



TEXAS TECH UNIVERSITY
College of Education™

Graduate Program Review

Department of Curriculum and Instruction

2004/2005 through 2009/2010

An orientation to the review: The organizational structure of the College of Education (COE) is different than the majority of academic units at Texas Tech University. Most notable is a centralized budget, with limited financial responsibility given to the departments. Therefore, most budgetary, and some other data in this report, are at the college, not department levels. For example, Chapter 5 in other graduate program reviews is labeled “Department.” In this report, Chapter 5 is titled “College,” with associated data at that level.

Similarly, the data in Chapter 3, Section A, the number, rank, and demographics of the graduate faculty, are actually for the entire COE graduate and undergraduate faculty. Because of the COE’s budgetary organization, the university’s Office of Institutional Research and Institutional Management (IRIM) has indicated an inability to disaggregate faculty data to the department level. Therefore these review data, as supplied by IRIM via the Graduate School, are really college-level data. Because college and department data are intermixed, it is important that reviewers carefully note the headings on tables and graphs.

I. Program Overview

Mission Statement

The Department of Curriculum and Instruction provides degree and certification programs that meet state and national standards for students seeking careers as professional educators in one of the following programs: Bilingual Education and Diversity Studies, Curriculum and Instruction, Curriculum Studies and Teacher Education, Elementary Education, Language Literacy Education, Middle Level Education, Science/Mathematics Education, and Secondary Education.

Vision Statement

The Department of Curriculum and Instruction will be recognized as an effective community of scholars and reflective practitioners dedicated to teaching, research, and service, and will be recognized as one of the outstanding teacher educator units in the nation.

Core Values Statement

Values and core beliefs shared by the faculty in the department include:

- The dignity and worth of all individuals should be safeguarded and nourished.
- The preparation of a professional educator is a planned developmental process.
- Effective practice is based on sound theory.
- Sound theory grows out of peer-reviewed scholarship.
- The reciprocal interface between theory and practice advances professional identity and viability.
- Educator preparation programs are under girded by strong academic programs that support the teaching fields/specializations.
- Educator preparation programs are recognized and supported as a university-wide responsibility.

Strategic Priorities/Goals

The following Department of Curriculum and Instruction strategic priorities or goals, align well with the strategic priorities of both the College of Education and Texas Tech University. These strategic priorities are the focus of the department's Strategic Plan, which may be [reviewed online](#).

- Strategic Priority 1 Increase Enrollment and Promote Student Success: Recruit, retain, and graduate/certify a larger and more diverse candidate body, which is academically and professionally prepared, technologically literate, and which can use assessment to adapt instruction, service, and programs for diverse learners.
- Strategic Priority 2 Strengthen Academic Quality and Reputation: Recruit and retain high quality, diverse, and productive faculty, who can enhance our teaching excellence and grow our number of nationally recognized programs. Continue to utilize and improve state and nationally recognized certification and degree programs, including international education ones.
- Strategic Priority 3 Expand and Enhance Research: Increase research productivity and funding for all areas of inquiry within the department.
- Strategic Priority 4 Outreach and Engagement: Provide scholarly outreach opportunities and build strategic partnerships, alliances, and community outreach, both locally and internationally.
- Strategic Priority 5 Increase and Maximize Resources: Increase funding for student support, faculty support, and world-class facilities. Maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Action Plans

The department's strategic plan is relatively stable with few changes occurring over the 2010-2020 period of the document. On the other hand, college action plans, developed to include activities for both departments, provide greater details to direct work for a single year. Following is a portion of the current year's plan for the first objective of the first strategic priority. The entire action plan may be [reviewed online](#). (Note that some data are still being collected.)

Strategic Priority 1 Increase Enrollment and Promote Student Success: Recruit, retain, and graduate/certify a larger and more diverse candidate body, which is academically and professionally prepared, technologically literate, and which can use assessment to adapt instruction, service, and programs for diverse learners.

- Objective 1.1: Increase candidate enrollment, both in degree and certification programs, including through distance delivery.

Increase Enrollment Action Plan

Action	Responsible Individual(s)	2007-2008	2008-2009	2009-2010	2010-2011 Target	2020-2021 Goal
1.1.1 Increase graduate enrollments 3% (both by numbers and SCHs) through administrative changes, including: reclassify CERT & GTEMP students, and expediting graduate student admission processes	Burley	887 (fall)	902 (fall)	927 (fall)	955 (fall)	
1.1.2 Increase Dallas Area and Hill Country Program collective enrollments 20% (both by numbers and SCHs)	Johnson, Fox, and Salazar	--- ---	26 HC	7 DA 43 HC	48 DA 44 HC	
1.1.3 Increase Ph.D.s enrolled and (awarded) 3% (both by numbers and SCHs) by developing new programs in EDIT and EDSP and promoting a blended C&I Ph.D. program..	Burley, Lan, Smith, and involved program coordinators/faculty.	142 (fall) (21)	133 (fall) (16)	154 (fall) (23)	159 (fall) (24)	(34)
1.1.4 Increase Ph.D. enrollment by recruiting 12-15 students for an Amarillo Area doctoral program in Counselor Education.	Burley, Lan, and involved program coordinators/faculty.	N/A	N/A	N/A	12	15

Conceptual Framework

Programs and work within the Department of Educational Psychology and Leadership are based on a well established conceptual framework. This framework establishes the shared vision for efforts in preparing educators. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with college and university mission, and continuously evaluated. The conceptual framework is currently under review and is being updated, but the present version may be [viewed online](#).

The Educator Preparation Assessment System

An essential component of the conceptual framework is an assessment system. The Educator Preparation Assessment System (EPAS) serves as the foundation for all of the department's educator preparation programs. EPAS generates, organizes, and archives data to be used to advance the college's mission. The assessment system has been developed over several years, and was reaffirmed by stakeholders and approved by the Teacher Education Council in September 2007.

The goals of the Educator Preparation Assessment System are to:

- support data-informed decision making throughout all aspects of the educator preparation enterprise, including monitoring candidate performance, managing and improving operations and programs, and acquiring and allocating resources;
- support scholarship, teaching, and service endeavors;
- support external relations efforts;
- support development efforts; and
- support the generation and archiving of documents, reports, and statistics.

The Educator Preparation Assessment System is based on the following:

- the needs of candidates, faculty, staff, and administrators;
- the conceptual framework for educator preparation;
- accreditation standards, specialized professional association (SPA) guidelines, and State of Texas educator proficiencies and content knowledge; and
- strategic and program goals.

The Educator Preparation Assessment System focuses on the assessment of College of Education's strategic goals, which are derived from Texas Tech University goals and aligned with the National Council for Accreditation of Teacher Education NCATE standards and state specified competencies. The data generated by the Educator Preparation Assessment System are organized and archived in repositories, and is supported by an assessment calendar, which organizes a schedule of assessment activities.