Whitlowe R. Green College of Education

ADMINISTRATIVE OFFICERS

Lucian Yates, III, Dean
Terrance Hicks, Associate Dean

ADMINISTRATIVE STAFF

Albert Johnson, Jr. Interim Head, Health and Human Performance
William H. Parker, Interim Head, Curriculum and Instruction
William Ross, Interim Head, Educational Leadership and Counseling
Patricia A. Smith, Interim Director of Student Teaching and Field Experiences
Vacant, Director of Teacher Certification

PURPOSE AND GOALS

The College of Education is the designated teacher education unit of the University. The objectives of the college center on the areas of pre-service, in-service, and continuing education of teachers in elementary and secondary schools.

The purpose of graduate programs offered by the college is to help the practitioners in the field to gain a mastery of knowledge and skills in a particular area or discipline. Programs are designed to meet the needs of a diverse student population including but not limited to elementary teachers, subject area teachers, teachers of children with special needs, counselors, and those who aspire for supervisory and administrative roles in elementary and secondary schools. The graduate coursework also enables educators to receive certification and/or endorsement in additional fields. Individuals with degrees in fields outside education who desire to be certified as teachers may pursue graduate studies to meet the state certification requirements.

ACCREDITATION

All teacher education programs offered by the College of Education are fully accredited by the Texas State Board for Educator Certification (SBEC) and the National Council for Accreditation of Teacher Education (NCATE).

INSTRUCTIONAL ORGANIZATION

The College of Education provides programs of study leading to the Master of Arts (M.A.), Master of Arts in Education (M.A.Ed.), the Master of Science in Education (M.S.Ed.), the Master of Education (M.Ed.) and the Doctor of Philosophy (Ph.D.) degrees. Requirements for the masters’ degrees include a common core of twelve semester credit hours, a program concentration of twelve semester credit hours and a research/resource area containing a research requirement or thesis and electives. The Ph.D. in Educational Leadership offers several specializations.
The departments within the college and departments with related fields in other colleges provide program concentrations required for advanced degrees, professional certificates, and endorsements to certificates. Courses are also available for continuing education and professional development.

Departments in the College of Education offer the following majors and program concentrations:

<table>
<thead>
<tr>
<th>Department</th>
<th>Degree</th>
<th>Major</th>
<th>Program Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Curriculum and Instruction</em></td>
<td>M.Ed./M.S.Ed.</td>
<td>Curriculum and Instruction</td>
<td>Agriculture Education Instructional Design</td>
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<td></td>
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<td></td>
<td>Elementary Education Strand #1 Early Childhood Education Strand #2 Elementary Education</td>
</tr>
<tr>
<td></td>
<td>M.A.Ed./M.Ed.</td>
<td>Curriculum and Instruction</td>
<td>Home Economics Education Mathematics Education Science Education Strand #1 Biology Strand #2 Chemistry</td>
</tr>
<tr>
<td></td>
<td>M.Ed./M.S.Ed.</td>
<td>Special Education</td>
<td>Reading Education English Education Music Education Special Education</td>
</tr>
</tbody>
</table>

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Department | Degree | Major | Program Concentration
---|---|---|---
Health and Human Performance | M.Ed./M.S.Ed. | Health and Physical Education | Health Education
Educational Leadership and Counseling | M.Ed./M.S.Ed. | Educational Administration | Educational Administration
| M.A./M.S.Ed. | Counseling | Instructional Supervision
Ph.D. | Educational Leadership | Counselor Education
| Educational Leadership | Educational Leadership
| General Superintendency
| Human Resources and Personnel Management

**Master Reading Teacher Certification Program**

The Master Reading Teacher certification program is available to practitioners with a Master’s degree, valid Texas teaching certificate and three years teaching experience. Certified reading specialists may also pursue the MRT certification program. The program offers three options: Elementary, Secondary; and Special Education.

**ADMISSION TO THE PROGRAMS**

A student seeking admission to graduate programs in the College of Education must first be admitted to graduate study and be classified as degree only, certificate-only, degree and certificate, or special graduate student. Specific criteria for admission can be found in the catalog section, “Graduate Admissions.”

Formal application for admission to graduate studies is made to the Office of Graduate Programs. The departments offering graduate degrees may set requirements over and above those set by the Office of Graduate Programs.

**GRADUATE TEACHER EDUCATION CERTIFICATE AND ENDORSEMENT PROGRAMS**

Graduate-level certificate programs are coordinated and administered by the College of Education. Components of these programs are provided by various colleges and departments throughout the University. In general, all professional certificate programs require the following components:

1. An Area of Specialization (12 semester hours), approved by the State Board for Educator Certification (SBEC), that consists of graduate-level courses in a teaching field or support area common to Texas public schools.
2. Professional Development Courses (6 semester hours), consisting of advanced study in the theory, methods, and problems of education; designed to improve the efficiency and effectiveness of public schools and public school personnel.

3. Resource Area(s) (6 semester hours), consisting of courses that provide background or support knowledge and skills for the specialization, or that extend the student’s preparation in a closely related field.

4. Electives (6 semester hours) usually in one of the three areas above or a combination of them.

Eligibility for a professional certificate requires two or three years of acceptable teaching experience in an accredited elementary or secondary school. All candidates for certification must pass the appropriate components of the Examination for the Certification of Educators in Texas (ExCET) or the examinations of Educator Standards (TExES). A listing of certificates available and of the specific requirements for each is provided in this catalog section.

Applications for admission to graduate teacher certification programs may be obtained from the Office of the Dean, College of Education, the Office of Certification, or the Graduate School.

**APPROVED PROFESSIONAL CERTIFICATE AND ENDORSEMENT PROGRAMS**

**Professional All-Level**
Learning Resources Specialist

**Professional Elementary**
Early Childhood EC-6 Generalist

**Professional Secondary**
Health
Spanish
Theater Arts
Physical Education

**Professional Services Certificates**
Principal Standard (formally known as Mid-Management Administrator)
School Counselor
Reading Specialist
Superintendent

**Professional Special Education Certificates**
Educational Diagnostician

**Probationary Certificates (1 year)**
Assistant Principal
Principal
Superintendent

**Professional Vocational Certificates**
Agriculture
Home Economics

Agriculture
Family and Consumer Sciences (Home Economics)
Department of Curriculum and Instruction

ADMINISTRATIVE OFFICER

William H. Parker, Interim Department Head

FACULTY

Clarissa Gamble Booker, Reading Education Coordinator
Douglas M. Butler, Special Education, Diagnostician Coordinator
Judith Hansen, Instructional Technology, Coordinator
Sonia Boone, Research
Kitty Warsame, Early Childhood

PURPOSE AND GOALS

The graduate program is designed to develop those advanced competencies in leadership and instruction that will enable individuals to demonstrate analytical processes in the teaching/learning environment and procedures of educational research and its application.

ADMISSION TO PROGRAM

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

In determining an applicant’s eligibility for admission to the Department of Curriculum and Instruction, the following are essential:

1. A baccalaureate degree from an institution accredited by a regional accrediting agency equivalent to the Southern Association of Colleges and Schools;
2. An overall undergraduate grade point average of 2.75 on a 4.0 scale, or the equivalent;
3. Scores on the Graduate Record Examination (GRE); and
4. Three letters of recommendation.

Students who fail to meet the criteria for regular admission may be placed in a non-degree/special or provisional status. Such students are not entitled to pursue a degree in the Department of Curriculum and Instruction until they receive unconditional admission.

Students who fail to satisfy the admission GPA minimum may not enroll in more than six (6) semester hours of graduate work in any one semester or full summer term while attempting to attain unconditional status. A student may not enroll in more than 12 semester hours while in this category.
Students admitted conditionally (non-degree/special or provisional status) when the GPA is less than 2.75 but no less than 2.45 on a 4.0 scale, may attain unconditional status by achieving a 3.0 GPA for the first 12 hours of graduate work.

Students may apply for conditional admission to graduate study (non-degree/special status) when the GPA is less than 2.45 but a minimum of 2.25.

Students may not enroll in more than six (6) semester hours of graduate work per term and may not enroll in more than 12 semester hours while in this category.

Completion of Entrance Requirements
Students enrolled in non-degree/special or provisional status may take no more than 12 semester hours prior to attainment of unconditional admission, and must attain unconditional status within four school terms from the time of their first enrollment (three regular and one summer semester). If unconditional status has not been attained within that time frame; the student will be dismissed from the program. Provisionally admitted students may withdraw from no more than three courses during their initial probationary status. Unconditional admission will require completion of all university requirements.

TRANSFER CREDIT
Either transfer or continuing students may transfer credit from other universities to Prairie View A&M University; however, the grade of “C” will not be accepted for transfer credit. Additional guidelines are indicated below:

a. Transfer students newly admitted may apply up to six hours of graduate credit earned at another accredited institution to their Prairie View A&M University program. Transfer requests should be made during the first semester of registration at Prairie View A&M University and included in the degree plan along with official transcripts. Work taken at other institutions expires at the end of six years from completion, just as does work completed at Prairie View A&M University.

b. Continuing students may request transfer of up to six hours of credit from other universities to the programs in the Department of Curriculum and Instruction for substitution for Prairie View courses provided:

1. The official catalog description of the courses and official transcripts are provided to the Department of Curriculum and Instruction for review at least two weeks prior to the final registration day of the semester in which the course is to be taken.
2. The Prairie View A&M University Program Coordinator, within the Department, approves the courses for transfer credit prior to enrollment.
3. Subsequent to completion of the course, the student must have the University where the course was taken furnish the Office of Graduate Programs and the Program Coordinator with either an official course grade report or a transcript that reflects the official grade. (Instructor submissions to the Office of Graduate Programs or the Registrar will not suffice.)
4. The continuing student is in good standing in the Department--unconditionally admitted and with a minimum GPA of 3.0.
REMOVAL OF INCOMPLETES

A graduate student can receive a grade of “I,” incomplete, in a course with the privilege of finishing the work before the end of one calendar year from the close of the term in which the grade was earned. The “I” should be removed and replaced with a grade acceptable in the student’s degree program if the student is seeking a degree and the “I” is in a course to be counted toward degree completion requirements. If a student does not complete the course requirements within one calendar year; the “I” will change to a grade of “F.”

ACADEMIC PERFORMANCE STANDARDS

Students whose semester GPA for courses leading to the Master’s degree in the Department of Curriculum and Instruction falls below 3.0 for one semester, and whose overall GPA falls below 3.0, will be placed on probation for one semester.

Academic Suspension
Academic suspension is an administrative action taken by the Department Head and/or Dean of the College of Education. It bars a student from enrollment in graduate courses for at least one term. Students may request return to the program in a probationary status through written petition to the Department Head and/or Dean, who will refer the request to a committee of graduate faculty for review and recommendation. Students are limited to one suspension.

Probationary Status
A condition in which a student must maintain at least a 3.0 GPA each semester until his/her cumulative GPA reaches 3.0.

The Two-C Rule
Students who earn more than two grades of “C” or below may be dismissed from the program. This applies to courses repeated and to those taken for the first time.

ADVANCEMENT TO CANDIDACY

Admission of an applicant for the Master’s degree programs does not constitute advancement to candidacy. Such advancement will be granted upon the completion of at least 12 semester hours of graduate credit with at least a “B” average. The student must submit a formal application for Advancement/Admission to Candidacy, to the Department of Curriculum and Instruction, to the College of Education, and to the Graduate School. Failure to complete the Advancement/Admission to Candidacy form may prevent the student from enrolling in program courses in subsequent semesters.

Admission to candidacy cannot be granted unless the conditions for admittance have been satisfied and all appropriate test scores have been placed on file in the Department of Curriculum and Instruction. Admission to candidacy is recommended by the advisor, Department Head and Dean of the College and the Graduate School. The Office of
Graduate Programs must approve admission to candidacy. The application for admission to candidacy and the application for graduation may not be filed during the same semester. In general, a minimum of 12 hours must be completed before one can be admitted to candidacy.

**CERTIFICATION**

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

**MASTER OF SCIENCE IN EDUCATION AND MASTER OF EDUCATION PROGRAM REQUIREMENTS**

**Common Core** .................................................................................................................................12 SCH

- CURR 5003 Theory and Dynamics of Curriculum and Instruction
- EDFN 5103 Foundations of Educational Research
- EDFN 5113 Psychology of Learning and Development
- EDFN 5123 Socio-Cultural Issues in Education

**Program Concentration** ........................................................................................................12-18 SCH

Students seeking a reading education or instructional technology concentration must complete 18 SCH of program concentration course credit. Students in all other concentrations must complete 12 SCH of program concentration course credit. Courses must be selected from the following areas:

- Agriculture Education
- Curriculum and Instruction
- Early Childhood Education
- Educational Media and Technology
- Elementary Education
- English Education
- Home Economics Education
- Industrial Education
- Instructional Technology [Instructional Technology Requires 18 semester hours]
- Mathematics Education
- Music Education
- Reading Education [Reading requires 18 semester hours]
- Science Education
- Special Education
Resource and Research and Requirements ................................................................. 12 SCH

Master of Science Requirements:
EDFN 5903 Thesis Research – six (6) semester hours
Elective: Six (6) semester hours
Elective: Reading Education concentration three (3) semester hours
Elective: Instructional Technology concentration three (3) semester hours

Master of Education Requirements:
EDFN 5923 Master’s Seminar – three (3) semester hours
Elective: Nine (9) semester hours
Elective: Instructional Technology concentration requires only three (3) semester hours
Elective: Reading concentration requires only three (3) semester hours

Total Degree Requirements ....................................................................................... 36 SCH

REQUIREMENTS FOR MASTER READING TEACHER CERTIFICATE

Option 1 (Elementary)
RDNG 5613 Teaching Reading in Elementary Grades
RDNG 5663 Clinical Experience in Reading
RDNG 5643 Diagnosis and Correction of Reading Difficulties
SPED 5233 Language and Communication Disorders
RDNG 5673 Issues, Problems and Trends in Reading (Capstone Course)

Option 2 (Secondary)
RDNG 5633 Teaching Reading in Secondary Schools
RDNG 5663 Clinical Experience in Reading
RDNG 5643 Diagnosis and Correction of Reading Difficulties
SPED 5233 Language and Communication Disorders
RDNG 5673 Issues, Problems and Trends in Reading (Capstone Course)

Option 3 (Special Education)
RDNG 5613 Teaching Reading in Elementary Education
RDNG 5663 Clinical Experience in Reading
RDNG 5643 Diagnosis and Correction of Reading Difficulties or SPEC 5263 Diagnostic and Prescription Techniques for the Exceptional Learner
SPEC 5233 Language and Communication Disorders
SPED 5203 Seminar in Special Education (Capstone Course) College of Education

DEGREE AND CERTIFICATE PROGRAMS
The Industrial Education program offers graduate coursework which may be applied to a master’s degree program in education with a concentration in Industrial Education. Students seeking this option should apply for admission to the Graduate School. The department also offers courses required for endorsement as a vocational counselor and certification as a vocational supervisor and vocational-industrial teacher/coordinate.
VOCATIONAL INDUSTRIAL TEACHER-COORDINATORS

This program is designed to meet the Texas Education Agency (TEA) requirements for Vocational Industrial Teacher-Coordinators. Persons seeking their certification must have an earned degree from an approved college or university, two years of experience in industry, and must have been selected as a teacher coordinator in a secondary school program.

Courses required for Certification as a Vocational Industrial Teacher-Coordinator are listed below:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOED 4103 Instructional Materials</td>
<td>3</td>
</tr>
<tr>
<td>VOED 4203 Instructional Methods</td>
<td>3</td>
</tr>
<tr>
<td>VOED 4303 Shop Organization and Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>VOED 4403 Occupational Analysis and Course Making</td>
<td>3</td>
</tr>
<tr>
<td>VOED 4603 Aims and Objectives</td>
<td>3</td>
</tr>
<tr>
<td>VOED 4803 Human Relations</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours Required:</td>
<td>18</td>
</tr>
</tbody>
</table>
Department of Educational Leadership and Counseling

ADMINISTRATIVE OFFICER

Pamela T. Barber-Freeman, *Interim Head*

ADMINISTRATIVE STAFF

Douglas Hermond, *Coordinator, Educational Leadership*

FACULTY

Pamela Barber-Freeman, *Educational Administration*
Lee R. Coleman, *Counseling*
Donald Collins, *Counseling*
Carl Gardner, *Counseling*
Clement E. Glenn, *Educational Administration*
Douglas Hermond, *Educational Leadership*
Terrance Hicks, *Counseling and Educational Leadership*
Patricia Hoffman Miller, *Educational Administration*
Lisa Hobson-Horton, *Educational Administration*
William Kritsonis, *Educational Leadership*
Carol McCree, *Educational Administration*
Michael L. McFrazier, *Educational Administration*
M. Paul Mehta, *Research, Supervision, and Educational Foundations*
William Parker, *Educational Leadership*
Arthur Petterway, *Educational Administration*
Renelda Roberson, *Counseling*
Laxley Rodney, *Educational Administration and Leadership*
William Ross, *Counseling*
Patricia Smith, *Educational Administration*
Tyrone Tanner, *Educational Leadership*
E. Joahanne Thomas-Smith, *Educational Administration*
Jill Thompson, *Counseling*
Lisa Thompson, *Educational Administration*
Willie F. Trotty, *Educational Administration*
F.A. White, *Counseling*
Waymon T. Webster, *Counseling*
Lucian Yates, III, *Educational Leadership*

PURPOSE AND GOALS

The Department of Educational Leadership and Counseling offers programs of study leading to the Master of Arts in Counseling, the Master of Science in Counseling and the Master of Science in Educational Administration, the Master of Education in Educational Administration, and the Doctor of Philosophy in Educational Leadership.
The instructional program is designed to provide coursework leading to certificates and the Professional Counseling License. Certificates and licenses are awarded by the appropriate state agency following the applicants’ completion of all requirements including any applicable examinations. Prospective students should know that professional licenses or certificates are not granted to convicted felons in the state of Texas.

Doctor of Philosophy in Educational Leadership
The Ph.D. program in Educational Leadership is designed for individuals who wish to develop and improve their abilities to provide the highest level of leadership. The educational objectives of the Ph.D. 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 private leadership and public sector needs of society; and 4) to prepare liberally educated individuals who know how to think, reason, and apply knowledge that will enable them to work and use technology in an ever changing world.

ADMISSION TO PROGRAM

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

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

1. A baccalaureate degree from an institution accredited by a regional accrediting agency equivalent to the Southern Association of Colleges and Schools;
2. An overall undergraduate grade point average of 2.75 on a 4.0 scale, or the equivalent;
3. Scores on the Graduate Record Examination (GRE); on file in the Graduate School;
4. A valid State of Texas Teaching Certificate and proof of three (3) years teaching experience if the student is pursuing the Educational Administration track.

Students who fail to meet the criteria for admission may be placed in a non-degree/special or provisional status. Such students are not entitled to pursue a degree in the Department of Educational Leadership and Counseling until they receive unconditional admission.

Students who fail to satisfy the admission GPA minimum may not enroll in more than six (6) semester hours of graduate work in any one semester or full summer term while
attempting to attain unconditional status. A student must obtain unconditional admission by the time 12 hours are earned or be dropped from the program.

Students admitted conditionally (non-degree/special or provisional status) when the GPA is less than 2.75 but no less than 2.45 on a 4.0 scale, may attain unconditional status by achieving the following:

1. A 3.0 GPA for the first 12 hours of graduate work, with no more than one “C”;
2. Satisfactory completion (grades of A or B) of ADMN 5003 - Fundamentals of School Administration, and ADMN 5093, Educational Statistics (Administration); and
3. Satisfactory completion (grades of A or B) of CNSL 5123 - Appraisal Techniques, and CNSL 5093, Educational Statistics (Counseling).

Students may apply for conditional admission to graduate study (non-degree/special status) when the GPA is less than 2.45 but a minimum of 2.25. In addition to the general application requirements, supplementary requirements under this category are indicated below:

1. Request and pass a departmental interview, and
2. Make a passing score of 260 on the Reading Section of the TASP Examination (only the Reading Section of the TASP Examination must be taken), and maintain at least a “B” (3.0) average in all coursework.

Students may not enroll in more than six (6) semester hours of graduate work per term and may not enroll in more than 12 semester hours while in this category. Students who have completed a total of 12 semester hours, but who have been unsuccessful in scoring 260 or above on the Reading portion of the TASP Examination, will be dismissed from the program.

The Ph.D. Program
Admission Criteria for the Ph.D. Program in Educational Leadership, as established by the Program faculty, are as follows:

**Required elements:** (In order for an applicant to be considered, all criteria below must be submitted by the semester deadline.)

1. Baccalaureate degree conferred by an accredited institution;
2. A Grade Point Average (GPA) of 2.75, on a four-point scale on all completed undergraduate coursework preferred;
3. Master’s degree prior to entering doctoral course work, conferred by an accredited institution;
4. A Grade Point Average (GPA) of 3.2, or higher, on a four-point scale on all completed coursework above the Master’s degree;
5. Original transcripts, submitted to the Graduate School for all academic work taken at the undergraduate and graduate levels (unofficial copies may be used by the Doctoral Committee in initial screening);
6. Official Graduate Record Examination (GRE) score report, submitted to the Graduate School (an unofficial copy may be used by the Doctoral Committee in initial screening);
7. Three letters of recommendation from persons sufficiently acquainted with the applicant’s ability and his or her potential to successfully complete a doctoral program;
8. Original written essay demonstrating strong writing skills that includes the following: autobiography, professional aspirations and achievements and how obtaining the Ph.D. in Educational Leadership will enhance the applicant’s ability to affect change in the educational arena; and
9. If a foreign student, submission of official results from the Test of English as a Foreign Language (TOEFL). A score of 600 or higher is mandatory.

Preferences:
1. A minimum of 3 years teaching experience in public or private institutions;
2. A Grade Point Average (GPA) of 3.0, or higher, on four-point scale on all completed undergraduate coursework;
3. Master’s degree in Educational Leadership/Administration or related fields. A Secondary preference is given to applicants who are certified administrators and have a minimum of 2 years administrative experience;
4. A Grade Point Average (GPA) of 3.5, or higher, on a four-point scale in all completed graduate course work;
5. Graduate Record Exam (GRE) Verbal and Quantitative scores in the higher percentiles;
6. Demonstrated evidence of scholarly activity that includes: publications, presentations at conferences, and grantsmanship;
7. Graduate research methods course (if not taken, course must be completed); and
8. Graduate statistics course (if not taken, course must be completed).

Completion of Entrance Requirements
Students enrolled in non-degree/special or provisional status may take no more than 12 semester hours prior to attainment of unconditional admission, and must attain unconditional status within four school terms from the time of their first enrollment (three regular and one summer semester). If unconditional status has not been attained within that time frame, the student will be dismissed from the program. Provisionally admitted students may withdraw from no more than three courses during their initial probationary status. Unconditional admission will require completion of all university requirements. Discovery of enrollment completed in violation of these requirements may result in permanent bar from enrollment in the Administration/Counseling Program.

TRANSFER CREDIT
Either transfer or continuing students may transfer credit from other universities to Prairie View A&M University; however, the grade of “C” will not be accepted for transfer credit. Additional guidelines are indicated below:

a. Transfer students, newly admitted, may apply up to six hours of graduate credit earned at another accredited institution to their Prairie View A&M University program. Transfer requests should be made during the first semester of enrollment at Prairie View A&M University and included in the degree plan. Coursework taken at the University or other institutions expires at the end of six years.

b. Continuing students may request transfer of up to six hours of credit from other universities to the Administration/Counseling program for substitution for Prairie View courses provided:
1. The official catalog description of the courses is furnished to the Department of Educational Leadership and Counseling Coordinator for review at least two weeks prior to the final registration day of the semester in which the course is to be taken.
2. The Prairie View A&M University Program Coordinator approves the courses for transfer credit prior to enrollment.
3. Subsequent to completion of the course, the student must have the University where the course was taken furnish the Office of Graduate Programs and the Program Coordinator with either an official course grade report or a transcript that reflects the official grade. (Instructor submissions to the Office of Graduate Programs or the Registrar will not suffice.)
4. If prior to enrollment in the transfer course, the student has not made a grade of “C” or below in the Prairie View A&M University course which is equivalent to the transfer course.
5. The continuing student is in good standing in the Department--unconditionally admitted and with a minimum GPA of 3.0.

**Incomplete “I” Grade**

The grade of “I”, incomplete, is assigned to students who are unable to complete a course due to circumstances beyond their control. For lecture, seminar, independent study, and similar organized instruction courses, the student must complete the work necessary to remove the grade of “I” in one calendar year from the semester in which the “I” was awarded. All grades of “I” in courses that are included in the requirements for a degree must be replaced with a grade acceptable in the program. Students are not to re-enroll in a course for which a grade of “I” has been recorded.

**In Progress “IP” Grade**

An “IP”, in progress, is assigned to thesis, dissertation, internship, project, and practicum provided the student remains enrolled and makes satisfactory progress as certified by the committee chair, dean and director/coordinator of graduate program. The time allocated for removal of the “IP” shall be the same as the maximum time for completion of a degree or certificate.

**ACADEMIC PERFORMANCE STANDARDS**

Students whose semester GPA for courses leading to the Master’s degree in Administration/Counseling falls below 3.0 for two consecutive semesters, and whose overall GPA falls below 3.0, will be suspended from the program.

**Academic Suspension**

Academic suspension is an administrative action taken by the Department Head and/or Dean of the College of Education. It bars a student from enrollment in graduate courses for at least one term. Students may request return to the program in a probationary status through written petition to the Department Head and/or Dean, who will refer the request to a committee of graduate faculty for review and recommendation. Students are limited to one suspension. The second suspension will result in dismissal from the program of study.
Probationary Status
A condition in which a student must maintain at least a 3.0 GPA each semester until his/her cumulative GPA reaches 3.0.

The Two-C Rule
Students who earn more than two grades of “C” or below may be dismissed from the program. This applies to courses repeated and to those taken for the first time.

A Grade below a C
Students earning a grade below a “C” shall be dismissed from the program.

ADVANCEMENT TO CANDIDACY

Admission of an applicant for the Master’s degree programs does not constitute advancement to candidacy. Such advancement will be granted upon the completion of at least 12 semester hours of graduate credit with at least a “B” average. The student must submit a formal application, through the Department of Educational Leadership and Counseling/College of Education, to the Office of Graduate Programs. Failure to fulfill this requirement may prevent the student from enrolling the following semester or having credits considered for a degree.

Admission to candidacy cannot be granted unless the conditions for admittance have been satisfied and all appropriate test scores have been placed on file in the Department of Educational Leadership and Counseling. Admission to candidacy is recommended by the Department Head and Dean of the School or College offering the program. The Office of Graduate Programs must approve admission to candidacy. The application for admission to candidacy and the application for graduation may not be filed during the same semester. In general, a minimum of 12 hours must be completed before one can be admitted to candidacy.

COURSE LOAD

The following limitations on course load are in effect:

1. During a regular semester, a graduate student may not enroll in more than 12 semester credit hours.
2. During a five- or six-week summer session, a graduate student may not enroll in more than six semester hours per session (12 hours total during the entire summer term), except when one course is a four-hour course, in which case the student may enroll in seven hours. The total credit hours earned for the two summer sessions may not exceed fourteen.
3. A graduate student may not enroll in more than three semester credit hours during a three-week summer session.
4. A graduate student enrolled in a three-week session may not enroll in more than one three-hour course in the five-week session being conducted concurrently.
5. This university defines full time enrollment for a graduate student as a minimum of 9 semester credit hours during the regular terms and a minimum of 4 semester credit hours during each summer term.
APPLICATION FOR GRADUATION

An application for graduation may not be filed unless the applicant has:

1. Completed at least twenty-four (24) semester hours of coursework.
2. Earned a 3.0 cumulative Grade Point Average with no more than two “Cs” in graduate courses.
3. Presented written evidence of any course transferred, with grade(s) of “B” or above.
4. Secured formal evaluation of all academic work prior to registration for the final semester.
5. Been admitted to candidacy at least one semester prior to applying for graduation.
6. Taken the GRE.

MASTER OF ARTS, MASTER OF SCIENCE AND MASTER OF EDUCATION DEGREE PROGRAMS

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 DEGREE PROGRAM REQUIREMENTS

**Common Core** ........................................................................................................12 SCH
- CNSL 5093 Educational Statistics
- CNSL 5123 Appraisal Techniques
- CNSL 5143 Human Growth and Development
- CNSL 5153 Cross-Cultural Issues

**Recommended Program Concentration** ........................................................................18 SCH
- CNSL 5013 Counseling Techniques
- CNSL 5023 Counseling Theory and Practice
- CNSL 5053 Professional Orientation
- CNSL 5083 Psychology of Abnormal Behavior
- CNSL 5113 Career Development Counseling
- CNSL 5133 Group Dynamics

**Research** ....................................................................................................................3 SCH
- CNSL 5163 Research

**Practicum** ..................................................................................................................3 SCH

**Total Degree Requirements** .....................................................................................36 SCH
# MASTER OF SCIENCE IN COUNSELING DEGREE PROGRAM REQUIREMENTS

**Common Core** ........................................................................................................... 12 SCH  
CNSL 5093 Educational Statistics  
CNSL 5123 Appraisal Techniques  
CNSL 5143 Human Growth and Development  
CNSL 5153 Cross-Cultural Issues  

**Recommended Program Concentration** .................................................................. 18 SCH  
CNSL 5013 Counseling Techniques  
CNSL 5023 Counseling Theory and Practice  
CNSL 5053 Professional Orientation  
CNSL 5083 Psychology of Abnormal Behavior  
CNSL 5113 Career Development Counseling  
CNSL 5133 Group Dynamics  

**Research** ................................................................................................................ 3 SCH  
EDFN 5903 Thesis Research  

**Practicum** .............................................................................................................. 3 SCH  

**Total Degree Requirements** ................................................................. 36 SCH

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# MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION DEGREE PROGRAM REQUIREMENTS

**Common Core** ........................................................................................................... 12 SCH  
ADMN 5073 School Curriculum Leadership  
ADMN 5093 Educational Statistics  
CNSL 5143 Human Growth and Development  
CNSL 5153 Cross-Cultural Issues  

**Recommended Program Concentration** ............................................................ 21 SCH  
ADMN 5003 Fundamentals of Administration  
ADMN 5023 Public School Law (ADMN 5103 Prerequisite)  
ADMN 5033 School Business Management  
ADMN 5043 The School Principalship (ADMN 5003 Prerequisite)  
SUPV 5113 Principles of Supervision (ADMN 5073 Prerequisite)  
ADMN 5103 School Personnel  
ADMN 5133 School Community Relations  

**Research** ................................................................................................................ 3 SCH  
ADMN 5163 Research (ADMN 5093 Prerequisite)  

**Total Degree Requirements** ........................................................................ 36 SCH
MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION DEGREE
PROGRAM REQUIREMENTS

Common Core .............................................................................................................12 SCH
ADMN 5073 School Curriculum Leadership
ADMN 5093 Educational Statistics
CNSL 5143 Human Growth and Development
CNSL 5153 Cross-Cultural Issues

Recommended Program Concentration ...................................................................... 21 SCH
ADMN 5003 Fundamentals of Administration
ADMN 5023 Public School Law (ADMN 5103 Prerequisite)
ADMN 5033 School Business Management
ADMN 5043 The School Principalship (ADMN 5003 Prerequisite)
SUPV 5113 Principles of Supervision (ADMN 5073 Prerequisite)
ADMN 5133 School Community Relations

Research ....................................................................................................................3 SCH
EDFN 5903 Thesis Research

Total Degree Requirements .....................................................................................36 SCH

Superintendency Certification
ADMN 5013 Educational Administration: Theory, Practice & Research
ADMN 5063 Problems in Education Administration
ADMN 5113 Planning & Managing Education Facilities
ADMN 5123 School Finance
ADMN 5513 Superintendency Internship

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Students who enter the Educational Leadership Ph.D. Program will be required to complete a minimum of sixty-nine (69) credit hours after the Master’s degree.

Core Courses ............................................................................................................30 SCH
EDUL 7003 Fundamental of Strategic Thinking (3 hours)
EDUL 7013 Strategic Planning (3 hours)
EDUL 7023 Organizational Theory (3 hours)
EDUL 7053 Cultural Diversity (3 hours)
EDUL 7033 Dynamics of Leadership (3 hours)
EDUL 7043 Organizational Development and Change (3 hours)
EDUL 7077 Philosophy of Leadership in Education (3 hours)
EDUL 7143 Human Resource Management (3 hours)
EDUL 7213 Educational Laws and Policies (3 hours)
EDUL 7435 Grant Writing (3 hours)
**Concentration Core Hours** ................................................................. 12 SCH (minimum)

Concentration in General Administration and Superintendency
- EDUL 7223 Educational Governance (3 hours)
- EDUL 7233 School-Community Relations (3 hours)
- EDUL 7243 Educational Facilities Planning and Management (3 hours)
- EDUL 7123 Ethical Decision Making in Educational Leadership (3 hours)
- EDUL 7263 Critical Issues in Educational Leadership (3 hours)
- EDUL 7303 Educational Budgeting and Resource Allocation (3 hours)

Concentration in Human Resources and School Personnel Management
- EDUL 7503 Personnel Administration in Education (3 hours)
- EDUL 7513 School Personnel Selection and Evaluation (3 hours)
- EDUL 7523 School Staff Development (3 hours)
- EDUL 7533 TQM in Schools (3 hours)

**Research** .......................................................................................... 12 SCH

The following courses are required for all students:
- EDUL 7603 Quantitative Research Design and Analysis (3 hours)
- EDUL 7613 Qualitative Research Design (3 hours)
- EDUL 7623 Advanced Research (3 hours)
- EDUL 7073 Special Topics in Educational Leadership--Advanced Statistics (3 hours)

**Dissertation** .................................................................................. 12 SCH

- EDUL 8013 Dissertation Seminar (3 hours)
- EDUL 8003 Dissertation hours

**Internship in concentration area** ...................................................... 3 SCH

- EDUL-7083 Internship I: Observation and Field Experience (3 hours)

**Total Degree Requirements** .......................................................... 69 SCH

**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 session 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.

*See Program Handbook for Additional Information*
Department of Health and Human Performance

ADMINISTRATIVE OFFICER

Albert A. Johnson, Jr., *Interim Department Head*

FACULTY

Angela Branch-Vital, Assistant Professor, *Health*
Queen Martin, Assistant Professor, *Health*
Marsha Kay Wilson, *Health and Human Performance*
Donna Laws, *Assistant Professor, Health and Human Performance*

PURPOSE AND GOALS

The programs in the Department of Health and Human Performance are designed to meet the professional needs and interests of students who wish to pursue a Master of Science in Education or a Master of Education, with a concentration in Health and Physical Education. The graduate programs are designed for those students with special interests in the areas of health and physical education.

The master’s degree with a concentration in physical education is primarily for teachers, coaches, and school administrators. The curriculum prepares students for advanced teaching and/or administrative endeavors at the elementary or secondary levels.

The master’s degree with a concentration in health is primarily for those students who are interested in school health education or working in various health care settings such as hospitals, public and private health and education agencies, or health promotion programs. An internship is required.

**MASTER OF SCIENCE IN EDUCATION AND MASTER OF EDUCATION DEGREE PROGRAMS**

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.

**Degree Requirements for Applicants without a Baccalaureate Degree in Health and/or Physical Education**

Professional students who seek admission to the master’s program must meet the same prerequisite and degree requirements as baccalaureate degree students. Students are expected to complete the prerequisite curriculum within two years of the initial admission date.
Internship/Practicum in Health and Human Performance
The internship is an integral part of the instructional program in the Health/Physical Education/Community Health curriculum. The experience is designed to enhance the understanding and application of knowledge and research findings to public health and wellness or physical fitness settings by providing an opportunity to gain practical experience, at an appropriate level and content, in the Community/Public Health field. All students in the Health and Physical Education/Community Health focus area are required to complete a minimum of two hundred hours of an internship/practicum experience. Further information regarding the internship/practicum will be provided upon matriculation by the Department of Health and Human Performance.

Thesis
For the capstone of their educational experience, students in the department are expected to conduct an original piece of publishable research and/or contribute to the knowledge base of behavioral sciences and health education. Thesis are written under the supervision of individual faculty members in the department. Research topics and support for studies are provided by health agencies and organizations in the area.

Master’s Degree Programs – Concentration in Physical Education or Health Education

Common Core For Each of the four Graduate Degrees .........................................................12 SCH
PHED 5133 Physical Education Curriculum*
EDFN 5103 Foundations of Educational Research
EDFN 5113 Psychology of Learning and Development
EDFN 5123 Socio-Cultural Issues in Education

MASTER OF SCIENCE IN EDUCATION (M.S. - Education) CONCENTRATION IN PHYSICAL EDUCATION

Program Concentration...........................................................................................................12 SCH
PHED 5123 Scientific Foundations of Physical Education
PHED 5143 Sociology of Sport
PHED 5303 Tests and Measurements in Health and Physical Education* PHED 5503 Teaching Physical Education*

Research and Resource ........................................................................................................12 SCH
EDFN 5143 Advanced Educational Statistics
EDFN 5903 Thesis Research
+ 9 semester hours from the following:

PHED 5103 Psychology of Motor Learning* ................................................................. 3 SCH
PHED 5113 Supervision in Physical Education* ............................................................... 3 SCH
PHED 5203 Physiology of Muscular Exercises* .............................................................. 3 SCH
PHED 5343 Professional Preparation in Health, Physical Education, Recreation and Dance* ................................................................................................. 3 SCH

PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance* 3 SCH
### Health and Human Performance Programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PHED 5403 Administrative Problems in Health and Physical Education*</td>
<td>3 SCH</td>
</tr>
<tr>
<td>HLTH 5043 Alcohol and Drugs</td>
<td>3 SCH</td>
</tr>
<tr>
<td>HLTH 5073 Epidemiology and Diseases</td>
<td>3 SCH</td>
</tr>
<tr>
<td>HLTH 5133 Seminar - Selected Topics</td>
<td>3 SCH</td>
</tr>
<tr>
<td>HLTH 5143 Medical Foundations for Health Professions</td>
<td>3 SCH</td>
</tr>
<tr>
<td>HLTH 5183 Contemporary Health</td>
<td>3 SCH</td>
</tr>
</tbody>
</table>

**Total Master of Science in Education-Concentration in Physical Science**

**36 SCH**

### MASTERS IN EDUCATION (M.Ed.) CONCENTRATION IN PHYSICAL EDUCATION

**Common Core**

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**Program Concentration**

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<tr>
<td>PHED 5503 Teaching Physical Education*</td>
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</table>

**Research and Resource**

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<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFN 5923 Master’s Seminar</td>
<td>12 SCH</td>
</tr>
<tr>
<td>+ 9 semester hours form the following:</td>
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</tr>
<tr>
<td>PHED 5103 Psychology of Motor Learning*</td>
<td>3 SCH</td>
</tr>
<tr>
<td>PHED 5113 Supervision in Physical Education*</td>
<td>3 SCH</td>
</tr>
<tr>
<td>PHED 5203 Physiology of Muscular Exercises*</td>
<td>3 SCH</td>
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<tr>
<td>PHED 5343 Professional Preparation in Health, Physical Education,</td>
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</tr>
<tr>
<td>Recreation and Dance*</td>
<td>3 SCH</td>
</tr>
<tr>
<td>PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance*</td>
<td>3 SCH</td>
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<tr>
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<td>HLTH 5183 Contemporary Health</td>
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</tbody>
</table>

**Total Masters in Education (M.Ed.) Concentration in Physical Education**

**36 SCH**

### MASTER OF SCIENCE IN EDUCATION (M.S. – Education) CONCENTRATION IN HEALTH EDUCATION

**Common Core**

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</tr>
<tr>
<td>EDFN 5123 Socio-Cultural Issues in Education</td>
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</tr>
</tbody>
</table>
Program Concentration........................................................................................................12 SCH
HLTH 5063 Human Behavior and Health Education
HLTH 5173 Nutrition and Environment
HLTH 5193 Community Health
PHED 5303 Tests and Measurements in Health and Physical Education*

Research and Resource.........................................................................................................12 SCH
EDFN 5143 Advanced Educational Statistics
EDFN 5903 Thesis Research or HLTH 5993 Independent Study
+ 6 semester hours (3 from PHED and 3 from HLTH) from the following:

PHED 5103 Psychology of Motor Learning* ................................................................. 3 SCH
PHED 5113 Supervision in Physical Education* .............................................................. 3 SCH
PHED 5203 Physiology of Muscular Exercises* ............................................................. 3 SCH
PHED 5343 Professional Preparation in Health, Physical Education, Recreation and Dance* ........................................................................................................ 3 SCH
PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance* 3 SCH

HLTH 5043 Alcohol and Drugs ......................................................................................... 3 SCH
HLTH 5073 Epidemiology and Diseases ........................................................................... 3 SCH
HLTH 5133 Seminar - Selected Topics ........................................................................... 3 SCH
HLTH 5143 Medical Foundations for Health Professions .............................................. 3 SCH
HLTH 5183 Contemporary Health ................................................................................... 3 SCH

Total Master of Science in Education (M.S. – Education) Concentration in Health 36 SCH

MASTERS IN EDUCATION (M. Ed.) CONCENTRATION IN HEALTH EDUCATION

Common Core....................................................................................................................12 SCH
PHED 5133 Physical Education Curriculum*
EDFN 5103 Foundations of Educational Research
EDFN 5113 Psychology of Learning and Development
EDFN 5123 Socio-Cultural Issues in Education

Program Concentration........................................................................................................12 SCH
HLTH 5063 Human Behavior and Health Education
HLTH 5173 Nutrition and Environment
HLTH 5193 Community Health
PHED 5303 Tests and Measurements in Health and Physical Education*

Research and Resource.........................................................................................................12 SCH
EDFN 5923 Master’s Seminar or HLTH 5993 Independent Study
+ 9 semester hours from the following:

HLTH 5183 Contemporary Health ..................................................................................... 3 SCH
HLTH 5043 Alcohol and Drugs ......................................................................................... 3 SCH
HLTH 5073 Epidemiology and Diseases ........................................................................... 3 SCH

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HLTH 5133 Seminar - Selected Topics ................................................................. 3 SCH
HLTH 5143 Medical Foundations for Health Professions .............................. 3 SCH
PHED 5103 Psychology of Motor Learning* .................................................... 3 SCH
PHED 5113 Supervision in Physical Education* ............................................. 3 SCH
PHED 5203 Physiology of Muscular Exercise* .............................................. 3 SCH
PHED 5343 Professional Preparation in HPERD* ......................................... 3 SCH
PHED 5353 Mainstreaming in HPERD* .......................................................... 3 SCH

Total Masters in Education (M.Ed.) Concentration in Health Education ...... 36 SCH

*Requires Department Administration Approval