Checklist:
Admission Requirements:
1. Complete the designated 44 hours of academic foundations.
2. Obtain the required passing score on all three parts of the THEA: Reading 250; Math 230, and Writing 220.
3. Meet GPA requirement (minimum of 2.5 GPA and grades of "C-" are unacceptable).
4. Meet with an advisor.
5. Acquire a signed degree plan.
6. Apply to the Educator Preparation Program through the Office of Field Services & Certification (ED 100).

The Undergraduate Faculty

Nellie Boyd, Ed.D.
Viveca Grant, Ed.D.
Ingrid Haynes-Mays, Ph.D.
Nina Saha-Gupta, Ph.D.
Jacqueline D. Smith, Ed.D.
Holim Song, Ed.D.

Mrs. Clarcatia Mcdonald,
Administrative Assistant
Mcdonald_ex@tsu.edu

College of Education
Department of Curriculum and Instruction
Roderick R. Paige Education Building
3100 Cleburne Street
Houston, TX 77004

Phone: 713-313-7267
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Ingrid Haynes-Mays
haynesml@tsu.edu

Bachelor of Science Degree Interdisciplinary Studies
Department of Curriculum and Instruction
College of Education

Lillian Poats, Ed.D.
Dean
Department of Curriculum and Instruction
Dr. Ingrid Haynes-Mays, Interim Chairperson

The university is accredited by the Southern Association of Colleges and Secondary Schools.

The C&I Department prepares candidates to produce high academic achievement among culturally diverse urban student populations by attending to social and economic influences, cross-ethnic communication, cultural differences, educationally challenging conditions, learning style differences, and curriculum adaptations.

Mission Statement
The mission of the Department of Curriculum and Instruction is to produce effective teachers to serve culturally diverse students with a focus on urban school populations. The Department’s mission is consistent with the overall mission of the College of Education (COE) which is to prepare caring, committed, competent, culturally responsive urban professionals who are equipped to provide effective service in urban schools, agencies and other entities.

College of Education’s Conceptual Framework

Three components comprise the College of Education’s Conceptual Framework. One component identifies the expectation that the COE will facilitate the preparation of urban professionals. A second component identifies instructional practices designed to enable candidates to acquire specified knowledge, skills and dispositions at initial and advanced levels. The outcomes of these practices are urban professionals who manifest caring, competent, committed, and culturally responsive qualities and characteristics.

Program Information
Prospective candidates cannot earn more than six (6) semester credit hours in specialty courses prior to admission to the Educator Preparation Program in the College of Education.

Candidates should enroll in the Professional Development courses in two blocks of six semester hours each. The required sequence is EDCI 310 and EDCI 339 followed by EDCI 328 and EDCI 350.

Candidates seeking certification must earn grades of “B” or better in All professional development courses (EDCI 310, EDCI 328, EDCI 339, and EDCI 350) and in specialty courses identified on the selected degree plan.

Certification Areas
Course offerings are available to meet certification requirements in the following areas:
(Interdisciplinary Studies)
- EC-6 Bilingual Generalist
- EC-6 Generalist
- 4-8 Bilingual Generalist
- 4-8 English Language Arts Reading
- 4-8 English Language Arts Reading/Social Studies
- 4-8 Mathematics
- 4-8 Science
- 4-8 Mathematics/Science
- 4-8 Social Studies
- EC12 Special Education

Students desiring to transfer into the Department from other schools and colleges must have an overall GPA of 2.50. Students who fail to meet the GPA requirements can reaply for approval to transfer into the Department after meeting the 2.50 GPA requirement.
Master's of Education
Program of Study

The Program of Study requires a minimum of 36 hours which includes:
- Foundations (12 Hours)
- Major Area (18 Hours)
- Research (6 Hours)

To Apply for Admission visit:
https://app.applyyourself.com/?id=tsu

Non-certified candidates will have to enroll in 6 to 9 hours of undergraduate leveling courses before beginning graduate coursework.

The Graduate Faculty

Ingrid Haynes-Mays, Ph.D.
Claudette Ligons, Ed.D.
Nina Saha-Gupta, Ph.D.
Holim Song, Ed.D.
Jacqueline Smith, Ed.D.

Mrs. Clareatha McDonald,
Administrative Assistant

Master's Program Transition Points

Transition Points are used to guide candidates through their programs of study.

- Transition Point 1: Admission to Program
- Transition Point 2: Completion of Core
- Transition Point 3: Practicum
- Transition Point 4: Comprehensive Exam
- Transition Point 5: Employer Feedback

Coming Soon . . .
M.Ed. in Curriculum & Instruction
Specialization in Instructional Technology

Instructional Technology Standards

Master's of Education Degree Program

Department of Curriculum and Instruction

College of Education

Lillian B. Peoples, Ed.D.
Dean

College of Education

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Phone: 713.313.7267
Contact email: haynesmayi@tsu.edu
The Leadership
Department of Curriculum and Instruction
Chairperson
Dr. Ingrid Haynes

The Program is designed to extend professional competence through leading edge instruction and research.

The Specialization Areas include:
- Early Childhood Education
- Reading Education
- Special Education
- Secondary Education (Specified Disciplines)
- Instructional Technology (Spring 2014)

Mission of the College of Education
The Mission of the College of Education is to provide competent professionals for effective service in urban schools, agencies, and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations.

Three components comprise the College of Education's Conceptual Framework. One component identifies the expectation that the COE will facilitate the preparation of urban professionals. A second component identifies instructional practices designed to enable candidates to acquire specified knowledge, skills and dispositions at initial and advanced levels. The outcomes of these practices are urban professionals who manifest caring, competent, committed, and culturally responsive qualities and characteristics.

Program Graduates
Program graduates hold positions of leadership as master teachers, curriculum specialists, department heads, mentor teachers, teacher trainers, coordinators, consultants and community college instructors.

Admissions Requirements

Applicants to the Master's of Education Program must be admitted to the Graduate School of Texas Southern University. The admission review process entails meeting all of the specified criteria of the Graduate School and those specified by the Department. To be admitted unconditionally to the graduate program, applicants must meet the following criteria:
- a minimum cumulative GPA of 2.5 in the baccalaureate degree.
- A Graduate Record Examination that is no more than five years old.
- a minimum score of 3.5 on the writing section of the GRE.

The Graduate School will notify each applicant of admission status.

The Comprehensive Exam

A Comprehensive Examination will be administered to all candidates within six (6) semester hours of graduation. Eligibility to take the Comprehensive Examination will be determined by the program advisor and the Department Chairperson. Passing the Comprehensive Examination with a minimum score of 70 is required for graduation.
Doctor of Education
Program of Study

The Program of Study requires a minimum of 60 hours beyond the master's degree to include:
- Foundations (12 Hours)
- Major Area (15 Hour)
- Research (8 Hours)
- Professional (6 Hours)
- Practica (6 Hours)
- Free Electives (12 Hours)
- Dissertation (9 Hours)

To Apply for Admission visit:
https://app.applyyourself.com/?id=tsu

The Graduate Faculty

Ingrid Haynes-Mays, Ph.D.
Claudette Ligons, Ed.D.
Nina Saha-Gupta, Ph.D.
Holim Song, Ed.D.
Jacqueline Smith, Ed.D.

Mrs. Clareatha McDonald.
Administrative Assistant

Doctoral Program Transition Points

Transition Points are used to guide candidates through their programs of study.

Transition Point 1  Admission to Program
Transition Point 2  Completion of Core
Transition Point 3  Completion of Practica
Transition Point 4  Comprehensive Exam
Transition Point 5  Dissertation/Graduate

Are You Ready to Make a Difference?
If so, consider advanced study in the Department of Curriculum & Instruction.

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The Leadership
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Dr. Ingrid Haynes

The Program is designed to extend professional competence through leading edge instruction and research.

The Curriculum prepares candidates to produce high academic achievement among culturally diverse urban student populations by attending to social and economic influences, cultural differences, and educationally challenging conditions, through appropriate curriculum design and instructional practices.

Mission of the College of Education
The Mission of the College of Education is to provide competent professionals for effective service in urban schools, agencies, and other entities using research and collaboration in seeking solutions to teaching, learning and behavioral challenges facing urban populations.

Three components comprise the College of Education's Conceptual Framework. One component identifies the expectation that the COE will facilitate the preparation of urban professionals. A second component identifies instructional practices designed to enable candidates to acquire specified knowledge, skills and dispositions at initial and advanced levels. The outcomes of these practices are urban professionals who manifest caring, competent, committed, and culturally responsive qualities and characteristics.

Program Graduates
Program graduates hold positions of leadership as scholars, curriculum specialists, department heads, mentor teachers, teacher trainers, coordinators, community college and university faculty, and educational consultants.

Admissions Requirements

Applicants to the Doctorate of Education Program must be admitted to the Graduate School of Texas Southern University. The admission review process entails meeting all of the specified criteria of the Graduate School and those specified by the Department. To be admitted unconditionally to the graduate program, applicants must meet the following criteria:

- a minimum cumulative GPA of 3.25 in Master's Program
- minimum score of 700 on the Graduate Record Examination (combined 350 verbal and 350 quantitative), and
- a minimum score of 3.5 on the writing section of the GRE.

The Graduate School will notify

Other Criteria

Master's Degree and a teaching certificate, and/or a Master's program in social sciences, education or behavioral sciences.

Interview with the Doctoral Admissions Committee.

Students without prerequisite academic credentials must enroll in leveling courses that do not count toward the Ed.D. degree.