Department of Educational Leadership and Counseling

Purpose and Goals

The purpose of the Department of Educational Leadership and Counseling (ELAC) is to provide quality instruction, research, service and outreach programs that foster knowledge, appreciation and experience in order to prepare graduates to meet the challenges of their educational goals. Through a comprehensive program of graduate courses and practical experiences, students will be prepared as facilitators and professional decision-makers, who can assist all learners in meeting expected learner outcomes. The ELAC department offers programs of study leading to the Master of Arts in Counseling, the Master of Science in Educational Administration, the Master of Education in Educational Administration (on-line degree available), and the Doctor of Philosophy in Educational Leadership.

The ELAC department instructional outcomes are integrated throughout the curricula, which reflect the understanding of the need for transition to an age of information and global economy. The ELAC department instructional goals provide a seamless learning environment that supports individual and group collaboration as the basis for the core curriculum. In addition, the instructional program is designed to provide coursework leading to certificates in the following areas: Superintendent, Principal, and School Counselor. Additional information about other certifications is available in the Office of Educator Certification. In the state of Texas, no professional licenses or certificates are granted to convicted felons. Certificates and licenses are awarded by the appropriate state agency following the applicant's completion of all requirements include any applicable examinations.

Admission to Program

Master's Degree

Students desiring admission to the graduate programs in the Department of Educational Leadership and Counseling must meet the general admission requirements outlined in the catalog section, “Graduate Admissions Requirement.” Admission to graduate study, however, does not constitute admission to a master’s degree program in the Department of Educational Leadership and Counseling.

In determining an applicant’s eligibility for admission to the Department of Educational Leadership and Counseling, the following are essential:

1. A baccalaureate degree from an institution accredited by a regional accrediting agency equivalent to the Southern Association of Colleges and Schools (SACS);
2. An overall undergraduate grade point average of 3.0 on a 4.0 scale, or the equivalent;
3. Scores on the Graduate Record Examination (GRE); on file in the Office of Graduate Studies;
4. A valid state of Texas teaching certificate and proof of two (2) years licensed teaching experience if the student is pursuing the MED concentration, which leads to principal certification.

The PhD Program

Admission Criteria

Admission criteria for the PhD program in Educational Leadership, as established by the program faculty, are as follows:

Required elements: (In order for an applicant to be considered, complete information about the criteria below must be submitted by the admissions deadline.)

1. Baccalaureate degree conferred by a regionally accredited institution.
2. A grade point average (GPA) of 3.0 or higher on a 4.0 scale on all completed undergraduate coursework.
3. Master's degree, prior to entering doctoral coursework, conferred by a regionally accredited institution (Master's degree must include a graduate research methods and graduate statistics course. If not taken, must be completed prior to enrolling in doctoral level research and statistics courses).
4. A grade point average (GPA) of 3.0 or higher on a 4.0 scale on all completed graduate coursework.
5. Original transcripts, submitted to the Office of Graduate Admissions, for all academic work taken at the undergraduate and graduate levels (unofficial copies may be used by the Doctoral Committee in initial screening).
6. Official Graduate Record Examination (GRE) score report, submitted to the Office of Graduate Admissions (an unofficial copy may be used by the Doctoral Committee in initial screening).
7. Three letters of recommendation from persons sufficiently acquainted with the applicant's ability and his/her potential to successfully complete a doctoral program.
8. Original written essay demonstrating strong writing skills that includes the following: autobiography, professional aspirations and achievements, and how obtaining the Ph.D. in Educational Leadership will enhance the applicant's ability to affect change in the educational arena.
9. If a foreign student, submission of official results from the Test of English as a Foreign Language (TOEFL). A score of 600 or higher is required.
Preferences:

1. Teacher certification and a minimum of 3 years teaching experience in K-12 settings.
2. A Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale on all completed undergraduate coursework.
3. Master's degree in Educational Leadership/Administration or a related field.
4. Administrative certification and a minimum of 2 years administrative experience in K-12 settings.
5. A Grade Point Average (GPA) of 3.5 or higher on a 4.0 scale in all completed graduate coursework.
6. Demonstrated evidence of scholarly activity that includes: publications, presentations at conferences and grantsmanship.

Application Process

The PhD Program in Educational Leadership applications deadline for admission is March 1st of each year. All materials must be received by this deadline for consideration.

There are two phases to the PhD in Educational Leadership Program application process. The first phase pertains to materials required for admission to the Office of Graduate Admissions. The second phase includes materials required for admission to the Department of Educational Leadership and Counseling.

To be admitted into the Educational Leadership program, prospective candidates must submit the following documents to the Prairie View A&M University Office of Graduate Admissions:

**Part I – Graduate Studies Application**

The first part of the application process includes the following items:

- The Texas Common Application used for admission can be found at: https://www.applytexas.org/adappc/commonapp.WBX. After we have downloaded your application, you will receive an email notifying you of receipt of the application. We will contact you again once all materials have been submitted, received, and processed.

- An official transcript from each college or university the applicant has attended, including evidence of a Master's degree from an accredited institution, should be submitted. The transcripts must bear the official seal of the college or university. The transcripts can be mailed or personally delivered to the Office of Graduate Admissions. Also, all transcripts must be placed in a sealed envelope by the institution (unopened i.e. never opened).

- Official results of the Graduate Record Examination (GRE). The score must be on file in the Office of Graduate Studies prior to the evaluation of your application file. A TOEFL score is required for international students from countries where English is not the first language.

- An non-refundable application fee of $50 is required.

**Part II – Departmental Application**

The second component of the application process is the submission of materials required by the Department of Educational Leadership and Counseling. The department requirements consist of the following:

- A completed departmental application for the Ph.D. in Educational Leadership program.

- An original essay of approximately 500 - 1000 words that describes your background and professional goals including your rationale for pursuing a doctoral degree.

- A current resume or vita should be submitted.

- Three letters of reference/reference forms must be submitted in sealed envelopes with the reference signature written on the outside across the seal. The applicant bears the responsibility of distributing/collecting reference forms and letters, as well as sending them to Graduate Admissions as part of the application packet.

Please submit all admissions materials to:

Attn: Graduate Admissions
Prairie View A&M University
P.O. Box 519; MS 2800
Prairie View, TX 77446

Please pay special attention to the following information.

The Ph.D. program in Educational Leadership Applications deadline for admission is March 1st of each year. All materials must be received by this deadline for consideration.

In order to be considered for admission, both the Graduate Studies and departmental applications must be received on or before March 1st to be considered for admission to the fall cycle.
When your file is complete and your eligibility in meeting the requirements has been determined, you may be contacted for: (a) participation in an interview with departmental faculty; (b) submission of a professional portfolio; and (c) completion of a writing sample.

Masters Degree Program Requirements

Students seeking certification must meet all requirements listed in the teacher certification section of this catalog. Specific requirements may be obtained from the Office of Teacher Certification in the College of Education.

Master of Arts in Counseling Program Requirements

<table>
<thead>
<tr>
<th>Common Core</th>
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<tbody>
<tr>
<td>CNSL 5093 Educational Statistics</td>
<td>3</td>
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<tr>
<td>CNSL 5123 Assessment Evaluation and Interpretation of Student Data</td>
<td>3</td>
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<tr>
<td>CNSL 5143 Human Growth and Development</td>
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<td>CNSL 5153 School Counseling in a Multicultural Society</td>
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<table>
<thead>
<tr>
<th>Recommended Program Concentration</th>
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<tbody>
<tr>
<td>CNSL 5013 Counseling Techniques</td>
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<tr>
<td>CNSL 5023 Theory and Practice of Counseling</td>
<td>3</td>
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<tr>
<td>CNSL 5053 Orientation to Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 5083 Crisis and Trauma Counseling with Children</td>
<td>3</td>
</tr>
<tr>
<td>CNSL 5113 Career Development Counseling</td>
<td>3</td>
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<tr>
<td>CNSL 5133 Group Dynamics</td>
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<table>
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<tr>
<th>Research</th>
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<tr>
<td>CNSL 5163 Research and Measurement in Counseling</td>
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Practicum 3

Total Hours 36

Master of Education in Educational Administration Program Requirements

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>Core I</td>
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<tr>
<td>ADMN 5003 Theoretical Foundations of EC-12 School Administration</td>
<td>3</td>
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<tr>
<td>ADMN 5203 Leadership in a Multicultural Society</td>
<td>3</td>
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<tr>
<td>ADMN 5093 Educational Statistics</td>
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<tr>
<td>ADMN 5163 Research and Evaluation in Schools</td>
<td>3</td>
</tr>
<tr>
<td>Core II</td>
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<tr>
<td>ADMN 5023 Public School Law and Human Resource Management</td>
<td>3</td>
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<tr>
<td>ADMN 5033 School Business Management</td>
<td>3</td>
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<tr>
<td>ADMN 5043 The Role of the Principal</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 5053 Management of Special Programs</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 5073 School Curriculum and Instructional Leadership</td>
<td>3</td>
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<tr>
<td>ADMN 5113 Planning and Managing Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 5133 School-Community Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship or Thesis

| ADMN 5503 Mid-Management Internship       | 3 |
| or EDFN 5903 Thesis Research              |   |

Total Hours 36

Principal Certification

Principal - Certification Only

| ADMN 5003 Theoretical Foundations of EC-12 School Administration | 3 |
| ADMN 5023 Public School Law and Human Resource Management      | 3 |
| ADMN 5033 School Business Management                          | 3 |
| ADMN 5043 The Role of the Principal                           | 3 |
| ADMN 5073 School Curriculum and Instructional Leadership      | 3 |
Superintendent Certification

Requirements

1. Master’s Degree.

2. Possess a Professional Mid-Management or Professional Principal’s Certification.

3. Three (3) years of experience in Educational Administration.

4. Applicant must apply for their certificate through the Office of Teacher Certification, Delco Bldg., Room 302 before any coursework is taken.

5. Attend a departmental sponsored review session.

6. Achieve a score of 290 or above on Certify Teacher software program.

7. Must pass the representative exam with a score of 90% or greater.

8. Pass TExES Examination # 64 or # 195.

The route to Superintendent certification can be through the Master’s level Educational Administration courses or Educational Leadership courses at the doctoral level.

Superintendency Certification with Masters Level

ADMN 5013 Educational Administration: Theory, Practice and Research 3
ADMN 5113 Planning and Managing Educational Facilities 3
ADMN 5123 School Finance 3
ADMN 5053 Management of Special Programs 3
ADMN 5063 Problems in Education Administration 3
ADMN 5513 Superintendency Internship 3

Total Hours 18

Candidates must apply for their certification through the Office of Teacher Certification, Delco Building, Room # 302, 936-261-3605. Courses must have been taken within the last ten (10) years in order to receive credit toward certification. No grade of “C” will be accepted toward certification.

Doctor of Philosophy in Educational Leadership

Candidates may choose a concentration in one of the following areas: (a) General Administration and Superintendency; (b) Higher Education; or (c) Human Resource Management. Candidates complete designated courses to satisfy the concentration area requirement. Superintendent and Principal certifications are offered at the Master’s degree level. The Ph.D. level courses are not listed as the Texas administrator certification courses. Although Ph.D. graduates are preferred by school districts for many central office administrative positions, Texas does not require a Ph.D. for Superintendent and Principal certifications. The certification courses are Masters level courses. Additionally, applicants for certification must take and successfully pass the TExES # 64 (Superintendent) and/or #68 (Principal) exams.

Please contact the College of Education (http://www.pvamu.edu/education/) for information about administrative certification.

PhD in Educational Leadership Program Requirements

Major Requirements

Core Courses

EDUL 7103 Educational Research and Evaluation 3
EDUL 7043 Organizational Development and Change in Education 3
EDUL 7053 Diversity in Educational Institutions 3
EDUL 7223 Governance in P-20 Institutions 3
EDUL 7013 Strategic Thinking, Planning and Management 3

Research Courses

EDUL 7603 Quantitative Research Design and Analysis 3
EDUL 7613 Qualitative Research Design and Analysis 3
<table>
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<th>Hours</th>
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<tr>
<td>EDUL 7633</td>
<td>Educational Statistics</td>
<td>3</td>
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<tr>
<td>EDUL 7643</td>
<td>Action Research ¹</td>
<td>3</td>
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<tr>
<td>or EDUL 7623</td>
<td>Advanced Research</td>
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**Dissertation Courses**

<table>
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<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>EDUL 8013</td>
<td>Dissertation Seminar</td>
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</tr>
<tr>
<td>EDUL 800X</td>
<td>Dissertation</td>
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**Concentration (Select one from below)**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>21</td>
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**Total Hours**

| Total Hours | 63 |

¹ See your advisor to ensure you take the course that is appropriate for your concentration.

**P-12 Concentration**

<table>
<thead>
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<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>EDUL 7213</td>
<td>School Law and Policy</td>
<td>3</td>
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<tr>
<td>EDUL 7303</td>
<td>Public School Finance and Resource Allocation</td>
<td>3</td>
</tr>
<tr>
<td>EDUL 7163</td>
<td>Technology Integration and Curricular Applications</td>
<td>3</td>
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<tr>
<td>EDUL 7283</td>
<td>School Curriculum Leadership</td>
<td>3</td>
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<tr>
<td>EDUL 7083</td>
<td>Internship</td>
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**Electives (Select 2 courses from below):**

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<tr>
<td>EDUL 7073</td>
<td>Special Topics</td>
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<tr>
<td>EDUL 7173</td>
<td>Data-Driven Decision Making</td>
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<tr>
<td>EDUL 7233</td>
<td>School - Community Relations</td>
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<tr>
<td>EDUL 7243</td>
<td>Educational Facilities Planning and Management</td>
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<tr>
<td>EDUL 7503</td>
<td>Human Resources Administration in Education</td>
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<tr>
<td>EDUL 7523</td>
<td>Teacher Supervision, Evaluation and Professional Development</td>
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**Total Hours**

| Total Hours | 21 |

**Higher Education Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUL 7713</td>
<td>Higher Education Finance and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDUL 7143</td>
<td>Educational Technology and Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDUL 7703</td>
<td>Higher Education Administration</td>
<td>3</td>
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<tr>
<td>EDUL 7753</td>
<td>Assessing Higher Education Environments</td>
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**Electives (Select 3 courses from below):**

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<tr>
<td>EDUL 7743</td>
<td>Higher Education Policy and Analysis SA, CT</td>
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<tr>
<td>EDUL 7733</td>
<td>Student Recruitment, Selection and Retention SA, CT</td>
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<tr>
<td>EDUL 7763</td>
<td>Institutional Effectiveness, Assessment and Accreditation SA, CT</td>
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<tr>
<td>EDUL 7073</td>
<td>Special Topics SA, CT</td>
<td></td>
</tr>
<tr>
<td>EDUL 7083</td>
<td>Internship SA, CT</td>
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</tr>
<tr>
<td>EDUL 7723</td>
<td>The Role of Student Affairs in Higher Education SA</td>
<td></td>
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<tr>
<td>EDUL 7773</td>
<td>College Teaching Theories, Models and Strategies CT</td>
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</tr>
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</table>

**Total Hours**

| Total Hours | 21 |

SA - Student Affairs Track  
CT - College Teaching Track

**Time Limit**

Students attending full- time should be able to complete the formal doctoral course work within 2 – 2 ¹∕₂ years if they attend during both regular sessions and summer. Students who only enroll full-time during regular semesters require longer than two full years. Each student will be given seven (7) years to complete the doctoral program. Students who earn two “C’s” may be dismissed from the doctoral program.

Note: See Program Handbook for Additional Information.
Counseling Courses

CNSL 5003 Organization and Administration of School Counseling Programs: 3 semester hours.
Introduction to guidance and counseling programs in schools and community agencies. Emphasis on the history, philosophy, and development of programs; programmatic activities and delivery; organizational and administrative patterns; and the interrelationships of educational and human services agencies.
Prerequisites: CNSL 5213 and CNSL 5143 and CNSL 5023 and CNSL 5253.

CNSL 5013 Counseling Techniques: 3 semester hours.
Study and practice of basic interview communication skills and counseling techniques. Emphasis on self-development, attending, feedback and influencing skills and core elements of counseling.
Prerequisites: CNSL 5023.

CNSL 5023 Theory and Practice of Counseling: 3 semester hours.
A study of major counseling theories and issues related to therapeutic practice with emphasis on practical application.

CNSL 5033 Counseling Process: 3 semester hours.
Pre-practicum experience with emphasis on the counselor-client relationship and on using appropriate therapeutic strategies and techniques in working with children, adolescents, and adults. Special consideration given to the counseling needs of minorities.

CNSL 5043 School Consultation: 3 semester hours.
Theoretical rationale for consultation; content and process of consultation services. Basic principles of and skill development in several approaches to consultation.
Prerequisites: CNSL 5213 and CNSL 5143 and CNSL 5023 and CNSL 5153.

CNSL 5053 Orientation to Counseling and Development: 3 semester hours.
A study of the sociological and cultural factors impacting individuals within a multi-cultural setting. Emphasis on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural settings.
Prerequisites: CNSL 5213 and CNSL 5143 and CNSL 5023 and CNSL 5153.

CNSL 5063 School Counseling Practicum: 3 semester hours.
Laboratory and supervised practical experiences in individual/group counseling and related functions in a public school, a university, or a community agency setting. A minimum of 300 clock hours required.
Prerequisites: CNSL 5013 and CNSL 5123.

CNSL 5073 Counseling Practicum II: 3 semester hours.
A continuation of supervised practical experiences in individual/group counseling and related functions in a public school, a university, or a community agency setting. A minimum of 150 clock hours required.
Prerequisites: CNSL 5063.

CNSL 5083 Crisis and Trauma Counseling with Children: 3 semester hours.
This course provides students with foundational knowledge of the impact of crisis, disasters, and other trauma-causing events on people as well as the theoretical principles of crisis intervention for people during crisis, disasters and other trauma-causing events. The counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.
Prerequisites: CNSL 5213 and CNSL 5143 and CNSL 5023 and CNSL 5153.

CNSL 5093 Educational Statistics: 3 semester hours.
Basic educational statistics course for master's degree candidates in counseling. Includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, normal distribution curves, sampling theory and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms and social agencies are also introduced.

CNSL 5113 Career Development Counseling: 3 semester hours.
A study of major vocational development and career choice theories. Sources and use of educational and career information; community resources; and use of interest and aptitude instruments in career/vocational decision-making. Individual and group career counseling practice emphasized.
CNSL 5123 Assessment Evaluation and Interpretation of Student Data: 3 semester hours.
An examination of several instruments used to measure achievement, aptitude, interest and personality, and to collect non-test data. Emphasis on selection and use of these instruments for individual and group assessment, and on techniques of interpretation. Ethical and legal issues of testing addressed.
Prerequisites: CNSL 5143 (http://catalog.pvamu.edu/search/?P=CNSL%205143/) and CNSL 5023 (http://catalog.pvamu.edu/search/?P=CNSL%205023/) and CNSL 5153 (http://catalog.pvamu.edu/search/?P=CNSL%205153/).

CNSL 5133 Group Dynamics: 3 semester hours.
Theory and practice in group work. Examination of types of groups; group processes and theories; techniques and methods of practice in group counseling. Ethical and professional issues addressed. Group participation and facilitation required.

CNSL 5143 Human Growth and Development: 3 semester hours.
A study of the growth and development of the individual. Emphasis on stages of human intellectual, physical, social, and emotional development throughout the lifespan.

CNSL 5153 School Counseling in a Multicultural Society: 3 semester hours.
A study of the sociological and cultural factors impacting individuals within a multi-cultural setting. Emphasis on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural settings.

CNSL 5163 Research and Measurement in Counseling: 3 semester hours.
General orientation research course for master's degree candidates in counseling. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collecting of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.
Prerequisites: CNSL 5093 (http://catalog.pvamu.edu/search/?P=CNSL%205093/).

CNSL 5173 Indiv Intel Test: 3 semester hours.
This course is designed to provide an in-depth overview of the theories, research, and professional practice of assessing the intellectual ability of children, adolescents, and adults. The focus of the course is on developing knowledge about the theoretical and empirical foundation for, and the limitations of, the assessment of intellectual ability. In addition, the focus of the course is on development of practical skill and expertise in the process of administering, scoring, interpreting, and reporting on the results of the most commonly used measures of intellectual ability. The final focus of the course is on developing knowledge and appreciation for critical professional and ethical issues related to the practice of assessing intellectual ability.

CNSL 5183 Special Topics Cnsl: 3 semester hours.
This course is a study of the ethical standards that govern the professional practice of counselors. This course examines ethical considerations in the area of professional identity from the Council of Accreditation of Counseling and Related Educational Programs (CACREP) and the examination of the development of professional counselors as evidenced by the 2005 American Counseling Association.

CNSL 5193 Play Therapy: 3 semester hours.
This course is designed to expose the therapeutic meaning and function of play and develop an understanding of the major theories of play therapy. Participants will be exposed to the history and development of play therapy while understanding the rationale for selecting certain toys and materials for the play room. Attention will be given to the child's world by using the child centered play therapy approach as participants examine the process, the problems, and current issues in working with special populations.

CNSL 5203 Drugs And The Indiv: 3 semester hours.
The purpose of the course is to provide the knowledge and understanding so that students have the basic competence to work with substance abusing or substance dependent clients. This course will examine the treatment issues and theoretical models involved in the treatment of drug dependencies and the effects of them on the individual, families, employment, and society. Topics include: counselor characteristics, legal and ethical issues facing substance abuse counselors, issues of diversity and treatment, group counseling, family counseling, codependency and enabling, and modalities of treatment.

CNSL 5213 Professional Ethics for School Counselors: 3 semester hours.
This course is a study of the ethical standards that govern the professional practice of counselors. This course examines ethical considerations in the area of professional identity from the Council of Accreditation of Counseling and Related Educational Programs (CACREP) and the examination of the development of professional counselors as evidenced by the 2005 American Counseling Assoc.

CNSL 5503 School Counseling Internship I: 3 semester hours.
The internship is a culminating experience that seeks to provide candidates with a supervised experience in school counseling position. Here, interns will continue to exhibit appropriate dispositions and to integrate their knowledge and skills as they apply them to every aspect of the work in this setting.
Prerequisites: CNSL 5013 (http://catalog.pvamu.edu/search/?P=CNSL%205013/) and CNSL 5123 (http://catalog.pvamu.edu/search/?P=CNSL%205123/).

CNSL 5513 School Counseling Internship II: 3 semester hours.
The internship is a culminating experience that seeks to provide candidates with a supervised experience in school counseling position. Here, interns will continue to exhibit appropriate dispositions and to integrate their knowledge and skills as they apply them to every aspect of the work in this setting.
Prerequisites: CNSL 5503 (http://catalog.pvamu.edu/search/?P=CNSL%205503/).

CNSL 5993 Independent Study: 3 semester hours.
Readings, research, and/or field work on selected topics.
Educational Administration Courses

**ADMN 5003 Theoretical Foundations of EC-12 School Administration: 3 semester hours.**
A study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control.

**ADMN 5013 Educational Administration: Theory, Practice and Research: 3 semester hours.**
The analysis and study of theory, practice, and research as they relate and interrelate to effective educational management. This course includes an in-depth study of contemporary research and practice in educational administration.

**ADMN 5023 Public School Law and Human Resource Management: 3 semester hours.**
An examination and study of legal and policy principles as they apply to public education.
Prerequisites: ADMN 5103 (http://catalog.pvamu.edu/search/?P=ADMN%205103/).

**ADMN 5033 School Business Management: 3 semester hours.**
Management techniques for the school administrator in the areas of preparing and managing the school budget, in-school accounts, and the financial auditing process.

**ADMN 5043 The Role of the Principal: 3 semester hours.**
Problems in elementary and secondary school administration with emphasis on the organization, administration, and supervision of curricular and extracurricular programs, and the management of school personnel and students.
Prerequisites: ADMN 5003 (http://catalog.pvamu.edu/search/?P=ADMN%205003/).

**ADMN 5053 Management of Special Programs: 3 semester hours.**
Administrative and management techniques for implementing special school programs in the areas of special education, reading, career education, vocational-technical education and pupil services.

**ADMN 5063 Problems in Education Administration: 3 semester hours.**
Study and analysis of contemporary issues related to the administrative function in an educational setting.

**ADMN 5073 School Curriculum and Instructional Leadership: 3 semester hours.**
An examination of educational leadership as it relates to curriculum development and improvement. Consideration is given to the administrator’s role in identifying and implementing innovations in curriculum construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools; diagnosing and prescribing learning activities for all students’ needs; planning and evaluating curriculum content and changes; and designating personalized programs in specific skill areas such as reading, math, etc.

**ADMN 5083 Special Topics in Educational Administration: 3 semester hours.**
The purpose of this course is to provide students an opportunity to research selected topics in an identified area of educational administration.

**ADMN 5093 Educational Statistics: 3 semester hours.**
Basic educational statistics course for master's degree candidates in administration. Includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, normal distribution curves, sampling theory and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms and social agencies are also introduced.

**ADMN 5103 School Personnel Administration: 3 semester hours.**
The administration of school personnel services, including standards and procedures of the personnel office and the supervision and evaluation of personnel records and policies.

**ADMN 5113 Planning and Managing Educational Facilities: 3 semester hours.**
Educational facilities planning with emphasis on design, financing, and management.

**ADMN 5123 School Finance: 3 semester hours.**
Fiscal planning for educational excellence. Includes systems of needs assessment, budget preparation, and management. Federal, state, and local resources for financing education.

**ADMN 5133 School-Community Relations: 3 semester hours.**
A study of the relationships between the school and other elements of the community. Insight into the development of a comprehensive school-community relations program.

**ADMN 5163 Research and Evaluation in Schools: 3 semester hours.**
General orientation research course for master's degree candidates in administration. The course considers the nature of research problems and techniques used by investigators in solving those problems. Study is made of types and methods of educational research, the collecting of data, analyzing and sharing of data with public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.
Prerequisites: ADMN 5093 (http://catalog.pvamu.edu/search/?P=ADMN%205093/) or CNSL 5093 (http://catalog.pvamu.edu/search/?P=CNSL%205093/).

**ADMN 5173 Computer Applications for Administrators: 3 semester hours.**
Application of computers and selected software to information management, scheduling, and other functions of administrators.
EDUL 7071 Special Topics in Educational Leadership: 1 semester hour.
An examination of special topics related to educational leadership. This course may be repeated when topics vary.

EDUL 7063 Philosophy of Leadership in Education: 3 semester hours.
Examines the philosophy of leadership in education and the art of effectively managing and influencing the behavior of others as an extension of who we are. This approach is driven by our beliefs about human nature resulting from our experiences and value systems.

EDUL 7053 Diversity in Educational Institutions: 3 semester hours.
Examines critical issues related to providing leadership for diverse student populations. Educational and Social Service leaders will understand what it means to be a culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

EDUL 7043 Organizational Development and Change in Education: 3 semester hours.
Explores global educational change from the perspectives of classical/rational organizational theory, open systems theory, contingency theory, and social systems theories. Educational leaders will understand the dynamics of educational change and the process to manage change.

EDUL 7033 Leadership: 3 semester hours.
Designed to provide students with the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities.

EDUL 7071 Special Topics in Educational Leadership: 1 semester hour.
An examination of special topics related to educational leadership. This course may be repeated when topics vary.

ADMN 5203 Leadership in a Multicultural Society: 3 semester hours.
Leadership in a Multicultural Society addresses theories, research and practices for achieving and sustaining excellence in schools through leadership actions built around the participation of diverse communities and cultures. Emphasis is on how leadership intersects with socio-historical and socio-cultural theories that suggest the organization of schools and instruction is critical to student inclusion and outcomes. The course is based on the basic premise that a socially-just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice.

ADMN 5503 Mid-Management Internship: 3 semester hours.
Field-based and seminar experiences designed to provide on-site school-related activities, and the analysis of actual administrative situations and problems. Prerequisites: 18 semester hours of ADMN course work.

ADMN 5513 Superintendency Internship: 3 semester hours.
Field-based and seminar experiences designed to provide on-site school-system related activities, and the analysis of actual administrative situations and problems.

ADMN 5533 Decision Making: 3 semester hours.
This course was designed for candidates of school administration, whether a practitioner or a graduate student preparing to enter school administration. A panoramic view of the complex field rather than an in-depth analysis of each major dimension of administration will be presented through the use of decision-making models. Special emphasis will be placed on professional competencies in leadership, decision-making, planning and management techniques, the structure of public education, the administration hierarchy and team, and the operational problems in public schools. The social and political dimensions of the art of administration will be described. The learning experiences in this course will be derived from a survey of topics designed to stimulate and provide students insights into their affective and cognitive domains that are related to the field of education. Students should find these experiences as insightful mechanisms for the development of more effective learning.

ADMN 5993 Independent Study: 3 semester hours.
Readings, research, and/or field work on selected topics. Prerequisite: consent of advisor.

Educational Leadership Courses

EDUL 7003 Fundamental Components of Strategic Thinking: 3 semester hours.
Designed to help students understanding the process of strategic thinking, visioning and the establishment and achievement of organizational goals and objectives.

EDUL 7013 Strategic Thinking, Planning and Management: 3 semester hours.
Focuses on the process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures.

EDUL 7023 Organizational Theory: 3 semester hours.
Focuses on organizational theories that shape educational institutions and provide educational leaders with the knowledge of theories as well as strategies to transfer theory into effective practice.

EDUL 7033 Leadership: 3 semester hours.
Designed to provide students with the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities.

EDUL 7043 Organizational Development and Change in Education: 3 semester hours.
Explores global educational change from the perspectives of classical/rational organizational theory, open systems theory, contingency theory, and social systems theories. Educational leaders will understand the dynamics of educational change and the process to manage change.

EDUL 7053 Diversity in Educational Institutions: 3 semester hours.
Examines critical issues related to providing leadership for diverse student populations. Educational and Social Service leaders will understand what it means to be a culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

EDUL 7063 Philosophy of Leadership in Education: 3 semester hours.
Examines the philosophy of leadership in education and the art of effectively managing and influencing the behavior of others as an extension of who we are. This approach is driven by our beliefs about human nature resulting from our experiences and value systems.

EDUL 7071 Special Topics in Educational Leadership: 1 semester hour.
An examination of special topics related to educational leadership. This course may be repeated when topics vary.
EDUL 7072 Special Topics: 2 semester hours.
An examination of special topics related to educational leadership. This course may be repeated when topics vary.

EDUL 7073 Special Topics: 3 semester hours.
An examination of special topics related to educational leadership. This course may be repeated when topics vary.
Prerequisites: EDUL 7603 (http://catalog.pvamu.edu/search/?P=EDUL%207603/).

EDUL 7083 Internship: 3 semester hours.
Field based experience designed to provide educational leaders with the opportunity to observe in varied social agencies.

EDUL 7093 Internship II Administrative Applications: 3 semester hours.
Field based experience designed to provide educational leaders with the opportunity to participate in actual administrative situations and problems in varied educational settings.

EDUL 7103 Educational Research and Evaluation: 3 semester hours.
Generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Students will learn and expand skill in the collection, analysis and use of data related to fundamental aspects of social service work practice, problem assessment and definition, intervention formulation, refinement and evaluation.

EDUL 7113 Technology in Education and Human Development: 3 semester hours.
Explores research and practice surrounding the use of computers in educational and training settings. Students will gain the practical knowledge needed to develop and evaluate computer-related curricula through projects and case studies.

EDUL 7123 Critical Issues in Distance Education: 3 semester hours.
Examines historical, conceptual, theoretical, and practical issues associate with distance education as related to educational systems design and school administration and policy.

EDUL 7133 Technology and Disabilities: 3 semester hours.
Technology as it impacts the lives of people with disabilities, including the performance of tasks related to employment, education and activities of daily living.

EDUL 7143 Educational Technology and Organizations: 3 semester hours.
Examines the role of technology in organizations, learning in the workplace and knowledge management in schools and universities.

EDUL 7153 Microcomputer Applications in Education: 3 semester hours.
Designed to study the operations and applications of microcomputers in educational settings. Emphasis is on analysis and applications in the educational environment.

EDUL 7163 Technology Integration and Curricular Applications: 3 semester hours.
Examines technology as a tool for communicating, teaching and learning. Explore technology as an essential learning experience, interface multimedia with teaching and learning, examine data and research collection, and apply technology to administration and academic improvement.

EDUL 7173 Data-Driven Decision Making: 3 semester hours.
Provides educational leaders with research and evaluation tools useful for the systematic collection and analysis of data in order to guide decisions to improve the performance of all students. Emphasis will be placed on curriculum and instruction data that can be analyzed to improve teaching and learning.

EDUL 7203 Organizational Behavior in Education: 3 semester hours.
Through the examination and application of theories of organizational behavior (i.e. motivation, power and influence, group dynamics, change, decision-making, etc.) in educational institutions, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations.

EDUL 7213 School Law and Policy: 3 semester hours.
An examination of legal principles and laws affecting the management and administration of educational institutions. Emphasis will be placed on federal and state laws, local system; current legal issues; and the interconnectedness of policy-making, laws, and policies.

EDUL 7223 Governance in P-20 Institutions: 3 semester hours.
Examines school governance and the current practices related to governance in education. Class participants will have the opportunity to create and or refine their understanding of governance with the exploration of current issues in the governance process.

EDUL 7233 School - Community Relations: 3 semester hours.
Explores the relationship between schools and the communities in which they are imbedded. Specific focus will be placed on, but not limited to, school board relations; site based decision-making, parental involvement, community politics, bond elections, and informing the public.

EDUL 7243 Educational Facilities Planning and Management: 3 semester hours.
An in-depth study of the planning and management of educational facilities will be examined in this course. Attention will be given to the programmatic needs, building design, maintenance of the school plant and accessing community growth patterns and needs.

EDUL 7253 Ethical Decision Making in Educational Leadership: 3 semester hours.
Provides students with the opportunity to apply the concepts of ethical decision making to the personal and professional aspects of educational leadership. The concepts of reasoning, problem solving, and critical thinking will be examined.
EDUL 7263 Critical Issues in Educational Leadership: 3 semester hours.
Examines the current and critical issues in educational leadership. Class participants will have the opportunity to develop strategies to address critical issues found in the educational arena.

EDUL 7273 Human Resource Mgmt: 3 semester hours.
A study of the principles of planning for human resource management in education. Employee recruitment, selection, evaluation, staff development, promotion and retention will be addressed.

EDUL 7283 School Curriculum Leadership: 3 semester hours.
Examines the role of educational leadership in designing and improving curriculum and instruction. The focus of this course is on identifying the leader's role in diagnosing and implementing relevant and effective curriculum at the classroom, school and district level.

EDUL 7293 Organization Theory and Development: 3 semester hours.
Examines historical evolution of administrative theory including classical, sociological and social-psychological dimensions, decision-making theory, implications of public interest theory for public management, basic concepts of organization development and impact on public administration paradigms, new urban administration, and future urban administration.

EDUL 7303 Public School Finance and Resource Allocation: 3 semester hours.
Explores all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements.

EDUL 7313 Economic Dimension of Education: 3 semester hours.
Examines the economic thinking as well as the theory and practice of funding public education. An in-depth study of the following topics will be addressed (sources and characteristics of school revenue, bond elections, equity, private funding sources).

EDUL 7323 Global Economy: 3 semester hours.
Examines the global economy and the adverse effect it has on the funding of public education. Topics addressed include: international financial markets, interest and inflation rates, foreign investments and consumer spending.

EDUL 7333 Grant Writing: 3 semester hours.
Examines the art of grantsmanship and the procedure to locate and submit grants to public and private funding sources.

EDUL 7403 School Law for Administrators: 3 semester hours.
Designed to identify essential legal issues and concepts found in the United States and Texas constitutions, statutes, regulations, and judicial decisions, emphasis is on student learning and mastering legal knowledge and applying the law in educational settings.

EDUL 7413 Special Education Law for Administrators: 3 semester hours.
Students learn the importance of special education law and policy found in the United States and Texas constitutions. Statutes, regulations, and judicial decisions, with emphasis on mastering vital knowledge and on applying the law in educational settings.

EDUL 7423 Legal Issues In Human Resource Administration: 3 semester hours.
The course is designed to acquaint the school leader with federal and state laws that impact on the personnel functions of schools.

EDUL 7503 Human Resources Administration in Education: 3 semester hours.
Survey and examination of roles, responsibilities, and functions of personnel officers in education, studies in general personnel policies; review of administration of insurance, salary, retirement, sick leave, and other programs under personnel administration.

EDUL 7513 Employee Selection, Retention and Appraisal in Human Resource Administration: 3 semester hours.
This course will identify the process of recruitment, selection, induction, and evaluation of teachers by school administrators.

EDUL 7523 Teacher Supervision, Evaluation and Professional Development: 3 semester hours.
Explores the knowledge base, standards, and theory base of staff development; activities that allow students to design a comprehensive staff development program in K-12 schools.

EDUL 7533 TQM in Schools: 3 semester hours.
Total Quality Management (TQM) is a management theory designed to promote team-building, customer-oriented leadership, and data-driven decision-making through the integration of traditional management theories.

EDUL 7603 Quantitative Research Design and Analysis: 3 semester hours.
Examines advanced competencies to conceptualize, design, execute, analyze, report, and publish quantitative research that delivers new and useful knowledge. Course content will balance research theory and computer-based tools with applications to real world problems.

EDUL 7613 Qualitative Research Design and Analysis: 3 semester hours.
An introductory course intended to provide a broad understanding of the foundations, purposes, and principles of qualitative research in education, as well as an introduction to a variety of qualitative research designs, data collection methods, and analysis strategies.

EDUL 7623 Advanced Research: 3 semester hours.
Designed to prepare students to: identify a researchable problem statement; develop a defensible doctoral research proposal; develop an understanding of the key elements of the research process (i.e., design methodology; population sampling; instrumentation)

EDUL 7633 Educational Statistics: 3 semester hours.
An explanation of quantitative designs including descriptive and inferential statistical procedures: to include multivariate and non-parametric techniques.
EDUL 7643 Action Research: 3 semester hours.
Examines main characteristics, methodological assumptions and models, and best practices of the discipline and scholarly processes of inquiry in educational institutions in order to improve educational practice. Prerequisites: EDUL 7603 (http://catalog.pvamu.edu/search/?P=EDUL%207603/).

EDUL 7703 Higher Education Administration: 3 semester hours.
Analysis of current practices and issues in the governance of higher education that affect students, faculty, and administration: study of the scope and role of college and universities.

EDUL 7713 Higher Education Finance and Management: 3 semester hours.
Examines how higher education institutions are financed. Emphasis will be placed on financing mechanisms from local, state and federal sources and how funding impacts higher education institutions.

EDUL 7723 The Role of Student Affairs in Higher Education: 3 semester hours.
Provides the graduate student with a comprehensive introduction to the field of college student personnel and its role in American higher education. A related goal is to develop a broad foundation of knowledge to which subsequent study, practitioner skills and research strategies may be added.

EDUL 7733 Student Recruitment, Selection and Retention: 3 semester hours.
To equip students with the skills to identify, assess and create policies and best practices for improving the recruitment, selection and retention of students into tertiary institutions. The course will focus on research that addresses ways in which institutions can broaden opportunities for diverse populations.

EDUL 7743 Higher Education Policy and Analysis: 3 semester hours.
Examines how current higher education policies are made. Emphasis is placed on analysis of these policies and their impact on higher education access, particularly for diverse populations.

EDUL 7753 Assessing Higher Education Environments: 3 semester hours.
Focus on dimensions of human environments as tools for understanding the effects of educational environments on students. Special consideration will be given to various policies and applications of educational practices.

EDUL 7763 Institutional Effectiveness, Assessment and Accreditation: 3 semester hours.
The purpose of this course is to acquaint academic leaders with a comprehensive set of knowledge and skills for the effective assessment of college students' learning. The course will focus on different assessment strategies as they are applied in different contexts.

EDUL 7773 College Teaching Theories, Models and Strategies: 3 semester hours.
The purpose of this course is to explore theories and practices of teaching in a college setting. Emphasis will be placed on adult learning theories and on the ever-changing modes of teaching and learning.

EDUL 7993 Independent Study: 3 semester hours.
Readings, research and/or field work on selected topics.

EDUL 8003 Dissertation: 1-3 semester hour.
Studies, program procedures, and dissertation issues. May be repeated.

EDUL 8006 EDUL Dissertation: 6 semester hours.
Studies, program procedures, and dissertation issues. May be repeated.

EDUL 8013 Dissertation Seminar: 3 semester hours.
This course will help students design and complete the dissertation including data collection, analysis, written report, and oral defense.

Supervision Courses

SUPV 5113 Principles of Supervision: 3 semester hours.
Principles, practices and problems of the supervisory program; includes analysis of current research in the field. Prerequisites: ADMN 5073 (http://catalog.pvamu.edu/search/?P=ADMN%205073/).

SUPV 5213 The School Supervisor: 3 semester hours.
A rationale for supervision, and techniques for the supervision of instructional personnel and programs with special emphasis on the clinical supervision cycle.

SUPV 5713 Problems in Supervision: 3 semester hours.
The study and analysis of contemporary issues related to the supervisory function in an educational setting.