



TEXAS TECH UNIVERSITY
College of Education™

**Bilingual Education and
Diversity Studies**

*Master of Education Program
and
Certification Preparation Program
Handbook*

**College of Education
Graduate Education and Research
Texas Tech University
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www.educ.ttu.edu**

Bilingual Education and Diversity Studies

Master of Education and Certification Preparation Program Handbook

Overview

The Bilingual Education and Diversity Studies Program at Texas Tech University is dedicated to enhancing the quality of learning for children who are English Language Learners. TTU's Bilingual Education and Diversity Studies Program recognizes that multilingual and multicultural skills are assets in education and commerce. The program emphasizes exemplary practices and research as they relate to the education of English Language Learners.

Contact

Call the secretary in the Department of Curriculum & Instruction at (806)742-2371 or come by Room 104 in the Education Building.

Admissions and Advisement

Admissions Procedures

- A. Apply through the Office of Graduate Admissions in Holden Hall for "General Admission" to the Graduate School. Read the *Graduate Catalog* of the University for admission requirements. A bachelor's degree from Texas Tech University or any other university does not guarantee admission to the Master's program.
- B. The Graduate School has two admission statuses, described briefly here. Official descriptions are in the current graduate catalog. The graduate admissions categories are: (1) Full admission to the Master's program in Bilingual Education and Diversity Studies and (2) Graduate temporary (GTMP). Students may enroll as a "Graduate Temporary" (GTMP) graduate student for one semester while awaiting the admission results.

The College of Education (COE) has established a holistic approach to the admission process. If a student does not gain full admission within one semester, he or she will not be permitted to register for the second semester.

- C. The standards for admission to the Bilingual Education and Diversity Studies Program go beyond those for admission to the Graduate School. Complete the Master's degree application process by submitting recommendation forms and applicant statement located at the end of this handbook.

Student applications will be reviewed during the months of August, November, February, and May. Applications should be completed at least a month prior to the review. The program's recommendation regarding admission is forwarded to the Graduate School.

Notification of acceptance. The official letter of acceptance or rejection will be sent by the Office of Graduate Admissions.

Appeal process. Applicants who are not accepted into the Master's Program in Bilingual Education and Diversity Studies may appeal the Bilingual Education and Diversity Studies Program faculty's decision. The first level of appeal is to reapply to the program, addressing the program faculty's reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Bilingual Education and Diversity Studies Program faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Academic Affairs committee, the applicant must address the Bilingual Education and Diversity Studies Program faculty's reasons for rejection as defined in the previous letters. If the applicant's appeal is denied by the College of Education Graduate Academic Affairs Committee, there is no further recourse for admission.

Advisement

Following admission to the Bilingual Education and Diversity Studies Program, the program chair will assign an advisor to each student. The student may request *in writing* to be assigned to a specific faculty advisor. Students may change advisors during their course of study by writing the program chair to request such a change.

The supplemental certification plan and/or degree plan (for graduation) are the primary advisement tools. Both are completed early in the student's program, ideally in the first semester, and provide the listing of courses needed for

graduation. The student is responsible for keeping the certification and/or degree plans updated and for bringing the plans to advisement sessions. Students need to file degree plan changes when necessary.

The student's advisor will provide other forms of guidance as requested by the student. This includes providing suggestions for preparing for the comprehensive evaluation.

Degree Plan

As soon as possible after admission to a degree program, but no later than during the first semester of work, the student should contact his or her assigned program advisor to develop a "Program for the Master's Degree." During an individual conference, the departmental advisor will assist the student with selection of courses related to the program option chosen. After the student's Degree Plan is signed by the advisor, department chair and approved by the Graduate School, the student is expected to follow it as the basis of all subsequent enrollments.

With proper planning, the academic requirements for the Texas Supplemental Certificate can be completed concurrently with the 36-hour master's degree program. Care must be taken to select courses on the degree plan that will also meet special credentials the student may be seeking, such as certification.

Program of Studies

Two basic degree plans are available. The 36 semester-hour plan (plus six hours of prerequisites, no thesis) is available with a concentration in either Bilingual Education or English as a Second Language (ESL). In addition to the core courses and specialty concentrations, it features a flexibility to choose among offerings in Language and Literacy, Linguistics, Anthropology and English. The 30 semester-hour plan (plus prerequisites) includes core and specialty courses, electives from a range of selections, and a six-hour thesis.

Core Courses

Pedagogy: Choose 9 hours

EDBL 5332* Foundations of Bilingual Education (*Prerequisite, not counted toward degree credits)

3 hours from (choose one):

EDBL 5333 Teaching the Multicultural-Multilingual Student

EPSY 5323 Cultural Foundations of Education

3 hours from (choose one):

EDBL 5334 First and Second Language Acquisition

LING 5330 Second and Foreign Language Acquisition

3 hours from (choose one):

EDBL 5336 Instructional and Management Issues in Bilingual Education/ ESL

EDBL 5337 Teaching Strategies for ESL and Content-Area Teachers of Limited English Proficient Students

Analysis: Choose 9 hours

LING 5310 Second and Foreign Language Testing

LING 5315 Pedagogical Grammar Second/Foreign Languages and ESL

LING 5320 Second and Foreign Language Composition

LING 5322 Methods of Teaching Modern Second and Foreign Languages

LING 5335 Introduction to Linguistics for Second and foreign language Educators

EDLL 5355 Developing Writing Programs in K-12 Classrooms

EDLL 5340 Foundations of Reading Instruction

EDLL 5348 Applied Linguistics and the Teaching of Literacy

Other appropriate courses may be determined in consultation with an advisor.

Research and Foundations: Choose 6 hours

EPSY 5379* Introduction to Educational Research (*Prerequisite, not counted toward degree credits)

EDCI 5380 Action Research

EPSY 5380 Introduction to Educational Statistics (1st course in quantitative sequence)

EPSY 5381 Intermediate Educational Statistics (2nd course in quantitative sequence)

EPSY 5382 Qualitative Research in Education (1st course in qualitative sequence: Fall semester)

EPSY 5385 Foundations of Educational Research

EPSY 5323 Cultural Foundations of Education

EPSY 5332 Educational Psychology

EPSY 6301 Advanced Data Analysis (3rd course in quantitative sequence)

EPSY 6302 Survey Research in Education

EPSY 6304 Qualitative Research Methods (2nd course in qualitative sequence: Spring semester)

EPSY 6305 Qualitative Data Analysis in Education (3rd course in qualitative sequence: Summer session)

Anthropology: Choose 3 hours

ANTH 5322 Social Anthropology

ANTH 5323 Topics in Cultural Anthropology

ANTH 5352 Ethnolinguistics

Education: Choose 3 hours

EDCI 5305 Seminar in Curriculum and Instruction

EDCI 5333 Improving the Teaching of Thinking

EDSE 5305 Issues and Reform in American Secondary Schooling

Specialty Concentration (6 hours). Choose Bilingual Education (option I) or ESL (option II).

Option I: Bilingual Education (choose 6 hours)

SPAN 5347 Language Development
SPAN 5348 Culture and Literature
EDCI 5306* Seminar: Naturalistic Inquire
EDCI 6306* Seminar: Advanced Field Mathematics
(*May be taught in Spanish or other foreign language)

Option II: ESL (choose 6 hours)

EDBL 5338 Methods of Teaching English as a Second Language to PreK-12
ENGL 5334 History of the English Language
ANTH 5352 Ethnolinguistics
LING 5322 Methods of Teaching Modern Second and Foreign Languages
LING 5335 Introduction to Linguistics for Second and Foreign Language Educators

Non/thesis Option. During the last semester of study, students are required to pass a comprehensive evaluation exam.

Thesis Option. Students completing a Master's degree thesis are exempt from taking the comprehensive evaluation. However, these students must complete a final oral defense. If interested in completing a Master's thesis, the student should discuss these plans with his/her advisor. A thesis committee of at least two full-time faculty members of the College of Education will be recommended by the advisor and approved by the Graduate School. This committee will provide ongoing guidance as the student prepares the proposal, carries out the research project, and completes the written document. The process of planning the thesis, ideally, should begin in the semester in which the student takes *Introduction to Educational Research*. The final copy of the thesis is prepared in accordance with the requirements in *Instructions for Preparing and Submitting Theses and Dissertations* available in the Texas Tech Bookstore.

Bilingual Supplemental Certificate

The Bilingual Supplemental Certificate consists of five undergraduate/graduate classes. For State of Texas certification, students are required to student teach in a bilingual classroom in addition to passing the Texas Oral Proficiency Test (TOPT) as well as TExES tests.

English as a Second Language (ESL) Supplemental Certificate

The ESL Supplemental Certificate consists of four undergraduate/graduate classes. For State of Texas certification, students are required to student teach in an ESL classroom in addition to passing the ESL TExES test.

Additional Information

Comprehensive Evaluation

The comprehensive evaluation exam is administered in the *last semester* of the student's coursework to assess the student's level of knowledge. Students must be enrolled in coursework during the semester in which the evaluation is taken. Information about comprehensive evaluation exam dates and registration can be found in the College of Education Office of Graduate and Research Services in room 105. Students must register for the Master's comprehensive evaluation exam online at <https://educfmk.educ.ttu.edu/SSL/Applications/mcompapp/>.

Application Materials

Steps in Application Process

- 0 Contact one of the program faculty for advisement in the Master's degree admissions process
- 0 Submit the Application for Admission to the Graduate School of Texas Tech University online at <http://www.depts.ttu.edu/gradschool/admissions/how.php>
- 0 International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- 0 Submit official transcripts of all college work to the Graduate School
- 0 Submit a letter of application, with attached cover sheet (page 7 of this handbook), acknowledgement form, resume, and writing sample, to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- 0 Submit 2 recommendation forms (see attached form) to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071
- 0 IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Master's Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration
- 0 IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998, Ext 434 (Ed., Room 105) for advisement regarding the admissions appeals process.

Admission Criteria

The following major areas will be considered in the evaluation of an individual's application.

- 1) Individual Profile
 - a) Professional goals as articulated in application letter
 - b) Teaching experience
 - c) Writing skills as demonstrated in letter of application and sample of academic work.
- 2) Academic Record
 - a) Undergraduate GPA and, if applicable, graduate GPA

Review Process

Applications are assessed in a holistic manner. As a result, the three main areas and their sub areas have no weighted values. The applicant's individual profile, academic record are reviewed to identify strengths and the overall potential of the applicant to successfully complete graduate studies in Bilingual and Diversity Study. On the basis of the review, a recommendation to the Graduate School regarding the admission of the applicant to the Bilingual Education and Diversity Studies Master of Education Program is made.

**Master of Education Degree in Bilingual Education and
Diversity Studies Program
Texas Tech University College of Education
Application Cover Sheet**

Your Name: _____ Date: _____

Social Security Number: _____ Email: _____

Address: _____
Street and Number Apt. #

City, State, Zip

Telephone: _____
Home Office Other

PLEASE ATTACH YOUR CURRENT RESUME, LETTER OF APPLICATION, AND WRITING SAMPLE TO THIS FORM

I certify that all the information in my application is true and correct.	
_____ Signature	_____ Date

Due dates: August 1, November 1, February 1, and May 1

**Master of Education Degree in Bilingual Education and
Diversity Studies Program
Texas Tech University College of Education
Recommendation Form**

To the applicant: Complete the information requested below and give this form to the person serving as a reference along with a stamped envelope addressed to the Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, TX 79409. Sign the waiver below if you want the recommender's comments to remain confidential.

Applicant's Name: _____
Last
First
Middle

Recommender's Name: _____
Last
First
Middle

I waive my rights to ever see this form and any supplementary notes or letters.

Signature
Date

Applicant: Do Not Write Below This Line

To the recommender: The person named above is applying for admission to the graduate program in Bilingual Education and Diversity Studies Program at Texas Tech University. We would appreciate having your appraisal of the applicant's qualifications for graduate work. Please respond on this form and attach an additional letter if desired. Thank you for your assistance.

1. How long have you known the applicant? _____
2. How well do you know the applicant? casually fairly well very well
3. In what capacity have you known the applicant? _____

4. Please rate the applicant on the characteristics shown below. Use the scale provided where 1 = weak, 2 = fair, 3 = good, 4 = strong and NA = not applicable or can't judge. Indicate below to whom you are comparing the applicant.

undergraduates master's level students doctoral level students

- | | | | | | |
|---|---|---|---|---|----|
| a. Capacity for analytical thinking | 1 | 2 | 3 | 4 | NA |
| b. Dependability | 1 | 2 | 3 | 4 | NA |
| c. Motivation and enthusiasm | 1 | 2 | 3 | 4 | NA |
| d. Organizational ability | 1 | 2 | 3 | 4 | NA |
| e. Ability to work cooperatively | 1 | 2 | 3 | 4 | NA |
| f. Ability to handle stressful situations effectively | 1 | 2 | 3 | 4 | NA |
| g. Possesses integrity | 1 | 2 | 3 | 4 | NA |
| h. Written and oral communication | 1 | 2 | 3 | 4 | NA |
5. Do you have knowledge of the applicant ever behaving in an unethical or unprofessional manner?

Yes No If yes, please explain in #6 below

6. Write a few sentences describing the applicant's potential to successfully complete a program of study in Bilingual/ESL Education and become a leader in the profession once the degree is completed. Statements about the candidate's academic ability, effectiveness as an educator, and dependability are particularly important for persons applying to our program.

7. If you alone were making the decision to accept this applicant as a graduate student, which of the following would best describe your decision?

- a. Recruit – will be a truly outstanding student and professional
- b. Definitely accept – will complete the degree at a superior level
- c. Accept – will complete the degree at an adequate level
- d. Accept – with reservations about ability or motivation
- e. Accept – with reservations
- f. Do not accept (please explain in #6 above)

Name: _____ Signature: _____ Date: _____

Position: _____

Address: _____

Office Phone: _____ Home Phone: _____ Email: _____

Thank you for your assistance.

Please return this form in the envelope provided to:
Associate Dean for Graduate Education and Research
College of Education
Box 41071
Lubbock, Texas 79409-1071

Master of Education Degree in Bilingual Education



List of Major Steps Required by the Graduate School for the MASTER'S DEGREE

ACTION	INITIATED THROUGH	SUBMITTED TO	TIME
1 Plan courses for degree	Graduate Advisor	Graduate Advisor	Prior to registration
2 Set up thesis advisory committee and title, if applicable	Graduate Advisor	Graduate Advisor	Prior to filing "Program for the Master's Degree and Admission to Candidacy" form
3 File "Program for the Master's Degree and Admission to Candidacy" form (Not to be confused with the "Statement of Intention to Graduate" form, see #6 below)	Graduate Advisor or Chair, Advisory Committee	Graduate School	After first semester of master's coursework, no later than the posted deadline
4 File changes in degree program, if necessary	Graduate Advisor or Chair, Advisory Committee	Graduate School	As needed
5 Enroll in semester of graduation (at least 3 hours of thesis, if defending thesis)	Graduate Advisor or Chair, Advisory Committee	Registrar	Semester of graduation
6 File "Statement of Intention to Graduate" form, including official title of thesis, if applicable. (Not to be confused with the "Program for Master's Degree and Admission to Candidacy" form see #3 above)	Student	Graduate School	Semester of graduation* (One must be filed for each intended graduation semester)
7 Submit the "Thesis Title Page Request" form	Student	Graduate School Thesis Coordinator	Prior to deadline during semester of graduation
8 Pay thesis document fee, if applicable	Graduate School Thesis Coordinator	Student Business Services	Prior to deadline during semester of graduation*
9 Schedule final comprehensive examination and/or defense and send result by memo to Graduate School	Graduate Advisor or Chair, Advisory Committee	Graduate School Master's Coordinator	Semester of graduation* (usually about 6 weeks before graduation)
10 After incorporating committee changes, submit .pdf file of thesis and signed title page to Graduate School for official review	Advisory Committee	Graduate School Thesis Coordinator	Semester of graduation (usually 5 weeks before graduation date)
11 Final grade for thesis hours (A or B) Grade will be "CR" until final semester	Chair, Advisory Committee	Registrar Final grade roll	End of semester
12 Submit official .pdf of thesis to ETD web site; order and bring all personal/paper copies to Graduate School	Student	Graduate School Thesis Coordinator	Prior to deadline

*Deadline packets will be sent to students according to proposed date of graduation indicated on "Program for the Master's Degree and Admission to Candidacy" form.

Forms may also be downloaded from the Graduate School web site: <http://www.depts.ttu.edu/gradschool/>

Revised 8/16/06