105	105	99	70	19		398
EDCI	EDEL	6306	0	13	0	11	0		24
EDCI	EDEL	6360	32	17	27	21	0		97
EDCI	EDEL	6370	25	49	27	16	12		129
EDCI	EDEL	6375	37	21	38	11	0		107
EDCI	EDEL	7000	8	12	16	11	1		48
EDCI	EDEL	8000	1	4	2	0	0		7

DEPT	Subject	COURSE	2004-05	2005-06	2006-07	2007-08	2008-09 (Fall 08 only)	2009-10	Total
EDCI	EDLL	5340	112	136	81	91	26		446
EDCI	EDLL	5341	100	103	90	61	34		388
EDCI	EDLL	5342	18	21	17	10	0		66
EDCI	EDLL	5343	5	0	6	6	0		17
EDCI	EDLL	5344	99	115	117	68	27		426
EDCI	EDLL	5345	17	0	16	6	13		52
EDCI	EDLL	5348	0	14	11	9	9		43
EDCI	EDLL	5350	100	134	83	85	21		423
EDCI	EDLL	5351	98	120	76	84	29		407
EDCI	EDLL	5353	0	13	8	4	9		34
EDCI	EDLL	5355	15	17	5	10	0		47
EDCI	EDLL	5356	34	21	14	10	0		79
EDCI	EDLL	5393	5	2	3	3	0		13
EDCI	EDLL	6000	0	0	0	3	0		3
EDCI	EDLL	6341	0	18	0	7	0		25
EDCI	EDLL	6344	10	7	0	16	0		33
EDCI	EDLL	6347	8	0	10	8	5		31
EDCI	EDLL	6349	11	19	14	0	10		54
EDCI	EDLL	6350	16	13	15	13	0		57
EDCI	EDLL	6351	10	5	9	25	6		55
EDCI	EDLL	6353	0	17	9	8	0		34
EDCI	EDLL	7000	9	38	18	14	3		82
EDCI	EDLL	8000	19	19	35	38	5		116
EDCI	EDSE	5305	109	96	68	64	22		359
EDCI	EDSE	5320	112	102	56	39	24		333
EDCI	EDSE	5331	105	90	58	46	21		320
EDCI	EDSE	5377	0	22	0	0	0		22
EDCI	EDSE	6000	0	1	1	0	0		2
EDCI	EDSE	7000	1	3	1	3	0		8
EDCI	EDSE	8000	0	1	2	0	0		3
Totals			1838	1995	1694	1574	543	0	7644



## F. Courses cross listed

There are no cross listed courses in the Department of Curriculum and Instruction.

A number of programs in the department culminate with a teaching certificate as well as with a degree. One measure of program quality is the passing rate on the state mandated licensure examination, the Texas Examination of Educator Standards (TExES).

### TExES Initial Pass Rates

Year	Initial Pass Rate	Number of Test Takers
2009-2010	95%	606
2008-2009	97%	598
2007-2008	97%	675
2006-2007	96%	679
2005-2006	96%	621
2004-2005	93%	610

Another measure of program quality is student responses on the end-of-course university required assessment. The following data are in response to question #11, “Overall this course was a valuable learning experience.”

### Graduate and Undergraduate Student Evaluation of Course <sup>1</sup>

Question #11: Overall this course was a valuable learning experience

College	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Agriculture	4.25	4.23	4.22	4.14	4.31	4.25
Architecture	4.03	4.08	4.10	4.12	4.17	4.15
A & S	4.12	4.11	4.12	4.14	4.17	4.17
Business	4.08	4.09	4.15	4.11	4.20	4.25
Education <sup>2</sup>	4.30 (2)	4.37 (1)	4.37 (2)	4.36 (2)	4.35 (2)	4.39 (1)
C&I	4.22	4.36	4.38	4.35	4.33	4.35
EP&L	4.47	4.39	4.33	4.39	4.40	4.48
Engineering	4.04	4.04	4.04	4.01	4.01	4.01
Honors	4.51	4.46	4.30	4.47	4.45	4.53
Human Sciences	4.16	4.15	4.22	4.22	4.23	4.28
Inter-disciplinary	4.16	3.92	3.93	4.11	4.09	4.19
Law	4.31	4.36	4.37	4.37	4.48	4.45
Mass Comm.	4.30	4.16	4.27	4.30	4.30	4.25
V & P A	4.36	4.32	4.43	4.45	4.43	4.33
Mean	4.22	4.19	4.21	4.18	4.21	4.21

<sup>1</sup> TTU Data Warehouse

<sup>2</sup> COE ranking among TTU traditional colleges (excluding Honors, Inter-disciplinary, and Law) appears in parentheses.

The department also conducts an end-of-program survey of master's students. The survey has been conducted for several years with data being used to make improvements to instruction and program development. Question 23, "Your overall rating of your graduate education experience," is of particular general interest. The latest data, from 2009-2010 follow:

### Graduate Student Survey – 2009-2010 Curriculum and Instruction

Program	N	q1	q2	q3	q4	q5	q6	q7	q8	q9	q10	q11	q12	q13	q14	q15	q16	q17	q18	q19	q20	q21	q22	q23	q24	q25	q26	q27	q28	q29	q30	q31
EDBL	8	4.67	4.67	4.67	4.83	4.67	4.67	4.50	5.00	4.67	4.67	4.00	4.40	4.00	3.80	4.60	4.50	3.50	4.83	4.50	4.67	4.33	4.33	4.25	4.38	4.63	4.50	4.50	4.38	4.50	4.63	4.63
EDCI	12	4.17	4.33	4.18	4.33	4.33	4.50	4.42	4.42	4.17	4.42	3.83	4.17	3.92	4.08	4.00	4.25	4.00	4.25	4.08	4.33	4.17	4.33	4.33	4.42	4.17	4.17	4.08	3.92	3.92	4.08	4.17
EDEC	5	3.50	3.50	3.50	3.50	3.50	4.00	4.00	4.00	4.00	4.00	3.00	4.00	4.00	4.00	4.00	5.00	4.00	5.00	5.00	5.00	4.00	4.00	4.80	4.80	5.00	4.80	4.80	4.80	4.80	4.80	4.80
EDEL	38	4.00	4.14	4.06	4.47	4.39	4.50	4.33	4.39	4.00	4.25	3.56	4.17	3.97	4.03	4.14	4.44	3.94	4.14	4.17	4.36	4.22	4.31	4.37	4.50	4.50	4.26	4.45	4.18	4.45	4.42	4.61
EDLL	13	4.62	4.69	4.62	4.83	4.50	4.77	4.77	4.77	4.85	4.69	4.67	4.77	4.08	4.46	4.77	4.85	3.92	4.69	4.62	4.85	4.62	4.54	4.92	4.85	4.85	4.77	4.85	4.85	4.31	4.62	4.77
EDSE	15	3.64	4.13	3.87	4.47	4.07	4.40	4.07	4.07	4.00	3.67	3.60	4.27	3.67	3.67	4.13	3.67	3.71	3.93	3.64	4.00	4.00	3.64	3.93	4.20	4.47	4.40	4.67	4.07	4.40	4.53	4.73
BLANK	1	5.00	5.00	5.00	5.00	5.00	5.00	3.00	4.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00

1 – Poor

2 – Fair

3 – Satisfactory

4 – Good

5 – Excellent

1. Historical development in your major field
2. Philosophical development in your major field
3. Legal and ethical issues in your major field
4. Contemporary issues in your major field
5. Social and political issues in your major field
6. Curriculum and instruction theories
7. Child/adolescent development theories
8. Learning theories
9. Motivation theories
10. Research theories (e.g., research designs and measurement theories)
11. Special needs of children/students
12. Multi-cultural issues and perspectives
13. Quantitative research skills
14. Qualitative research skills
15. Identifying problem skills
16. Literature search skills
17. Development of measurement instruments skills
18. Oral communication skills
19. Professional writing skill
20. Personal skills

21. Problem-solving skills
22. Leadership skills
23. Your overall rating of your graduate education experience
24. Professors' preparation and presentation of course material
25. Professors' interest in students' learning and development
26. Availability of professors when students need help
27. Supportiveness of professors for students' academic needs
28. Supportiveness of professors for students' non-academic needs
29. Assistance of professors in students' future study and employment
30. Professors providing adequate advice in my academic pursuit
31. Student/faculty ratio for appropriate class sizes and interaction