

# Department of Educational Leadership and Counseling

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## 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, leaders, counselors, 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 (emphasis in school counseling); the Master of Education in Educational Administration (MED for principal certification only); the Master of Science in Educational Administration (non-certification only); the Master of Science in Human Sciences; and the PhD in Educational Leadership (P-12 & Higher Education 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 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.

| Program                    | Degree Offered |
|----------------------------|----------------|
| Counseling                 | MA             |
| Educational Administration | MED, MS        |
| Educational Leadership     | PhD            |
| Human Sciences             | MS             |

## 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 course and program delivery. The PVAMU Counseling program faculty prepares students based on TEA 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 (<https://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. The Texas Education Agency (TEA) no longer requires a candidate to have teaching experience, nor teacher certification, as a prerequisite to School Counselor Certification. Therefore, standard Graduate School admission requirements apply to any applicant seeking the MA in Counseling degree. In determining an applicant's eligibility for admission to the MA Counseling Program, the following is required by the published deadlines:

- Completed Graduate Studies Admission Application ([www.goapplytexas.org](http://www.goapplytexas.org))
- Three letters of recommendation
- A 1000-word statement of purpose describing academic goals and professional interests (or as required by department)
- Non-refundable \$50.00 application fee
- Official transcripts with a cumulative 2.75 from undergraduate institution(s); 3.0 from graduate institution(s)
- TEA fee (TAS 229.9.7)

After completion of 12 SCH of coursework, a student **must apply for admission to the School Counselor Certification Program**. The following TEA requirements are prerequisites for admission:

- A completed *Admissions Application Form*,
- Submission of an official undergraduate degree transcript,
- Submission of an official to-date PVAMU graduate level transcript with a minimum cumulative GPA of 3.0,
- Completion of an interview with the Program Coordinator/Professors,
- A writing prompt response, and
- Signed acknowledgement forms indicating receipt of information pertaining to:
  1. Background check requirements for certification
  2. The Texas Code of Ethics for Educators
  3. Reasons for dismissal from the program
  4. The TEA/PVAMU/EPP complaints process
  5. Acceptance of admission offer letter or denial letter

**After admission to the School Counselor Certification Program, a candidate must:**

- Complete the Certification Program's exam preparation requirements,
- Take and pass the *TEXES #252 School Counselor Certification Examination* at the matriculation point designated by the PVAMU School Counselor Certification Program, and
- Successfully complete all remaining coursework as required for the degree.

Following graduation, the School Counselor Certification Program candidate must apply to be recommended to TEA for certification by contacting the Office of Student Services and Certification.

## Master of Education in Educational Administration (MED)

**"Preparing Principals to Lead on Day One"** is the aim of the Educational Administration Program in the Department of Educational Leadership & Counseling (ELAC). The Educational Administration Program offers an online Master of Education (M.Ed.) Degree with principal certification, which requires 30 semester credit hours (10 classes), including principal internship. Students are assigned to a cohort of their peers and may complete their degree in four semesters.

As prospective school leaders, students are prepared to demonstrate the knowledge and skills required to serve as equity-centered instructional leaders and effective agents of change in diverse educational settings. Through innovative and engaging coursework, students receive high quality instruction and are provided a myriad of relevant learning opportunities. Principal candidates are prepared to lead in any school on day one. Additionally, the integration of the Texas Education Agency Instructional Leader Pillars, Domains and Competencies throughout the curricula and the course learning objectives, prepare candidates to pass the two assessments required to earn the Principal as Instructional Leader Certification in the State of Texas - 268 and 368 Performance Assessment for School Leaders (PASL).

## 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 (<https://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.

- Official Transcripts
- Bachelor's Degree with GPA of 2.75 GPA minimum; GPA of 3.0 from graduate institutions
- Valid Teacher Certificate required
- Teacher Service Record with two years of teaching at end of first 12 semester credit hours
- Three Letters of Recommendation
- Graduate Studies Admissions Application ([www.goapplytexas.org](http://www.goapplytexas.org))
- **Deadline to apply: July 1st**
- All supporting documents (original transcript & letters of recommendation) should be mailed to:

Office of Graduate Studies

Graduate Admissions

P.O. Box 519 - Mail Stop 2800

Prairie View, TX 77446

or emailed to [gradadmissions@pvamu.edu](mailto:gradadmissions@pvamu.edu). Transcripts, when possible, should be submitted electronically using School Code 36360.

## Master of Science in Educational Administration (MSED)

The Department of Educational Leadership & Counseling (ELAC) also offers an online Master of Science in Education (MSEd.) Degree. Students pursuing this degree are assigned to a cohort of their peers and are provided high quality instruction and relevant learning experiences that prepares them for leadership roles within diverse educational or non-educational settings. Courses in the program focus on problem solving, data-driven decision making, special programs, and leadership in a multicultural society - just to name a few. The degree plan requires 30 semester credit hours (10 classes) and allows individuals to complete their degree in four semesters. Individuals in the MSEd. Program are *not* seeking the Principal as Instructional Leader Certificate.

### 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. In addition, the Higher Education Administration strand offers courses that prepare graduates for successful careers in higher education. Classes for the MSED are offered online, hybrid, and face-to-face 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 (<https://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.

- Official Transcripts
- Bachelor's Degree with GPA of 2.75 GPA minimum; GPA of 3.0 from graduate institutions
- Three Letters of Recommendation
- Graduate Studies Admissions Application ([www.goapplytexas.org](http://www.goapplytexas.org))
- **Deadline to apply: July 1st**
- All supporting documents (original transcript & letters of recommendation) should be mailed to:

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Graduate Admissions

P.O. Box 519 - Mail Stop 2800

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or emailed to [gradadmissions@pvamu.edu](mailto:gradadmissions@pvamu.edu). Transcripts, when possible, should be submitted electronically using School Code 36360.

## Master of Science in Human Sciences

The Department of Educational Leadership & Counseling (ELAC) also offers an online Master of Science in Education (MSEd.) Degree. Students pursuing this degree are assigned to a cohort of their peers and are provided high quality instruction and relevant learning experiences that prepares them for leadership roles within diverse educational or non-educational settings. Courses in the program focus on problem solving, data-driven decision making, special programs, and leadership in a multicultural society - just to name a few. The degree plan requires 30 semester credit hours (10 classes) and allows individuals to complete their degree in four semesters. Individuals in the MSEd. Program are *not* seeking the Principal as Instructional Leader Certificate.

### Admission Criteria

Human Sciences is predicated on the needs of its target clientele to provide knowledge in an area that has a high impact on the overall well-being of couples, families, and the community especially the underserved population that includes single-parent families, underscored by a low rate of marriages and high rates of divorce. Through practical instruction students also gain experience recognizing mental and emotional disorders and resolving marriage and family conflict related to divorce, child-rearing, and family structure. Admission criteria for the MS program are established by the program faculty and follow the general requirements outlined in the catalog section Admissions Information and Requirements (<https://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 MS, the following is required by the published deadlines.

- Official Transcripts
- Bachelor's Degree with GPA of 2.75 GPA minimum; GPA of 3.0 from graduate institutions

- Three Letters of Recommendation
- Graduate Studies Admissions Application ([www.goapplytexas.org](http://www.goapplytexas.org))
- Individual Interview with Program Faculty
- **Deadline to apply: July 1st**
- All supporting documents (original transcript & letters of recommendation) should be mailed to:

Office of Graduate Studies

Graduate Admissions

P.O. Box 519 - Mail Stop 2800

Prairie View, TX 77446

or emailed to [gradadmissions@pvamu.edu](mailto:gradadmissions@pvamu.edu). Transcripts, when possible, should be submitted electronically using School Code 36360.

## Doctor of Philosophy in Educational Leadership (PhD)

The PhD program in Educational Leadership is designed for individuals who wish to develop and enhance their leadership skills to provide the highest level of leadership in P-12 and Higher Education settings. 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 (<https://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.
- 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 [eadphd@pvamu.edu](mailto:eadphd@pvamu.edu) (<https://catalog.pvamu.edu/about:blank>):

1. Texas Common Application ([www.goapplytexas.org](http://www.goapplytexas.org))
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) (<https://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.

## 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 5321 History of Higher Education in the United States: 3 semester hours.**

This course is designed as an introduction to the historical development of higher education from early colonial times to the present. Students will identify and explore global and domestic events that have impacted and have been impacted by the development of higher education in the United States and in other parts of the world. In addition, the course focuses on globally significant as well as unique aspects of US higher education, including electives, extra-curricular activities, and intercollegiate athletics.

**ADMN 5322 Institutional Effectiveness and Assessment: 3 semester hours.**

This course presents a comprehensive overview of the role, scope, and purposes of institutional effectiveness. The course explores the major functions of institutional effectiveness, including assessment, research, planning and budgeting, and accreditation and how they all relate to each other.

**ADMN 5323 Internship: 3 semester hours.**

This course allows students to engage in meaningful field experiences that directly relate to their career interests. Students will select an internship site that provides opportunities to expand their depth and breadth of knowledge and experience in their chosen concentration. A total of 150 contact hours is required for successful completion of internship.

**ADMN 5324 Legal Issues in Higher Education: 3 semester hours.**

This course will be an exploration of the legal issues that affect the administration of postsecondary educational institutions. Emphasis will be on the legal environment of postsecondary institutions, legal processes, analysis, and problems incurred in the leadership and administration of colleges and universities.

**ADMN 5325 Strategic Enrollment Management (SEM): 3 semester hours.**

This course is designed to provide students with a comprehensive view of the history, roles, scopes, and responsibilities of the enrollment management function of an institution. Further, this course provides a template for creating an effective and exemplary enrollment management function. In addition, the course provides blueprint for critiquing and evaluating enrollment management plans and activities.

**ADMN 5326 Theories, Foundations, and Functions in Student Affairs: 3 semester hours.**

This course is designed as a comprehensive and in-depth exploration of the psychosocial development of today's college student. Students will learn about various student development theories and how those theories apply to the contemporary college student. Also, the course focuses on factors that influence today's college student's choice of career, political interests, values, and ethics. In addition, the course explores the various functions within a division of student affairs and how those functions contribute to the mission of the institution.

**ADMN 5327 Research, Evaluation, and Data Analysis in Schools: 3 semester hours.**

General orientation research course for master's degree candidates in administration. The course considers the nature of research problems, evaluations, 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.

**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 7350 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 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 7372 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 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 7377 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 7399 Independent Study: 1-3 semester hour.**

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

**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.

## Human Science Courses

**HUSC 1135 Human Sciences Perspectives: 1 semester hour.**

The history and development of home economics as family, consumer and human sciences. Preparation, competencies and enrichment in the broad spectrum of human science professions; career development and career alternatives; interaction techniques for development of satisfying interpersonal skills.

**HUSC 1322 Ecology of Human Nutrition and Food: 3 semester hours.**

Introduction to human nutrition and food. Study of human nutritional needs and problems encountered in providing food for the satisfaction of physiological and socio-cultural systems needs, and the significance of these interrelationships to health. Discussion of current nutritional issues.

**HUSC 3332 Program Planning II: 3 semester hours.**

Analysis of the application of multiple strategies appropriate for delivering human science concepts to varied audiences utilizing multifaceted mediums. Includes examination and use of media, materials, supplies, equipment, and procedures for management, motivation and evaluation techniques.

**HUSC 3337 Child Development: 3 semester hours.**

Study and analysis of individual development and behavior during the early school years to adolescence with emphasis on physical, cognitive, social, language, and emotional areas. Examination of developmental and learning theories, principles of normal and atypical development and varied guidance techniques. Observation, recording and evaluation of behaviors required.

**HUSC 3399 Independent Study: 3 semester hours.**

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

**HUSC 4399 Independent Study: 3 semester hours.**

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

**HUSC 4430 Family Consumer Economics and Management: 4 semester hours.**

A systems approach to family resource management through theory analysis and exploration of varying family structure, styles, and conditions. Simulated laboratory in group living required. Laboratory fee required.

**HUSC 4630 Human Sciences Internship: 6 semester hours.**

Planned program of observation and entry-level work experience in selected business or industrial firms, educational or governmental agencies/organizations in the food, agricultural and/or human sciences.

**HUSC 5331 Dietetic Seminar II: 3 semester hours.**

Continuation of Dietetic Seminar I. Study of current research and legislative events in nutrition and dietetics as they relate to the health and wellness of individuals and families.

**HUSC 5332 Marriage and Family Therapy Pre-Practicum: 3 semester hours.**

Experimental application of varied therapeutic techniques, i.e. lecture, role play, small group and self-exploration as applied by the therapist in a variety of therapeutic settings.

Prerequisites: HUSC 5375 or HUSC 5753.

**HUSC 5334 Research Problems: 3 semester hours.**

Study of research methods, strategies and techniques application to the social and behavioral sciences with focus on individual and family studies and the role of research in professional and therapeutic services. Critical comparative analysis of the strengths and weaknesses of current research studies and the planning for needed research. Proposal writing required.

**HUSC 5335 Dietetic Seminar I: 3 semester hours.**

Study of the delivery of nutritional services for individuals, families and institutions. Major emphasis on the current development in nutrition and dietetics. Reading, discussion and reports and presentations focusing on the professional practice of dietetics.

**HUSC 5351 Family Theory and Issues: 3 semester hours.**

A comprehensive review of theoretical-conceptual frameworks and research in family studies. Role of theory and research in the interdisciplinary study of individual and family behavior throughout the life cycle.

**HUSC 5355 Human Development: 3 semester hours.**

Study of multiple psycho biosocial characteristics of human development and behavior throughout the lifespan. Examination, evaluation and interpretation of developmental theories and current issues and trends.

**HUSC 5356 Marriage and Family Therapy Practicum I: 3 semester hours.**

Supervised clinical practicum in marriage and family therapy. Therapeutic sessions with a variety of client issues and the utilization of major therapeutic techniques required. 100 clock hours of supervised field placement required.

Prerequisites: (HUSC 5339 or HUSC 5393) and (HUSC 5351 or HUSC 5533) and (HUSC 5354 or HUSC 5543) and (HUSC 5355 or HUSC 5553).

**HUSC 5358 Mental Health and Psychopathology: 3 semester hours.**

Exploration of healthy personality and functional coping in personal/social context. Review and study of various models of psychopathology including DSM and organic disease in the mental health setting. Roles and characteristics of the therapist in the supervision of trainees in varied clinical settings. Prerequisites: HUSC 5355 or HUSC 5553.

**HUSC 5361 Victimization and Crisis Management: 3 semester hours.**

This course explores forms of victimization and crisis management in a clinical setting, with an emphasis on demonstrating diagnostic competence, treatment plan development, and effective and appropriate therapeutic techniques.

**HUSC 5362 Counseling Diverse Populations: 3 semester hours.**

An experiential course exploring areas of cultural diversity relevant to gender, ethnicity, sexual identity, and other diversities in a therapeutic practice, with an emphasis on developing cultural competence, sensitivity and awareness to diversity. Other dimensions of diversity will be covered.

**HUSC 5364 Clinical Assessment: 3 semester hours.**

Course provides fundamental assessment principles focused on test and non-test appraisal instruments and development of diagnostic skills. Course includes selection, execution and interpretation of instruments appropriate for individual, couple, and family appraisal. Clinical documentation skills are developed.

**HUSC 5368 Family Ethics and Issues: 3 semester hours.**

Critical review of current literature on family ethics: principle problems of confidentiality, therapist and client relationships; special consideration given to state and federal law.

**HUSC 5369 Thesis: 3 semester hours.**

Independent and original research leading to an acceptable master's thesis prospectus prepared under the direction of a faculty thesis committee and must be orally defended and approved by all members of the faculty thesis committee before credit is recorded. The student must be registered for Thesis until satisfactorily completed.

Prerequisites: HUSC 5393 or HUSC 5339 and (HUSC 5543 or HUSC 5354) and (HUSC 5553 or HUSC 5355).

***HUSC 5370 Special Topics: 3 semester hours.***

Directed individual study of issues affecting implementation of knowledge and skills in human sciences disciplinary specializations. Topical areas may include, but are not limited to: individual and family development; housing studies; family/consumer resource management; family and community studies; food and nutrition studies; adult development; clothing/apparel and textile studies; family and consumer sciences education; and individual and family and other related therapeutic services. Victims and Victimization. An exploration into the dynamics of the victimization process and services available for victims. Focusing on the expected results of experiencing traumas of nature and man, including the characteristics of victims and offenders of criminal acts.

***HUSC 5371 Group Therapy: 3 semester hours.***

Comprehensive study of methods, processes and strategies utilized in group therapy with individuals throughout the life span. Focus on the roles of client and therapist within varied settings for practical application of group therapy approaches.

***HUSC 5374 Addiction and Family Intervention: 3 semester hours.***

Analysis of the psychodynamics of addictions as they relate to individual, family and community from a family systems perspective. Comparison of major theories and treatment modalities as viewed from ethical, multicultural and legal perspectives.

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

Readings, research, and/ or field placement focusing on pre-selected issues.

***HUSC 5632 Advanced Practice in Dietetics I: 6 semester hours.***

Preplanned experience at the professional level in dietetic administration, food service management, clinical and therapeutic nutrition and community and public health nutrition.

***HUSC 5634 Marriage and Family Therapy Practicum II: 6 semester hours.***

Supervises clinical practicum in marriage and family therapy. Therapeutic sessions with a variety of client issues and the utilization of major therapeutic techniques required. 200 clock hours of supervised field placement required.

Prerequisites: HUSC 5356 or HUSC 5563.

***HUSC 5635 Advanced Practice in Dietetics II: 6 semester hours.***

Continuation of Advanced Practice in Dietetics I.

***HUSC 5699 Independent Study: 1-6 semester hour.***

Readings, research, and/ or field placement focusing on pre-selected issues.

## 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.