



TEXAS TECH UNIVERSITY

College of Education™

Language Literacy Education

Master of Education Program Handbook

**Certification Programs*

**Doctoral Course Work*

College of Education
Graduate Education and Research
Texas Tech University
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Program Overview

The Language and Literacy Education Program is under girded by the philosophy that language and literacy learning is a continuous process for becoming a responsible, productive member of society. Such learning is fostered in interactive environments where students are encouraged to take risks, both process and product are emphasized, affective and cognitive growth are inseparably linked, background experiences are valued, literate individuals model effective use of language and literature, and children's needs are respected. An environment rich in opportunities to read, write, and speak fosters lifetime habits related to a zest for learning, critical thinking, and cultural and global understandings.

The purpose of this guide is to provide specific information that will assist students as they consider applying to graduate level studies in Language and Literacy Education. Specific descriptions of courses are in the *Texas Tech University Graduate Catalog*. 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.

Contact

Contact Teresa Neal at 742-1998 extension 430, teresa.neal@ttu.edu or visit the office in room 104 in the Education Building or contact Dr. Carole Janisch, 806-742-1997 extension 282; carole.janisch@ttu.edu

Admissions Procedure

A. Apply through the Office of Graduate Admissions in Holden Hall for "General Admission" to the Graduate School. www.depts.ttu.edu/gradschool/prospect.php 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. Complete the Graduate Record Examination (GRE). Applications may be obtained from the Testing and Evaluation Center in West Hall on the campus or other authorized testing centers.

The Graduate School has two admission statuses, described briefly here. Official descriptions are in the current graduate catalog or can be found at the following website.

www.depts.ttu.edu/gradschool/how.php The graduate admissions categories are: (1) Full admission to the master's program in Language and Literacy Education and (2) Graduate temporary (GTMP). Students may enroll as a "Graduate Temporary" (GTMP) graduate student for one semester while awaiting the test results. Twelve semester earned hours are the maximum allowable with GTMP status.

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 Language and Literacy Education Program go beyond those for admission to the Graduate School. Complete the Master's degree application process by submitting a letter of application, resume, three letters of reference, and work samples. (see Language Literacy application form)

The letter of application should be a detailed and comprehensive statement to include the following:

- applicant's professional accomplishments and activities
- applicant's professional and academic goals
- reflections about what led the applicant to choose graduate study in Language and Literacy Education

The work samples should reflect course work and classroom experiences. The letters of reference should be from individuals who can speak to the student's academic ability.

Student applications will be reviewed periodically. The program's recommendation regarding admission is forwarded to the Graduate School.

Notification of acceptance. Applicants will be notified by letter from the Office of Graduate Admissions of the decisions regarding their acceptance into the Language and Literacy Education program.

Appeal process. Applicants who are not accepted into the Master's of Education program in Language and Literacy Education may appeal the Language and Literacy Education 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 Language and Literacy Education Program faculty, the next level of appeal is the College of Education Graduate Academic Affairs Committee. In making an appeal to the Graduate Studies committee, the applicant must address the Language and Literacy Education Program faculty's reasons for rejection as defined in the two previous letters. If the applicant's appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

Advisement Procedures

Following admission to the Language and Literacy Education Program, the student will ask a faculty member to serve as an advisor.

The certification 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 consult the advisor if a change in degree plans is necessary.

The student's advisor will provide other forms of guidance as requested by the student. This includes providing suggestions for completing the final requirements for the master's degree, i.e., thesis or paper or project or comprehensive exam.

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 advisor to develop a "Program for the Master's Degree." **A student may opt to work on a Master's Degree and the advanced certifications, Master Reading Teacher and/or Professional Reading Specialist, simultaneously.** The academic requirements for a Master's degree in Language and Literacy, those for the Professional Reading Specialist certificate, and those for the Master Reading Teacher certificate have some courses in common. Students interested in seeking a certificate as well as pursuing a Master's degree should inform their advisor.

The Master's Degree program requires 36 hours of course work. When students seek to complete both a master's degree and the Program for Professional Reading Specialist the plan will exceed 36 hours. (If a student opts to write a master's thesis the degree plan reflects 24 hours of course work and 6 hours of thesis study for 30 total hours.) During an individual conference, the program 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 and department head and approved by the Graduate School, the student is expected to follow it as the basis of all subsequent enrollments. Changes to the degree plan can be made in consultation with the advisor and the completion of a "Change of Degree" form.

Transfer credit. Only 6 approved semester hours of course work may be transferred from another accredited university. Transfer courses may not include practicum or internship. No course on the degree plan may be over six years old at the time the degree is conferred.

Applicants with a prior master's degree. The TTU Graduate Catalog states that permission to work toward a second degree of the same level is granted only upon approval by the Curriculum and Instruction Department and review by the Graduate Dean. The applicant is subject to all requirements as a new student. While there is no guarantee that any work from the first master's degree may apply to the second, at least *one full year (24 semester hours) must be taken specifically for the new degree program*. Therefore, applicants with a prior master's degree are urged to investigate the Doctoral Program in Curriculum and Instruction.

Continuation of Enrollment. Students who have been granted admission are expected to register in the term for which admission is granted. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Language and Literacy Education Program and the Graduate School, may be required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration.

Culminating Options

Comprehensive Examination Language and Literacy Education Master's degree students who are not writing a thesis or action research project must pass a comprehensive evaluation prior to receiving their degree. Students are permitted to take the evaluation during their last semester of course work. However, students may be advised to take the evaluation after completing the 36 hours of course work. In that case, students will enroll for one credit of EDLL 7000 for the semester the evaluation is taken. The evaluation is offered once each semester. Students must apply to take the evaluation in the office of the College of Education Associate Dean for Graduate Studies and Research (Education Building Room 105) or online at www.educ.ttu.edu/grad/masters_comp.htm. Since deadlines for applying to take the evaluation apply, students are encouraged to inquire about the procedures in their last year of course enrollment.

Students choosing to take the comprehensive exam will select three topics of study. These topics are the choice of the student and will stem from the course work taken in the master's degree program. In consultation with three Language Literacy Faculty members (one for each topic), students will outline their plans for the exam writing. The exam is offered in March, June, and October and writing time is four hours. Students should contact the three professors and meet with them at least two months prior to their scheduled time for exam writing.

Paper or project option Students may elect to conduct a classroom project. Documentation and a written report of the work can fulfill the final requirements for a master's degree. Students may also elect to write an extended paper on a topic of their choice. These options require the guidance and direction of a Language Literacy Faculty member. The final paper or project is subject to the review of three faculty members (as are the comprehensive exams). Additionally, students will submit a document indicating their gains from the master's program as well as offering an evaluation of the master's program.

Thesis option Students have a choice of a 30-semester-hour program with a master's thesis. This option requires 24 hours of course work and 6 hours of EDLL 6000 (Master's Thesis credits). Students confer with an advisor to determine the 24-hour program. Students completing a master's thesis are exempt from taking the comprehensive examination. However, students must complete a final oral defense. If interested in completing a master's thesis, the students should discuss these plans with their 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. This option is strongly recommended for those students who intend to enter a doctoral program of study.

Master's Degree in Language Literacy Education **EC-4 Emphasis - 36 Hours**

Foundations Courses (6 Hours Required of all Students in the Department of Curriculum & Instruction)

3 hours selected from the following

- EPSY 5379: Introduction to Educational Research (Required)
Offered each semester **OR**
EDCI 5380: Action Research

Advising Note:

One course over the other may depend on the Culminating Option

3 hours selected from the following

- EPSY 5310: Philosophy of Education
EPSY 5314: History of Education
EPSY 5323: Cultural Foundations of Education (Recommended)
EPSY 5331: Human Development in Education
EPSY 5332: Advanced Educational Psychology

Language Literacy Courses (9 hours maximum selected from the following courses)

- EDLL 5340: Foundations of Reading
EDLL 5344: Content Area Literacy
EDLL 5351: Children's Literature
EDLL 5350: Developing Language Arts Programs

Advising Note:

•Master's students may substitute electives for these post-baccalaureate courses and in consultation with an advisor from the Language Literacy faculty.

Language Literacy Courses (15 hours required)

- EDLL 5355: Developing Writing Programs in K-12 Classrooms SUMMER
EDLL 5348: Applied Linguistics & the Teaching of Literacy FALL & SUMMER
EDLL 5342: Assessment in Reading SPRING
EDLL 5343: Practicum in Language Literacy SPRING
EDLL 5345: Early Literacy FALL EVEN YEARS

Advising Note:

•Classroom teachers may take an additional 3 hours elective in lieu of EDLL 5343

Bilingual/Biliteracy Courses (6 hours required)

To be Named

Language Literacy Elective Courses

- EDLL 5356: Problems, Trends, & Issues in Teaching Adolescent Reading
EDLL 6341: Problems, Trends, and Issues in Literacy Teaching and Learning FALL
EDLL 6344: Trends & Issues in Content Area Literacy SPRING
EDLL 6349: Adolescent Literature
EDLL 6350: Studies in Language Arts (may be repeated for credit) SUMMER
EDLL 6351: Studies in Children's Literature (may be repeated for credit) FALL

EDLL 6356: (not in the catalog)
EDLL 5301 Mentoring and Professional Development SUMMER
Advising Note: The Selection of Courses and the degree plan are decided in consultation with an advisor from the Language Literacy faculty.

Master's Degree in Language Literacy Education **4-8 Emphasis – 36 Hours**

Foundations Courses (6 Hours Required of all Students in the Department of Curriculum & Instruction)

3 hours selected from the following

EPSY 5379: Introduction to Educational Research (Required)
Offered each semester **OR**
EDCI 5380: Action Research

Advising Note:

One course over the other may depend on the Culminating Option

3 hours selected from the following

EPSY 5310: Philosophy of Education
EPSY 5314: History of Education
EPSY 5323: Cultural Foundations of Education (Recommended)
EPSY 5331: Human Development in Education
EPSY 5332: Advanced Educational Psychology

Language Literacy Courses (12 hours maximum selected from the following courses)

EDLL 5340: Foundations of Reading
EDLL 5342: Assessment in Reading SPRING
EDLL 5353: Reading and the Middle Level Student
EDLL 5344: Content Area Literacy
EDLL 5350: Developing Language Arts Programs
EDLL 6349: Adolescent Literature

Advising Note: Course Selections are made in consultation with an advisor from the Language Literacy faculty.

Language Literacy Courses (15 hours required)

EDLL 5355: Developing Writing Programs in K-12 Classrooms SUMMER
EDLL 5348: Applied Linguistics & the Teaching of Literacy FALL & SUMMER
EDLL 5342: Assessment in Reading SPRING
EDLL 5343: Practicum in Language Literacy SPRING
EDLL 5356: Problems, Trends, and Issues in Teaching Adolescent Reading FALL & SUMMER

Advising Note:

•Classroom teachers may take an additional 3 hours elective in lieu of EDLL 5343

Bilingual/Biliteracy Courses (6 hours required)

To be Named

Language Literacy Elective Courses

EDLL 5345: Early Literacy FALL EVEN YEARS
EDLL 6341: Problems, Trends, and Issues in Literacy Teaching and Learning FALL ODD YEARS

EDLL 6344: Trends & Issues in Content Area Literacy SPRING
EDLL 6349: Adolescent Literature SUMMER
EDLL 6350: Studies in Language Arts (may be repeated for credit) SUMMER
EDLL 6351: Studies in Children's Literature (may be repeated for credit) FALL
EDLL 5301 Mentoring and Professional Development SUMMER

Advising Note: The Selection of courses and the degree plans are made in consultation with an advisor from the Language Literacy faculty.

Advanced Certifications

Professional Reading Specialist Certification (PRS Advanced Certification)

Individuals seeking PRS Certification will complete a State Board for Educator Certification (SBEC) approved program and pass the TExES Exam #151. The individual is required to:

- Hold a Master's Degree
- Hold a Valid Texas Teaching Certificate
- Completed two years of classroom teaching experience in a TEA accredited school

To Enroll in the Professional Reading Specialist Certification Program

- See an advisor in the Certification Office or Dr. Pam Tipton and complete an application
- Consult with a Language Literacy Program Faculty member to plan course work
- Contact Certification Office when all requirements are met

Required Courses:

EDLL 5345: Early Literacy FALL EVEN YEARS
EDLL 5348: Applied Linguistics and the Teaching of Literacy FALL & SUMMER
EDLL 5355: Developing Writing Programs in K-12 Classrooms SUMMER
EDLL 5356: Problems, Trends, & Issues in Teaching Adolescent Reading FALL & SUMMER
EDLL 6341: Problems, Trends, & Issues in Literacy Teaching and Learning (topics vary)
FALL ODD YEARS
EDLL 6344: Trends & Issues in Content Area Literacy SPRING
EDLL 6349: Trends & Issues in Adolescent Literacy SUMMER
EDLL 6350: Studies in Language Arts (may be repeated for credit) SUMMER
EDLL 6351: Studies in Children's Literature (may be repeated for credit) FALL

Note:

- Individuals holding a Master's Degree in Language/Literacy Education may have fulfilled several of the requirements. Individuals seeking a Master's Degree and a PRS Certification simultaneously may need to have additional hours beyond the usual 36 hour requirement for the Master's Degree.

For more information or to apply to the program leading to certification, you may contact:
Dr. Carole Janisch, 806-742-1997 ex 282; carole.janisch@ttu.edu

Master Reading Teaching Certification (MRT Certification)

Individuals seeking Master Reading Teacher certification will complete a State Board for Educator Certification (SBEC) approved program and pass the TExES MRT Exam. The individual is required to:

- Hold a valid Texas Teaching Certificate
- Complete two years of classroom teaching experience in a TEA accredited school

To Enroll in the MRT Certification Program

- See an advisor in the Certification Office or Dr. Pam Tipton and complete an application in that office
- Consult with a Language Literacy Program Faculty member to plan course work

Required Courses:

- EDLL 6353 or EDLL 5340: Foundations of Reading: (EDLL 6353 is reconfigured for MRT)
SUMMER and ALL SEMESTERS
- EDLL 5345: Early Literacy FALL EVEN YEARS
- EDLL 5356: Problems, Trends, & Issues in Teaching Adolescent Reading SUMMER and
FALL
- EDLL 5342: Assessment in Reading SPRING
- Bilingual/Biliteracy Course SUMMER
- EDLL 5301: Mentoring and Professional Development SUMMER

Note:

•Individuals holding the Professional Reading Specialist Certificate are exempt from taking the Master Reading Teacher Test. However, they must complete all the Master Reading Teacher Program requirements if they wish to also have the MRT Certification.

For more information or to apply to the program leading to certification, you may contact:

Dr. Carole Janisch, 806-742-1997 ex 282; carole.janisch@ttu.edu

Doctorate with an Emphasis in Language Literacy Education

Students receive a doctorate in Curriculum & Instruction with an emphasis in Language Literacy Education

Language Literacy Doctoral Course Work (Master's students may elect to take these courses)

- EDLL 5342: Assessment in Reading SPRING
- EDLL 5343: Practicum in Reading SPRING
- EDLL 5345: Early Literacy FALL EVEN YEARS
- EDLL 5348: Applied Linguistics and the Teaching of Literacy FALL
- EDLL 5355: Developing Writing Programs in K-12 Classrooms SUMMER
- EDLL 5356: Problems, Trends, & Issues in Teaching Adolescent Reading FALL & SUMMER
- EDLL 6341: Problems, Trends, & Issues in Literacy Teaching and Learning (topics vary)
FALL ODD YEARS
- EDLL 6344: Trends & Issues in Content Area Literacy SPRING
- EDLL 6349: Trends & Issues in Adolescent Literacy SUMMER
- EDLL 6350: Studies in Language Arts (may be repeated for credit) SUMMER
- EDLL 6351: Studies in Children's Literature (may be repeated for credit) FALL

Doctoral Course Work (Only for doctoral students)

- EDLL 6347: Research Seminar in Literacy FALL
- EDLL 6353: Investigations in Literacy SPRING

Major Steps for Obtaining Master's Degree as Required by the Graduate School

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 (<u>Not</u> 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 course work, no later than: March 1 for December graduation Sept. 15 for May graduation Jan. 15 for August graduation
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)	Student and Chair, Advisory Committee	Registrar	Semester of graduation
6. File "Statement of Intention to Graduate: form, including official title of thesis, if applicable. (<u>Not</u> 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. Pay thesis fee, if applicable; send copy of receipt to Graduate School	Student Business Services	Graduate School	Prior to deadline during semester of graduation*
8. Schedule final comprehensive evaluation 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)
9. Submit one copy of thesis with signed title page to Graduate School for official review	Advisory Committee	Graduate School Thesis Coordinator	Semester of graduation (usually 5 weeks before graduation date)
10. 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
11. Submit three official final copies of thesis to Graduate School, and personal copies	Student	Graduate School Thesis Coordinator	Prior to deadline

***Deadline packets will be sent to student 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

Application Checklist

Steps in Application Process

- ❑ Contact one of the program faculty (or make initial contact with the Curriculum and Instruction Department Secretary) for advisement in the master's degree admissions process
- ❑ Submit the Application for Admission to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall)
- ❑ Submit Graduate Records Exam (Qualitative, Verbal and Analytical) scores to the Graduate School
- ❑ International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- ❑ Submit official transcripts of all college work to the Graduate School
- ❑ Submit the following to the College of Education (Associate Dean of Graduate Education and Research, College of Education, Box 41071, Lubbock, Texas 79409-1071): letter of application, resume, three letters of reference, (preferably from individuals who can speak to your academic work), and recent work samples related to academic work and classroom based work (if available and applicable). The letter of application should be a detailed and comprehensive statement to include the following:
 - applicant's professional accomplishments and activities
 - applicant's professional and academic goals
 - reflections about what led the applicant to choose graduate study in Language and Literacy Education
- ❑ IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Master's Degree (degree plan) with a program faculty advisor, who will also advise you on course selection and registration.
- ❑ IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-2344 (Education Bldg. Room 105) for advisement regarding the admissions appeals process.

Admissions Criteria

The following will be considered to provide a holistic evaluation of an individual's application to the Language and Literacy Education program. No minimal GRE score has been established.

- (1) Students' professional goals and experiences as stated in the letter of application,
- (2) Students' academic ability as evidenced in last 60 hours of undergraduate GPA and the verbal, quantitative, and analytical scores on the GRE, and
- (3) Students' written communication skills as evidenced in the letter of application
- (4) Three letters of reference
- (5) Recent work samples (providing evidence of potential for graduate work)

