COLLEGE OF EDUCATION

OVERVIEW

The College of Education consists of four instructional departments (Curriculum and Instruction, Educational Administration and Foundations, Counseling, and Health and Kinesiology) through which three undergraduate degrees and twelve graduate degrees are offered. The three undergraduate degrees are the Bachelor of Science in Interdisciplinary Studies, the Bachelor of Science in Health, and the Bachelor of Science in Human Performance. The twelve graduate degrees are the Master of Education in Counselor Education, the Master of Education in Administration, the Master of Education in Supervision, the Master of Science in Health, the Master of Science in Human Performance, the Master of Education in Curriculum and Instruction, the Master of Education in Bilingual Education, the Master of Education in Elementary Education, the Master of Education in Special Education, the Master of Education in Early Childhood Education, the Master of Reading in Education, the Master of Education in Secondary Education, and the Doctor of Education. Two of the departments in the College, the Department of Educational Administration and Foundations and the Department of Counseling, are unique at the University in that they offer graduate level degrees only.

Students who are interested in obtaining detailed information on the graduate degrees offered through the College, as well as more information on the Department of Educational Administration and Foundations and on the Department of Counseling, should consult the Graduate School Bulletin of Texas Southern University.

The College is organized with a Dean, two Associate Deans, and four Faculty Chairs. The College also operates the Center for Development and Study of Effective Pedagogy for African-American Learners (CPAL). The CPAL provides faculty, students, and other professional educators with the opportunity to engage in research and share both information and professional knowledge with school districts throughout the state of Texas. The Dean, Associate Deans, and Faculty Chairs are all housed in the Roderick R. Paige College of Education Building with the Dean’s Office located in Room EB 243. The Director of Field Experiences and the Teacher Certification Officer are housed in the College of Education; they share the same set of offices. Students interested in applying for the Teacher Preparation Program, the Alternative Certification Program, the Deficiency Plan Program and/or Certification at Texas Southern University should obtain application forms for these programs from the Office of the Director of Field Experiences and/or the Teacher Certification Officer in Room EB 100 of the Roderick R. Paige Education Building. This office may also be reached by calling (713)-313-7434 or (713)-313-7751.

Some scholarships may be available for students preparing for the teaching field. Interested students should contact the Office of the Dean for details.

MISSION STATEMENT

The mission of the College of Education is to prepare competent career professionals for effective service in urban schools and agencies. Through research, collaboration, and applications, it seeks solutions to teaching, learning, and behavioral problems facing America’s urban population.

ADMISSION INFORMATION

Admission to the College of Education Teacher Preparation Program is governed by the following criteria:

1. Completion of the Teacher Preparation Program application.
2. Submission of all transcripts from all colleges attended and a transcript from Texas Southern University reflecting the most recent semester enrolled prior to the date of the application.
3. Completion of a Teacher Preparation Core of courses consisting of the standard forty-four (44) semester credit hour University core plus thirteen (13) additional credits, as follows:
   - 6 hours of English composition (ENG 131, 132)
   - 3 hours of English Literature (ENG 230)
   - 3 hours of Speech (SC 135 or 136)
   - 8 hours of Science (BIOL 143, PHYS 141)
   - 3 hours of Mathematics (MATH 133, 134, 235, 236)
   - 3 hours of Fine Arts (Music, Art or Theatre)
• 3 hours of Geography (GEOG 132, World Geography)
• 6 hours of American History (HIST 231, 232)
• 6 hours of Political Science (POLS 231, 232)
• 3 hours of General Psychology (PSY 131, 131L)
• 1 hour of Physical Education (any 100 level activity course)
• 3 hours of Instructional Technology (EDCI 210)
• 9 hours of electives selected from:
  Chemistry
  Mathematics
  Theater
  Foreign Language
  Sociology
  Health
  Adolescent Psychology

4. Submission of a degree plan, signed by the advisor, in the area for which certification is sought.
5. A minimum overall grade point average (GPA) of 2.75 with all courses completed with grades of “C” or better (grades of “C-” are unacceptable).
6. Submission of verification that all parts of the THEA (Texas Higher Education Assessment) examination have been passed with the following minimum scores: 270 in Reading; 230 in Mathematics; and 220 in Writing. (The THEA examination is a different examination from the ASSET examination required for admission to the University. Both the ASSET and THEA must be passed for admission to the Teacher Preparation Program at Texas Southern University.)

Admission to the Teacher Preparation Program is decided by an Admissions Committee composed of members from several Departments. The Teacher Preparation Program Admissions Committee will notify the applicant of the action taken on the application.

Students seeking to transfer to the University should note that the two application processes, to Texas Southern University and to the College of Education Teacher Preparation Program, are separate and independent. Deadlines for submission of applications for admission to the University may be earlier than those for admission to the program. Approval for admission to the program does not imply approval for any other purpose (e.g., admission to the University, financial aid, housing, etc.).

STATE BOARD FOR EDUCATORS CERTIFICATION POLICIES

As of May 2002, applicants to the teacher preparation program must pass the TExES proficiency test in their area of study and/or endorsement, as well as the pedagogy and professional responsibilities proficiency test (TExES PPR).

Only eligible candidates may attempt TExES. A candidate is eligible when the candidate’s advisor and department head grant approval to sit for any of the state proficiency tests.

The application for the Teacher Preparation Program must be completed and accompanied by current transcripts, a degree plan signed by the applicants’ advisor, and THEA scores. Please forward application materials to:

  Director of Field Experiences
  College of Education, Room 100
  Texas Southern University
  3100 Cleburne, P.O. Box 1680
  Houston, Texas 77004-4501

For additional information call 713-313-7498 or e-mail Dr. Roscette Lewis Holmes at Holmes_RY@tsu.edu.

STUDENT TEACHING INFORMATION

Students are admitted to student teaching by an Admissions Committee. The applicant for the student teaching practicum must complete an application that includes the approval of the student’s advisors (in the department of Curriculum and Instruction and in the content area). The application deadlines are as follows: the first Friday in March for the Fall Student Teaching Practicum; and the first Friday in November for the Spring Student Teaching Practicum. A current transcript must accompany the completed application.
Persons seeking approval to do student teaching are discouraged from enrolling in any additional courses. The applicant must have completed the 45 hours of observation in the field, as required by the State of Texas, prior to admission to the practicum, and the applicant must have passed both TExES tests: content and PPR.

After approval has been given to a student seeking admission to the Student Teaching Practicum, the student teacher is scheduled for an interview with the Director of Field Experiences and any member of the faculty in the Department of Curriculum and Instruction who is able to participate. During this interview, there is a discussion about the student’s demographics and how it may impact success of the practicum. The interview may raise such issues as: transportation, children, or any constraints that may negatively affect the success of the placement. Student teachers are provided professional development activities that are related to their optimum functioning in the practicum.

Student teachers are assigned to school districts through the collaboration of the Director of Student Teaching and the human resources personnel of the district to which the student teacher is assigned. Attention is given to the certification the student is seeking, the availability of school-based teachers to supervise, the constraints that surfaced in the interview, and any other requirements that may impact student placement.

The student teaching practicum is sixteen weeks. An Orientation is provided for the student teachers prior to their placement. In addition, professional development activities are scheduled on Thursday afternoons from 1:00 p.m. to 3:30 p.m. so that students have the following day on the campus to become aware of any factors that may impact them the following week. Human resources personnel present these workshops at no cost. It enables them to actively recruit teachers prior to their graduation.

An Orientation is also provided for the school-based supervisors. Coordination of this orientation is achieved through the human resources personnel identified by these districts to be the point of contact and are conducted within the district’s facilities. Every effort is made to provide each district’s school personnel with on-site orientation to the requirements and expectations of the University.

**TEACHER PREPARATION PROGRAM**

As prescribed by the 1987 State Board of Education requirements for Teacher Preparation, students interested in receiving the provisional teaching certificate must fulfill the following curricular requirements:

1. a general education curriculum;
2. teaching specialty curricula designed for Texas public school instruction; and
3. professional studies curricula designed for specific roles in public school teaching.

In addition to these requirements, the following options are available, based upon the type of undergraduate degree earned:

**Bachelor of Science Degrees**

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<tr>
<th>Options I &amp; II</th>
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<tr>
<td>EC-4 Bilingual Generalist</td>
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<tr>
<td>EC-4 Generalist</td>
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<tr>
<td>4-8 Bilingual Education Generalist</td>
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<tr>
<td>4-8 English Language Arts/Reading</td>
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<td>4-8 English Language Arts/Social Studies</td>
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<td>4-8 Mathematics</td>
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<td>4-8 Mathematics/Science</td>
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<tr>
<td>4-8 Science</td>
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<tr>
<td>4-8 Social Studies</td>
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<tr>
<td>EC-12 Special Education, All Levels</td>
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The following secondary school options are currently under review for the University. Students should check frequently with the Office of the Teacher Certification Officer for the availability of new options.

| 8-12 English Language Arts |
| 8-12 Mathematics |
| 8-12 History |
| 8-12 Life Science |
| 8-12 Social Studies |
| 8-12 Mathematics/Physics |
| 8-12 Science |
APPROVED ENDORSEMENT PROGRAMS

Persons interested in Supplement Certification should check with the Certification Officer in Room 100 of the Roderick R. Paige Education Building.

POST BACCALAUREATE CERTIFICATION

Persons who currently hold an earned bachelor’s degree and wish to obtain elementary or secondary certification should apply to the Alternative Certification Program or request a Deficiency Plan through the Office of Teacher Certification (Room EB 100) in the Roderick R. Paige Education Building. The number of semester credit hours required to complete the Deficiency Plan will vary on an individual basis and in accord with the individual’s transcripts. The ACP is completed in one year after the applicant passes the content area TExES. The applicant must enroll in the professional development courses and in the practicum to complete the program.

REQUIREMENTS FOR CERTIFICATION

The requirements for persons seeking certification are:

1. earned grades of “B” or better, where grades of “B-” are unacceptable, in professional development courses.
2. earned grades of “B” or better, where grades of “B-” are unacceptable, in all other courses;
3. completion of student teaching or evidence of the completion of two years of teaching experience as a teacher of record;
4. completion of no more than six (6) semester credit hours in specialization courses prior to admission by the College of Education; and
5. earned passing score on all required state-mandated TExES Examination(s).

RIGHT TO MODIFY

The information contained in this bulletin is considered to be descriptive in nature and not contractual. The University reserves the right to change any policy or requirement at any time during the time that students are enrolled. Courses are also subject to change.

DESCRIPTION OF DEPARTMENTS IN THE COLLEGE

The two departments offering undergraduate degrees are described in detail on the pages that follow. A description of the Department of Curriculum and Instruction is provided, followed by a description of the Department of Health and Kinesiology.