

# Department of Educational Leadership and Counseling

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## Purpose and Goals

The purpose of the Department of Educational Leadership and Counseling (ELC) 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, leaders, counselors, and professional decision-makers, who can assist all learners in meeting expected learner outcomes. The ELC department offers programs of study leading to the Master of Arts in Counseling (emphasis in school counseling); the Master of Education in Educational Administration (MED for principal certification only); and the Master of Science in Educational Administration (non-certification only); and a PhD in Educational Leadership.

The ELC 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 ELC department instructional goals provide a seamless learning environment that supports individual and group collaboration as the basis for the core curriculum and are research-based incorporating best practices. 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 including any applicable examinations.

## Admission to Program

### Master of Arts in Counseling (MA)

The Counseling program furthers Prairie View's mission by preparing students to assume roles of leadership and service in society as professional school counselors. The 48 credit hour Counseling program furthers Prairie View's mission by preparing students to assume roles of leadership and service in society as professional school counselors through online and face-to-face programs. The PVAMU Counseling program faculty prepares students based on CACREP and TEA School Counseling Standards and guidelines to be knowledgeable, competent, ethical, and change agents in the field of counseling who exhibit the highest degree of professionalism as school counselors. Faculty prepares school counseling students to work in diverse school environments and private practice; advocate care and support for all students; develop comprehensive school counseling programs based on the standards of the American School Counselor Association and Texas Teacher Standards; collaborate with parents, school administrators, and community agencies; commit to lifelong professional development; and promote a more just and humane society as leaders of the school counseling profession at the individual, institutional and systemic ranks.

### Admission Criteria

Admission criteria for the MA Counseling Program with a focus in School Counseling are established by the program faculty, which follows the general requirements outlined in the catalog section Admissions Information and Requirements (<http://catalog.pvamu.edu/admissionsinformationandrequirements/applytograduateschool/>). Admission to graduate study, however, does not constitute admission to a master's degree program in the Department of Educational Leadership & Counseling. In determining an applicant's eligibility for admission to the Counseling Program, the following is required by the published deadlines:

- Graduate Studies Admission Application ([www.applytexas.org](http://www.applytexas.org))
- Three letters of recommendation
- Statement of Purpose (writing sample)
- Non-refundable \$50.00 application fee
- Official transcripts: 2.75 from undergraduate institutions; 3.0 from graduate institutions
- TEA fee (TAS 229.9.7)

### Master of Education in Educational Administration (MED)

The Educational Administration program is intended for persons who plan to be certified as a principal or superintendent. Additional courses needed to complete the superintendent's certification are offered online. Our Educational Administration program (MED) requires 36 credit hours (12 classes), which will allow individuals to complete their Master's degree in less than four semesters either online or face-to-face. The TExES Domains and Competencies instructional outcomes are integrated throughout the curricula, which reflects the high percentage of diverse certified principals from our program.

### Admission Criteria

The purpose of the MED program is to provide quality instruction, research, and service through outreach programs that foster knowledge, appreciation, and experiences in order to prepare principals and superintendents to meet the challenges of their educational goals and professions. Admission criteria for the MED program with a focus on principal certification are established by the program faculty and follow the general requirements outlined in the

catalog section Admissions Information and Requirements (<http://catalog.pvamu.edu/admissionsinformationandrequirements/applytograduateschool/>).

Admission to graduate study, however, does not constitute admission to a master's degree program in the Department of Educational Leadership & Counseling. In determining an applicant's eligibility for admission to the MED, the following is required by the published deadlines.

- Graduate Studies Admission Application ([www.applytexas.org](http://www.applytexas.org))
- Three Recommendation Letters
- Interview
- Statement of Purpose
- Non-Refundable \$50.00 Application Fee
- Official transcripts: 2.75 from undergraduate institutions; 3.0 from graduate institutions
- Teaching Service Record
- Valid Teacher Certificate – Two years teaching experience preferred. Applicants with one year of teaching experience will be considered.

## Master of Science in Educational Administration (MSED)

The Master of Science in Educational Administration program (MSED) is designed to prepare individuals for leadership roles in the increasingly complex and diverse organization and focus on problem-solving skills to support student success. Course work includes advanced problems in special programs, supervision, data-driven decision-making, research in leadership, and leadership in a multicultural society. The MSED program requires 30 credit hours (10 classes), which will allow individuals to complete their Master's degree in one year either online or face-to-face.

### Admission Criteria

The purpose of the MSED program is to provide quality instruction, research, and service through outreach programs that foster knowledge, appreciation, and experiences in order to prepare individuals to meet their educational goals. The classes offered through the MSED program are intended for persons who do not plan to be certified as a principal. Classes for the MSED are offered online, at the main campus in Prairie View, Texas, and the Northwest Houston Center. Admission criteria for the MSED program are established by the program faculty and follow the general requirements outlined in the catalog section Admissions Information and Requirements (<http://catalog.pvamu.edu/admissionsinformationandrequirements/applytograduateschool/>). Admission to graduate study, however, does not constitute admission to a master's degree program in the Department of Educational Leadership & Counseling. In determining an applicant's eligibility for admission to the MSED, the following is required by the published deadlines.

- Graduate Studies Admission Application ([www.applytexas.org](http://www.applytexas.org))
- Three Recommendation Letters
- Statement of Purpose
- Non-Refundable \$50.00 Application Fee
- Official transcripts: 2.75 from undergraduate institutions; 3.0 from graduate institutions

## Doctor of Philosophy in Educational Leadership (PhD)

The PhD program in Educational Leadership is designed for individuals who wish to develop and improve their leadership skills to provide the highest level of P-12 and Higher Education leadership. The educational objectives of the PhD program in Educational Leadership are: 1) to meet higher education needs of the state and nation in this rapidly growing area; 2) to educate, train, and prepare individuals who possess the research and methodological skills to initiate, conduct and evaluate independent research; 3) to prepare educated citizens who are both able and willing to meet the private leadership and public sector needs of society; and 4) to prepare liberally educated individuals who know how to think, reason, critique and apply knowledge that will enable them to work and use technology in an ever changing global environment.

### Admission Criteria

Students desiring admission to the PhD program must meet general requirements as outlined in the catalog section Admissions Information and Requirements (<http://catalog.pvamu.edu/admissionsinformationandrequirements/applytograduateschool/>). Admission to graduate study, however, does not constitute admission to the doctoral degree program in the Department of Educational Leadership & Counseling. Admission criteria for the PhD program in Educational Leadership, as established by the program faculty, are as follows:

- Baccalaureate degree conferred by a regionally accredited institution.
- A grade point average (GPA) of 3.0 or higher on a 4.0 scale on all completed undergraduate coursework.
- 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).
- A grade point average (GPA) of 3.0 or higher on a 4.0 scale on all completed graduate coursework.
- Official transcripts, submitted to the Office of Graduate Studies, for all academic work taken at the undergraduate and graduate levels.
- Official Graduate Record Examination (GRE) score report, submitted to the Office of Graduate Studies.

- Three letters of recommendation from persons and/or supervisors sufficiently acquainted with the applicant's ability and potential to successfully complete a doctoral program.
- Original written essay demonstrating strong writing skills that includes the following: autobiography, philosophy of leadership, professional aspirations and achievements, and how obtaining the PhD in Educational Leadership will enhance the applicant's ability to affect change in the educational arena.
- International students must submit official results from the Test of English as a Foreign Language (TOEFL). A score of 600 or higher is required.

The application deadline for admission to the PhD program in Educational Leadership is March 1<sup>st</sup> of each year. All materials must be received by this deadline for consideration.

The two-phase process for admission to the PhD in Educational Leadership program includes submission of materials required for admission to Graduate Studies and submission of materials required for admission to the Department of Educational Leadership and Counseling. To be admitted into the Educational Leadership doctoral program, prospective candidates must submit the following documents to the Prairie View A&M University Office of Graduate Studies and the Department through [eleadphd@pvamu.edu](mailto:eleadphd@pvamu.edu) (<http://catalog.pvamu.edu/about:blank>):

1. Texas Common Application;
2. An official transcript from each college or university the applicant attended, including evidence of a Master's degree from an accredited institution (transcripts must be sealed and mailed or personally delivered to the Office of Graduate Studies);
3. Official results of the Graduate Record Examination (GRE). **The score must be on file with the Office of Graduate Studies prior to the evaluation of your application file and must not be older than five years.** A TOEFL score is required for international candidates from countries where English is not the first language;
4. Application fee of \$50;
5. A completed departmental application for the PhD in Educational Leadership program;
6. An original essay of 1,000 words that describes your philosophy of leadership, your anticipated research focus, a description of your background and professional goals including your rationale for pursuing a doctoral degree and your philosophy of education;
7. A current resume or vitae; and
8. Three letters of reference from professional and/or supervisory contacts. Personal references will not be accepted. Letters 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 as part of the application packet.**

Documents must be submitted to the Office of Graduate Studies and the department via email at [eleadphd@pvamu.edu](mailto:eleadphd@pvamu.edu) (<http://catalog.pvamu.edu/about:blank>). **All required documents must be received on or before March 1<sup>st</sup> to be considered for admission to the fall cycle.**

When your file is complete and you've been deemed eligible by meeting the initial requirements, you may be contacted for participation in an interview with departmental faculty, submission of a professional portfolio; and 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

### Counseling Core I

CNSL 5305	Orientation to Counseling and Development	3
CNSL 5321	Professional Ethics for School Counselors	3
CNSL 5314	Human Growth and Development	3
CNSL 5302	Theory and Practice of Counseling	3
CNSL 5315	School Counseling in a Multicultural Society	3

### Counseling Core II - Program Concentration

CNSL 5311	Career Development Counseling	3
CNSL 5301	Counseling Techniques	3
CNSL 5316	Research and Measurement in Counseling	3
CNSL 5313	Group Dynamics	3
CNSL 5312	Assessment Evaluation and Interpretation of Student Data	3
CNSL 5304	School Consultation	3
CNSL 5308	Psychology of Abnormal Behavior	3
CNSL 5300	Organization and Administration of School Counseling Programs	3

CNSL 5306	School Counseling Practicum	3
CNSL 5350	School Counseling Internship II	3
CNSL 5351	School Counseling Internship II	3
Total Hours		48

## Master of Education in Educational Administration Program Requirements

### Major Requirements

<b>Core I</b>		
ADMN 5300	Fundamentals of School Administration	3
ADMN 5309	Educational Statistics	3
ADMN 5316	Research and Evaluation in Schools	3
ADMN 5320	Leadership in a Multicultural Society	3
<b>Core II</b>		
ADMN 5302	Public School Law and Human Resource Management	3
ADMN 5303	School Business Management	3
ADMN 5304	The Role of the Principal	3
ADMN 5308	Special Topics in Educational Administration	3
ADMN 5310	Human Resource Management	3
ADMN 5311	Planning and Managing Educational Facilities	3
ADMN 5313	School-Community Relations	3
<b>Internship or Thesis</b>		
ADMN 5350 or EDFN 5390	Mid-Management Internship Thesis Research	3
Total Hours		36

## Master of Science in Educational Administration

<b>CORE</b>		
ADMN 5309	Educational Statistics	3
SUPV 5311	Principles of Supervision	3
ADMN 5320	Leadership in a Multicultural Society	3
<b>Program Concentration</b>		
ADMN 5317	Computer Applications for Administrators	3
ADMN 5353	Data Driven Decision Making for Leaders	3
ADMN 5313	School-Community Relations	3
ADMN 5303	School Business Management	3
<b>Specialized Preparation</b>		
ADMN 5305	Management of Special Programs	3
ADMN 5310	Human Resource Management	3
ADMN 5301	Educational Administration: Theory, Practice and Research	3
Total Hours		30

## Principal Certification

<b>Principal - Certification Only</b>		
ADMN 5300	Fundamentals of School Administration	3
ADMN 5302	Public School Law and Human Resource Management	3
ADMN 5303	School Business Management	3
ADMN 5304	The Role of the Principal	3
ADMN 5307	School Curriculum and Instructional Leadership	3
ADMN 5350	Mid-Management Internship	3
Total Hours		18

## Superintendent Certification

Students interested in obtaining Superintendent Certification must apply for certification through the Office of Teacher Certification and meet the following requirements:

1. Master's Degree;
2. Possess a Professional Mid-Management or Professional Principal Certification;
3. Three (3) years of experience in educational administration;
4. Attend a departmental sponsored review session;
5. Achieve a score of 290 or above on Certify Teacher software program;
6. Must pass the representative exam with a score of 90% or greater; and
7. 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.

### Superintendent Certification with Master's Level

ADMN 5301	Educational Administration: Theory, Practice and Research	3
ADMN 5305	Management of Special Programs	3
ADMN 5306	Problems in Education Administration	3
ADMN 5310	Human Resource Management	3
ADMN 5312	School Finance	3
ADMN 5311	Planning and Managing Educational Facilities	3
ADMN 5313	School-Community Relations	3
ADMN 5317	Computer Applications for Administrators	3
Total Hours		24

Candidates must apply for their certification through the Office of Teacher Certification. Courses must have been taken within the last ten (10) years in order to receive credit toward certification. No grade of "C" or lower will be accepted toward certification.

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## Doctor of Philosophy in Educational Leadership

Candidates may choose a concentration in one of the following areas: General Administration and Superintendent, Higher Education, or Human Resource Management. Candidates complete designated course work to satisfy the concentration area requirement. Superintendent and principal certifications are offered at the Master's degree level. The PhD level courses are not listed as the Texas administrator certification courses. Although PhD graduates are preferred by school districts for many central office administrative positions, Texas does not require a PhD 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

<b>Core Courses</b>		<b>15</b>
EDUL 7301	Strategic Planning in Educational Leadership	
EDUL 7304	Organizational Development and Change in Education	
EDUL 7305	Diversity in Educational Institutions	
EDUL 7310	Educational Research and Evaluation	
EDUL 7322	Governance in P-20 Institutions	
<b>Research Courses</b>		<b>12</b>
EDUL 7360	Quantitative Research Design and Analysis	
EDUL 7361	Qualitative Research Design and Analysis	
EDUL 7336	Advanced Qualitative and Quantitative Research	
EDUL 7363	Educational Statistics	
<b>Dissertation Courses</b>		<b>15</b>
EDUL 8301	Dissertation Seminar	
EDUL 8300	Dissertation (Minimum 12 hours)	

<b>Concentration (Select one from below) <sup>1</sup></b>	<b>21</b>
Total Hours	63

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

<b>P-12 Concentration Core Courses</b>	<b>12</b>
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EDUL 7314	Educational Technology and Organizations
EDUL 7321	School Law and Policy
EDUL 7328	School Curriculum Leadership
EDUL 7330	Public School Finance and Resource Allocation

<b>Internship</b>	<b>3</b>
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EDUL 7308	Internship I Observation and Field Experience
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<b>P-12 Electives (Select two courses from below):</b>	<b>6</b>
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EDUL 7307	Special Topics
EDUL 7317	Data-Driven Decision Making
EDUL 7324	School - Community Relations
EDUL 7352	Teacher Supervision, Evaluation and Professional Development
EDUL 7503	Human Resources Administration in Education

Total Hours	21
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<b>Higher Education Concentration Core Courses</b>	<b>12</b>
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EDUL 7314	Educational Technology and Organizations
EDUL 7370	Higher Education Administration
EDUL 7371	Higher Education Finance and Management
EDUL 7375	Assessing Higher Education Environments

<b>Higher Education Electives (Select three courses from below):</b>	<b>9</b>
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EDUL 7374	Higher Education Policy and Analysis <sup>SA,CT</sup>
EDUL 7376	Institutional Effectiveness, Assessment and Accreditation
EDUL 7307	Special Topics
EDUL 7308	Internship I Observation and Field Experience
EDUL 7723	The Role of Student Affairs in Higher Education <sup>SA</sup>
EDUL 7773	College Teaching Theories, Models and Strategies <sup>CT</sup>

Total Hours	21
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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 ½ 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.

## Educational Administration Courses

### **ADMN 5300 Fundamentals of 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 5301 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 5302 Public School Law and Human Resource Management: 3 semester hours.**

An examination and study of legal principles as they apply to public education.

Prerequisites: ADMN 5310 or ADMN 5103.

**ADMN 5303 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 5304 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 extra-curricular programs, and the management of school personnel and students.

Prerequisites: ADMN 5300 or ADMN 5003.

**ADMN 5305 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 5306 Problems in Education Administration: 3 semester hours.**

Study and analysis of contemporary issues related to the administrative function in an educational setting.

**ADMN 5307 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 5308 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 5309 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 5310 Human Resource Management: 3 semester hours.**

This course is designed to expand students' knowledge of human resources management and related issues within the framework of educational leadership. In this course, students will engage in discussions based on relevant projects, field experiences, and a variety of activities designed to stimulate and improve understanding and application in the area of human resources management. Additionally, students will analyze and synthesize documents and data used in the management of human resources as it relates to school and/or organization issues.

**ADMN 5311 Planning and Managing Educational Facilities: 3 semester hours.**

Educational facilities planning with emphasis on design, financing, and management.

**ADMN 5312 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 5313 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 5316 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 5309 or ADMN 5093) or (CNSL 5093 or CNSL 5309).

**ADMN 5317 Computer Applications for Administrators: 3 semester hours.**

Application of computers and selected software to information management, scheduling, and other functions of administrators.

**ADMN 5320 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 5350 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.

Prerequisites: (ADMN 5316 or ADMN 5163) or (CNSL 5316 or CNSL 5163) and (ADMN 5309 or ADMN 5093) or (CNSL 5309 or CNSL 5093) and (CNSL 5153 or CNSL 5315) and (ADMN 5300 or ADMN 5003) and (ADMN 5023 or ADMN 5302) and (ADMN 5033 or ADMN 5303) and (ADMN 5304 or ADMN 5043) and (ADMN 5307 or ADMN 5073) and (ADMN 5308 or ADMN 5083) and (ADMN 5301 or ADMN 5013) and (SUPV 5311 or SUPV 5113) and (ADMN 5353 or ADMN 5533) and (ADMN 5305 or ADMN 5053) and (ADMN 5103 or ADMN 5310) and (ADMN 5317 or ADMN 5173).

**ADMN 5353 Data Driven Decision Making for Leaders: 3 semester hours.**

This course also examines the role of data in making effective instructional, financial, and administrative decisions in educational organizations. This is a significant issue in Educational Administration; specifically, in today's standards-based testing environment in K-16 education. This course will cover concepts, theories, models and foundations of data driven decisions making, along with understanding basic applications, and basic statistical concepts for educational organizations.

**ADMN 5399 Independent Study: 1-3 semester hour.**

Readings, research, and/or field work on selected topics. Prerequisite: consent of advisor.

## Counseling Courses

**CNSL 5300 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 5321 or CNSL 5213 and (CNSL 5314 or CNSL 5143) and (CNSL 5302 or CNSL 5023).

**CNSL 5301 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 5302 or CNSL 5023.

**CNSL 5302 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 5303 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 5304 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 5321 or CNSL 5213 and (CNSL 5314 or CNSL 5143) and (CNSL 5302 or CNSL 5023) and (CNSL 5315 or CNSL 5153).

**CNSL 5305 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 5321 or CNSL 5213) and (CNSL 5314 or CNSL 5143) and (CNSL 5302 or CNSL 5023) and (CNSL 5315 or CNSL 5153).

**CNSL 5306 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 150 clock hours required.

Prerequisites: (CNSL 5301 or CNSL 5013) and (CNSL 5312 or CNSL 5123).

**CNSL 5307 Clinical School Internship 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 5306 or CNSL 5063.

**CNSL 5308 Psychology of Abnormal Behavior: 3 semester hours.**

An examination of dysfunction in human behavior, with emphasis on description, causation, and treatment.

Prerequisites: CNSL 5213 or CNSL 5321 and (CNSL 5314 or CNSL 5143) and (CNSL 5023 or CNSL 5302) and (CNSL 5153 or CNSL 5315).

**CNSL 5309 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 5311 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 5312 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 5314 or CNSL 5143) and (CNSL 5302 or CNSL 5023) and (CNSL 5315 or CNSL 5153).

**CNSL 5313 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 5314 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 5315 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 5316 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 5309 or CNSL 5093.

**CNSL 5318 Special Topics in Counseling: 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 5319 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 5320 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 5321 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 5350 School Counseling Internship II: 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 5301 or CNSL 5013 and (CNSL 5312 or CNSL 5123).

**CNSL 5351 School Counseling Internship 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 5350 or CNSL 5503.

**CNSL 5399 Independent Study: 3 semester hours.**

Readings, research, and/or field work on selected topics.

## Educational Leadership Courses

**EDUL 7300 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 7301 Strategic Planning in Educational Leadership: 3 semester hours.**

Focuses on the process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures.

***EDUL 7304 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 7305 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 7307 Special Topics: 3 semester hours.***

An examination of special topics related to educational leadership. This course may be repeated when topics vary.

Prerequisites: EDUL 7360 or EDUL 7603.

***EDUL 7308 Internship I Observation and Field Experience: 3 semester hours.***

Field based experience designed to provide educational leaders with the opportunity to observe in varied social agencies.

***EDUL 7309 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 7310 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 7314 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 7317 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 7321 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 7322 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 7324 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 7325 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 7326 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 7328 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 7330 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 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 7336 Advanced Qualitative and Quantitative Research: 3 semester hours.***

Overview of doctoral level advanced quantitative and qualitative research methods in education.

Prerequisites: EDUL 7360 or EDUL 7603 and (EDUL 7361 or EDUL 7613).

***EDUL 7352 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 7360 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 7361 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 7363 Educational Statistics: 3 semester hours.**

An explanation of quantitative designs including descriptive and inferential statistical procedures: to include multivariate and non-parametric techniques.

**EDUL 7370 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 7371 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 7374 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 7375 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 7376 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 7399 Independent Study: 1-3 semester hour.**

Readings, research and/or field work on selected topics.

**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 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 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 8300 Dissertation: 1-3 semester hour.**

Studies, program procedures, and dissertation issues. May be repeated.

**EDUL 8301 Dissertation Seminar: 3 semester hours.**

This course will help students design and complete the dissertation including data collection, analysis, written report, and oral defense.

**EDUL 8600 EDUL Dissertation: 6 semester hours.**

Studies, program procedures, and dissertation issues. May be repeated.

## Supervision Courses

**SUPV 5311 Principles of Supervision: 3 semester hours.**

Principles, practices and problems of the supervisory program; includes analysis of current research in the field.

Prerequisites: ADMN 5307 or ADMN 5073.