The department of Teacher Education offers graduate programs that provide advanced professional education knowledge and skills for application in school and non-school settings. Students who wish to pursue master's degrees in Teacher Education can select from two programs: the Master of Arts in Education and the Master of Education. The Master of Arts is designed for students wishing to pursue research and/or continue studies beyond the master's degree level. The Master of Education degree is directed toward mastery of professional education practice. Students pursuing the Master of Education can major in Curriculum and Instruction or Reading Education. The department also offers a doctoral program of study, the PhD in Teaching, Learning, and Culture.

Admission Requirements

Before admission to the Teacher Education Graduate Program, applicants must comply with the General Admission Requirements section of this Graduate Catalog. Applicants whose bachelor degree is in a field other than Education will be assigned educational practicum and/or undergraduate coursework to serve as leveling experiences in preparation for the master's level educational programs. These leveling experiences will be assigned by the department advisors. Letters of recommendation must be provided.

Additional information:

• No more than six (6) semester hours of graduate work (with a grade of B or better required) can be transferred from another institution.
• Courses taken prior to formal admission into a graduate program cannot be counted toward a graduate degree without the specific recommendation of the departmental committee on graduate studies and approval of the Graduate School.
• Applicants might also be invited to an interview.

For more information about admission, please visit the department’s Graduate Program Web site at https://www.utep.edu/education/te/index.html and read the College of Education and Graduate School sections of the Graduate Catalog.

Program Advising

• Students are advised to view the information on the department Web site at https://www.utep.edu/education/te/index.html or contact the department for more specific information regarding admission, advising, degree options and requirements, and comprehensive exams.
• Students will be assigned a graduate faculty advisor at the time of admission to the program.
• Students should maintain a continuing advising relationship with the faculty advisor, which includes preparing and updating their degree plan, making course selections, and requesting a comprehensive examination or thesis defense.

Programs

Master of Education

• M.Ed. - Curriculum & Instruction (http://catalog.utep.edu/grad/college-of-education/teacher-education/med-instructional-specialist/)
• M.Ed. - Literacy Education (http://catalog.utep.edu/grad/college-of-education/teacher-education/med-reading-education/)

Doctor of Philosophy

• Ph.D. in Teaching, Learning, and Culture (http://catalog.utep.edu/grad/college-of-education/teacher-education/teaching-learning-culture-phd/)

Certification

• ESL Endorsement (http://catalog.utep.edu/grad/college-of-education/teacher-education/esl-endorsement/)
• Master Mathematics Teacher (http://catalog.utep.edu/grad/college-of-education/teacher-education/master-mathematics-teacher/)
• Master Reading Teacher (http://catalog.utep.edu/grad/college-of-education/teacher-education/master-reading-teacher/)
• Master Science Teacher (http://catalog.utep.edu/grad/college-of-education/teacher-education/master-science-teacher/)
• Master Technology Teacher (http://catalog.utep.edu/grad/college-of-education/teacher-education/master-technology-teacher/)

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Research Interests: Bilingualism, Dual Language Education, Leadership in Dual Language Education, Bilingual Education, ELL, ESL, English Language Learners and School Reform, Second Language Acquisition, ELPS, Sheltered Instruction

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Research Interests: U.S. and Mexican border within the context of Globalization and Neo-Liberalism; Critical analysis of race; social relations and Latinos' identity formation and struggles in the U.S. and its implications to schooling; Fatalism and optimism in contrast with social classes' differences and the application of critical pedagogy in the classroom (schools in Los Angeles, Miami, and El Paso); The effects of whiteness and other systems of privilege in Brazil, United States, South Africa, India, Russia, Australia, New Zealand, Mexico, Colombia, and Costa Rica; Pop-culture and education.

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