



WHITLOWE R. GREEN COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
STUDENT HANDBOOK
2020 – 2021

TABLE OF CONTENTS

Welcome Statement	1
Introduction	1
Mission Statements	
• Mission of the University	2
• Mission of the College	2
• Mission of the Department	2
Faculty and Departmental Contact Information	3
General Policies and Procedure	4
• General University Requirements	4
• Transfer Credits	5
• Disability	5
• Good Standing	5
○ Academic Performance	5
○ Professional Conduct	5
○ Academic Dishonesty	6
Appeal Process	6
○ Academic Appeal Process	6
○ Student Complaint Procedures	6
○ Grade Appeal	6
○ Grievance Process	7
○ ELAC Appeals and Grievance Process	7
○ Readmission/Reinstatement	9
Advisement and Registration	10
• Advisement Process	10
• Registration.....	11
○ Continuous Registration	11
○ Acquisition of Alternate PIN	12
○ Online Registration	12
○ Independent Study Courses	12
Registering and Applying for Certification	13
• Degree Plan/Deficiency Certification Plan	13
• Application to Candidacy	13
• Advancement to Candidacy	13
Committee Selection.....	14
Financial Assistance.....	15

Master Degrees and Certification Programs and Requirements	17
• School Counseling (MA)	17
• Educational Administration (MSED)	18
• Principal Certification (MED)	19
Doctoral Program Admissions Process and Courses	21
• Pk-12 Degree Plan	21
• Higher Education Degree Plan	23
Matriculation	25
• Class Attendance Policy	25
• Excused Absences	25
• Excessive Absences	25
• Religious Holiday Absences	25
Course Credits and Grades	26
• Course Auditing.....	26
• Course Load.....	26
• Repeated Course Grade.....	26
Application for Graduation	27
Application for Certification	27
Code of Ethics for Texas Educators	28
Approval to take the TExES Exam	31
How to Apply to take TExES Examination	32
Doctoral Program in Educational Leadership	33
APPENDICES	39 - 46
• Appendix A: How to Obtain TEA I.D. #	
• Appendix B: Guidelines for Taking the Representative Exams	
• Appendix C: Course Descriptions	
• Appendix D: Graduation Checklist	

THIS HANDBOOK IS MEANT TO SERVE AS A GUIDE. IT IS NOT A CONTRACT AND IS SUBJECT TO CHANGE.

WELCOME STATEMENT

Congratulations! Welcome to graduate study in the Department of Educational Leadership & Counseling (ELAC) at Prairie View A&M University. Students have the opportunity to gain greater academic proficiency and to form lasting personal and professional relationships. “Prairie View A&M University Produces Productive People.” That motto becomes self-evident as master’s and doctoral level students study and interact with a highly qualified faculty committed to the discovery of new knowledge through rigorous critical thinking and practical field-based learning.

INTRODUCTION

The Department of Educational Leadership and Counseling Student Handbook, 2019-2020 (referred to hereafter as the handbook) is designed to assist students in understanding the departmental policies and procedures affecting entry and successful matriculation through the master’s and doctoral level degree programs as well as certification programs associated with the master’s level programs. It outlines online as well as face-to-face program offerings and delineates requirements for clinical experiences, internships, and practicum courses related to completion of specific degree programs. This handbook is to be used in conjunction with the University’s Graduate Studies Catalog.

The administrators, faculty, and staff of the Whitlowe R. Green College of Education (WRGCOE) are ready to assist the student with meeting the student’s goal of becoming a professional educator. Students are expected to consult their assigned academic advisor on an on-going basis and to feel welcome to visit the main office of the Department of Educational Leadership & Counseling (ELAC) for additional information or to request clarification of any information contained in this handbook.

UNIVERSITY MISSION STATEMENT

Prairie View A&M University is a state-assisted, public, comprehensive land grant institution of higher education. The University was designated in a 1984 amendment to the Texas Constitution as an “institution of the first class.” It is dedicated to achieving excellence and relevance in teaching, research and service. It seeks to invest in program and services that address issues and challenges affecting the diverse ethnic and socioeconomic population of Texas and the larger society including the global arena. The University seeks to provide a high quality educational experience for students who, upon completion of bachelors, masters, or doctorate degrees, possess self-sufficiency and professional competence. The experience is imbued by the institution’s values including, but not limited to, access and quality, accountability, diversity, leadership, relevance, and social responsibility.

MISSION OF THE COLLEGE

The mission of the Whitlowe R. Green College of Education is to prepare P-20 educators to teach, counsel, and lead in a manner that promotes the educational development and well-being of a culturally diverse population.

MISSION OF THE DEPARTMENT

The mission of the Department of Educational Leadership and Counseling is to provide quality instruction, research, service, and outreach programs that foster knowledge, appreciation, and experience thus preparing graduates to meet their professional goals. Through a comprehensive program of graduate courses and practical experiences, candidates develop as prepared counselors and leaders to facilitate learning for diverse populations. Graduates also emerge as professional decision makers capable of assisting all learners in meeting expected stakeholder outcomes.

FACULTY & DEPARTMENT CONTACT INFORMATION

The Department of Educational Leadership & Counseling offers master's degrees in Educational Administration (MED and MSed); School Counseling (MA); and a doctoral degree in Educational Leadership (Ph.D.). The faculty and staff in the Department of Educational Leadership & Counseling are committed to the student's educational and professional success. Our faculty members' experiences include teaching, research, and service in schools, colleges and, universities; holding administrative positions at each level of the hierarchy; and obtaining funding and other resources.

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GENERAL POLICIES

General University Requirements

To complete a graduate degree, a student must complete the General University Requirements (identified in the Graduate Catalog) for graduate degrees, the Whitlowe R. Green College of Education requirements, and the Program Area requirements. The latter two are contained in this handbook. Non-negotiable General University Requirements have been excerpted from the Graduate Catalog to reflect how these requirements apply to the Department of Educational Leadership & Counseling (ELAC). The information below was taken from the current Graduate Catalog and is subject to change.

1. Courses accepted for transfer credit must be from a college or university accredited by one of the regional accrediting agencies for higher education and must be similar in content to courses offered in ELAC.
2. Only courses with grades of "C" or above will be accepted for transfer for Master students only.
3. Graduate students may transfer only six (6) credit hours.
4. Students must complete requirements for the master's degree within six consecutive years after the first date of enrollment; however, courses taken between the sixth and seventh years may be re-validated by special examination upon approval by ELAC. A course in which a grade of "C" or lower was earned cannot be re-validated.
5. Official scores on the Graduate Record Examination (GRE) must be on file within the first 12 semester credit hours for master's degree students and may not be more than 10 years old at the time of admission to the program.
6. Students seeking a second master's degree must receive approval by the Dean of Graduate Studies or his/her designee and may use a maximum of 12 semesters from the first master's degree toward completion of requirements for the second master's degree. Only coursework in which a student has earned a "B" or better may be applied to the second degree.
7. Graduate students are to complete and file a degree plan within the first semester of matriculation in the University.
**Current information in the graduate catalog is subject to change.*
8. If a student in any two consecutive semesters or summer terms has a cumulative grade point average below a 3.00, that student is subject to academic dismissal.
9. Doctoral students remain in good standing when they maintain a minimum GPA of 3.0. Only grades of "B" or better count toward require coursework.
10. If a student received a grade of "I" the work required for completion must be completed within one calendar year from the semester in which the "I" was awarded.

Transfer Credits

A graduate student may transfer six (6) graduate hours from a graduate program located at a regionally accredited college or university by completing the transfer form and gaining a signature attesting to recommended approval of acceptance of the six semester credit hours by his/her advisor. An official transcript showing the grade of "B" ("B- "grade will not be accepted as "B" grade) or better and a copy of the course descriptions for courses being transferred must be provided. The transfer course must contain the content in the Prairie View A&M University course for which it is a replacement or substitute.

Disability statement

In accordance to University policies and procedures, the Whitlowe R. Greene College of Education and the Department of Educational Leadership are committed to ensuring that all students have equal access to educational opportunities. Students with disabilities, including learning disabilities, who wish to request accommodations in class, must register with the Office of Disability Services early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the Office of Disability Services.

Good Standing

Academic Performance

In order for both master's and doctoral students to remain in good academic standing, they must maintain a cumulative grade point average of 3.0 after two consecutive semesters or summer terms. For doctoral students to remain in good standing, only grades of "B" or better count toward required coursework. For both master's and doctoral students, the work required for completion of a course in which an "I" was awarded must be completed within one calendar year from the semester in which the "I" was awarded.

Professional Conduct Standing:

Students are expected to adhere to the rules and regulations of the **PVAMU Conduct Code** identified in the "Student Rights and Responsibilities" available at www.pvamu.edu/studentconduct . As prospective educational leaders and counselors, students are to also abide by the professional, ethical conduct, practices, and performances of the "Code of Ethics and Standard Practices for Texas Educators." (**TAC Title 19; Rule 247.2**).

Academic Dishonesty

Graduate students are expected to practice academic honesty in every aspect of all courses. Students should be familiar with each Program area handbook as well as the University Handbook. Students who engage in academic dishonesty are subject to University disciplinary procedures. Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

APPEAL PROCESS

Academic Appeal Process

A student may disagree with an academic decision of a faculty member or academic professional, administrator or committee. The Department of Educational Leadership & Counseling provides an appeals process for the student to request reconsideration of an academic decision. First, the student should discuss the matter directly with the party who made or represented the academic decision and make a reasonable effort to resolve the issue. If no resolution is reached, or if the student is uncomfortable trying to resolve the issue directly with the appropriate party, then the student should follow the Graduate Studies rules and regulations. The following steps are to be followed in filing the academic appeal.

1. Student must first address his/her concern to appropriate faculty member who is associated with the matter of concern within 10 working days of the occurrence. The Faculty member should respond within 10 working days of the receipt of the complaint.
2. Student may appeal faculty member's decision with the department head by completing the Appeal form and uploading here it to the Department of Educational Leadership (elac@pvamu.edu) within seven (7) days of receipt of faculty member's decision. The department head decision should be made within 15 working days following the filing of the grievance.
3. Student may appeal the decision of the department head to the Dean in writing within 5 working days of receiving the department head's decision. The Dean will render a decision within 10 working days of receipt of the grievance.

Should the student wish to appeal the decision of the Dean, the student should follow the University's grievance procedures.

*** It may take relatively longer time for the College to process the grievances during the summer period due to the limited availability of faculty.**

Authority and responsibility for assigning grades rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may

have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Graduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Grade Appeal

When students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal the grade. Generally, student complaints about grades or other class related performance assessments can be addressed by the instructor of record and the student. When that cannot be achieved, the student may have his/her complaint addressed by the procedure outlined on the Graduate School Website.

Grievance Process

Prairie View A&M University (PVAMU) respects the rights of students and therefore has established rules and regulations to protect students from abuse or any form of maltreatment. Student grievances are addressed in accordance with federal and state laws, TAMUS policies, and University rules and procedures.

Grievances that are grade or academically related should be addressed according to the steps that are outlined in the Graduate Catalog. Grievances that are non-academic, such as those related to Constitutional rights and privileges as related to discrimination should be reported to the Office of Student Conduct, and/or the Office of Title IX, and/or the Office of Human Resources (EEOC). All complaints, appeals, or grievances of discrimination will be taken seriously and guidance will be provided on the proper steps to be taken to seek redress in accordance with the following Texas A&M University System Policies:

08.01 TAMUS Policy Statement

- The Texas A&M University System (System) will strictly comply with all applicable legal requirements prohibiting discrimination against employees, students, applicants for employment, or the public.

08.01 Authority and Scope of the Equal Opportunity Program

- 1.2 No individual will, on the basis of race, color, sex, religion, national origin, age, or disability, be excluded from participation in, or be denied the benefit of, or be subjected to discrimination under any system program or activity.

ELAC Appeals and Grievances

Appeals for program decisions or coursework related problems will be accepted in writing and reviewed by a sub-committee appointed by the Department Head of the Department of Educational Leadership and Counseling Program. The committee will consist of three members from the program faculty. This committee will recommend a course of action to the head of the department and to the dean of the College of Education. All appeal procedures shall follow the policy, procedures, and rules of PVAMU and the Texas A&M System. Students will be expected

to first try to resolve problems by first talking to the faculty or staff member against whom the grievance is lodged.

If the student receives a grade that you feel was not reported accurately you will need to follow the steps listed below in order to initiate the grade appeal process:

1. The student should speak directly with the instructor of record, preferably during his/her posted office hours. Go over your grades on assignments, tests, quizzes, projects, etc., and discuss the calculations of grades based on the grading rubric listed in the syllabus for the course. Supporting documentation should be presented to show that the grade should have been different.
2. If the issue is not resolved at the faculty level and the student wishes to pursue the issue further, the student will need to make an appointment with his/her Department Head.
3. The Department Head will then ask the student to submit all of your documentation to him/her.
4. The Grade Appeals Committee will be given your information to review and will present their findings within one week to the Department Head.
5. You will be notified by letter of the decision. If the decision is favorable, the main office will initiate the proper paperwork to correct the grade. If the decision is not favorable, the office will consider this matter closed.
6. The student should meet with the instructor of record, preferably during his/her office hours, to present the grievance and any supporting documentation that the grade or outcome of a class related concern should have been different.
7. If the instructor is no longer at the University or if the subject of the grievance arises when faculty are not expected to be on duty for a week or more, the student should report to his or her advisor or the absent faculty member's immediate supervisor (department head, division head, or dean).
8. If the issue is not resolved at the faculty level and the student wishes to pursue the issue beyond the instructor, he/she should meet with his/her academic advisor even if the grade or other issue is not in the department, division, school, or college in which the student's class is being offered. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures items 4 through 10 below.
9. If no agreement can be reached following discussion among the advisor, the student, and the instructor, the student should write a letter to the instructor's immediate

supervisor. The letter or form should present the grievance, the rationale for it, and the remedy sought. The letter or form should be sent at least one week prior to the student's scheduled appointment to meet with the instructor's immediate supervisor.

10. If the instructor's immediate supervisor cannot resolve the issue to the student's satisfaction and the student wishes to pursue the matter, the instructor's immediate supervisor will refer the matter to a three to five-person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty members are employed in the department, school or college. The panel will review the grievance and make a recommendation to the instructor's immediate supervisor.
11. If no agreement is reached and the student decides to appeal the matter further, he/she should send a letter or any published form used for this purpose to the person above the instructor's immediate supervisor.
12. If the student believes that the decision of the highest official in the College or School, the dean, deserves further review due to flaws in the previous reviews or due to his/her having information of such nature as to potentially impact the outcome, the student should provide a written request for review to the Provost and Senior Vice President for Academic Affairs who will employ a review process appropriate to the situation and notify the dean of the outcome. The dean will notify the student of the outcome.
13. A decision that has reached review by the Admissions and Academic Standards Committee is final.
14. Grading and other class related academic issues are referred in writing to the Office of the President only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated.
15. The Provost and Senior Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the President following his/her receipt of the student's written appeal. The President will employ a review process appropriate to the matter presented and notify the Provost and Senior Vice President for Academic Affairs and dean of the outcome. The dean will notify the student of the outcome.

Readmission/Reinstatement

Once accepted into a degree program, a student is expected to enroll every semester thereafter (excluding summer sessions) and make satisfactory progress toward the degree. A student who does not enroll for a fall or spring semester must apply for readmission.

Submission of a readmission application does not ensure acceptance. An application for readmission may be rejected or additional requirements may be imposed on the student. A readmitted student must follow the rules and regulations listed in the Graduate Catalog. An application for readmission to the Graduate School must adhere to one of the following categories:

1. An applicant who was previously admitted to the University but did not enroll in the term stated in the acceptance letter.
2. A graduate student at Prairie View A&M University who was accepted into one-degree program but wishes to enter another degree program.
3. Degree candidates and non-degree students who have not enrolled in courses for two consecutive years.
4. A graduate student who voluntarily withdraws from the university.

ADVISEMENT AND REGISTRATION

Advisement Process

Upon entering a program, a student is assigned an advisor and advising is expected to continue throughout the student's matriculation and completion of the program. Students are responsible for being proactive in seeking advice and counsel from their faculty advisor. Candidates for the thesis option of the master's degree and doctoral candidates at the doctoral dissertation stage are to seek advice and counsel not only from their general academic advisor but from their thesis/dissertation chair. Where practicable, students will be assigned to thesis/or dissertation advisors based on common interests. Students may meet with their advisors in multiple formats.

The goal is to have students interact in meaningful ways with their academic advisor to plan for the next semester's coursework and to review their academic progress. The advising process is in place to build purpose driven, focused connections between the practicing professional, the advisor, and the developing professional, the student. Through the advising process, advisors are often able to lead students to career as well as more advanced study opportunities. Advisors are able to monitor and track student's progress as they matriculate through the educational programs and through each checkpoint along the way toward the degree and/or any applicable certification associated with the degree. In preparation for a meeting with the advisor, the student should provide the following items:

1. Latest transcripts from Panthertracks or other college/university to show transferred courses
2. Updated degree plan
3. A listing of courses in which the student desire to enroll
4. Any substitution forms (if applicable)

NOTE: It is the student's responsibility to contact his/her advisor for assistance. It is also the student's responsibility to review his/her personal progress periodically to ensure that there is compliance with policies and procedures set forth by the University, the Office of Graduate Studies, the Whitlowe R. Green College of Education(WRGCOE) and the Department of Educational Leadership and Counseling (ELAC).

Questions pertaining to the student's specific degree plan, coursework sequences, or transfer credits should be directed to the assigned academic advisor. If the advisor is not available, the Head, Department of ELAC should be contacted so that assistance can be provided.

Notices of early, regular, and late registration, for example, are posted online and are accessible from the University's academic calendar. Additionally, WRGCOE's website and the ELAC website feature upcoming important events, especially registration dates, payment dates, and final add and drop dates. It is recommended that students register as early as possible in order to afford students the greatest course selection and schedule options.

Registration

All graduate students who attend classes at PVAMU must register and pay assessed tuition and fees. The Office of the Registrar (website registrar@pvamu.edu; telephone 936.261.1000) is the official source of information about registration for all students at PVAMU. Specific dates for registration can be found on:

- The Registrar's Web page
- The University Calendar

NOTE: It is the student's responsibility to contact his/her advisor when assistance is needed. It is also the student's responsibility to review his/her personal progress periodically to ensure conformity to the policies and procedures set forth in the WRGCOE and the University.

Ultimately, the student is responsible for successful progression through the degree program. If the student does not understand the requirements for the program, the student should check with the academic advisor or the Department Head.

Continuous Registration

Continuous registration is expected every semester as appropriate to complete the Degree Program, from admission through graduation; or until all requirements are completed for the degree or certification. To meet continuous registration requirements, students must be registered for at least one (1) graduate-level credit applicable to their Degree Program.

During the semester of expected graduation, a student must be enrolled during the semester in which the work is completed and the Graduation Application is filed. A fee is required if a student registers in *absentia*.

Acquisition of Alternate PIN Number

In order to obtain an Alternate PIN number for registration purposes, a student must be advised each semester. Please follow the steps below to successfully complete the registration process and receive an Alternate PIN number.

1. Meet with the student's assigned Academic Advisor with the appropriate documents needed for registration advisement.

2. The student's advisor will then review the student's desired schedule to ensure that it follows the applicable degree plan for the student's program.
3. The student's advisor will assign the student a six-digit Alternate PIN number for registration purposes.
4. If the student's advisor is unable to access the student's alternate PIN number, a completed registration form signed by both the student and the student's advisor must be delivered to the administrative assistant to whom the responsibility has been delegated in the Department of Educational Leadership & Counseling.
5. The administrative assistant will then assign an Alternate PIN number to the student.

NOTE: The administrative assistant may not provide an Alternate PIN number unless a student presents a completed and signed registration form as proof the advisement process has occurred with the academic advisor.

Online Registration

Graduate students can register online through PantherTracks. In order to register for courses at Prairie View A&M University, the student must have an Alternate PIN secured from the student's Academic Advisor. Please be advised that this code changes each semester.

Once the student has obtained the Alternate PIN from the academic advisor, the student should follow the steps below to register for courses:

- 1) Sign into the internet using the student's favorite web browser.
- 2) Got to www.pvamu.edu
- 3) Click the PantherTracks link in the top, right-hand corner
- 4) Click "Current students" link
- 5) Click "Enter PVPlace now"
- 6) Enter the student's user name and password, click "submit"
- 7) Click the "student" tab
- 8) In the middle of the screen, click "click here to access PantherTracks"
- 9) Click "student" tab again
- 10) Click "registration"
- 11) Click "select term" link
- 12) Choose appropriate term and click "submit"
- 13) Click "look up classes"
- 14) Click to "accept the payment agreement"
- 15) Choose a "course search"
- 16) Choose the course(s) the student wish to enroll in and click "submit"
- 17) The course(s) will be added to the student's schedule and the appropriate fees will be attached to the student's account.

NOTE: If the student receives any kind of "error code" when attempting to register, the student must print the screen shot or write the error information so the student's advisor or the administrative assistant to whom problem solving has been delegated can provide assistance.

Independent Study Courses

Prior approval for an independent study course must be granted by the faculty member to whom the class, seminar, field or other experience has been assigned. Independent study courses are granted due to extenuating circumstances such as a student's being ill, away on military duty, facing a family emergency, or other circumstance that would make taking the course in its regular format either impossible or formidably stressful to the point that a student's continuation in the degree program is being threatened. No more than six (6) credit hours of independent study may be used toward a degree.

REGISTERING AND APPLYING FOR CERTIFICATION

Degree Plan/Certification Deficiency Plan

In conjunction with an advisor, each graduate student is required to complete a degree plan for the appropriate program. This degree plan must be approved by the advisor. A copy will be given to the student and a copy will be maintained in the advisor's office. Most degree plans will mirror the program listed in the catalog and, in such cases, need no further approval. Please go on-line to review the approved degree plan for master's degree or the doctoral degree. Exceptions to the approved and recommended program must be approved by the coordinator of the program and the Head of the Department of Educational Leadership and Counseling.

Application for Candidacy

Graduate students seeking certification in School Counseling and the Principalship must submit an Application for Candidacy after the completion of required hours in the respective program area. The student must have completed all entrance requirements before candidacy can be established and have a "B" average or (3.0) or above grade point average in graduate courses. The master's student admitted to full degree status does not automatically become eligible for the master's degree or for candidacy. The student must have met the following minimum requirements in order to become a candidate

1. Achieve a satisfactory score on the GRE as stipulated by the department and college.
2. Prepare and submit an official Application for Admission to Candidacy Form showing the applicant's successful completion of 12 hours of required graduate courses with an average of "B" or better.
3. Submit the official Application for Admission to Candidacy Form to the Department Head and Whitlowe R. Green College of Education Dean. The form will be submitted to the Graduate Dean for final approval.

Advancement to Candidacy

Advancement to candidacy for the doctoral program is governed by the procedures of the Educational Leadership Doctoral Program Handbook. Note advancement to Doctoral Candidacy follows the successful passing of the Comprehensive Exam.

Application for candidacy into the **Principal Certification Program** requires that students present:

1. A Master's Degree
2. Two years of teaching experience
3. Teaching Service Record
4. Completion of courses required for certification
5. No grade of "C" in any course required for certification
6. Completion of ADMN 5503 (Principal Internship)
7. Passage of TExES Examination (068 or 268)

Application for candidacy into the **School Counseling Certification Program** requires that students present:

1. A Master's Degree
2. Two years of teaching experience
3. Teaching Service Record
4. Completion of courses required for certification
5. No grade of "C" in any course required for certification
6. Completion of CNSL 5503 and CNSL 5513 (School Counseling Internship I and II)
7. Passage of TExES Examination (152)

A graduate student who has completed the requirements for certification must apply through the Certification Office for the certificate.

COMMITTEE SELECTION

In accordance with the Graduate Studies requirement for thesis and doctoral committee selection, the Department of Educational Leadership & Counseling adheres to the following.

1. The thesis or dissertation should be presented in a scholarly, well-integrated and properly documented manner using the most recent edition of the American Psychological Association (APA) format, and should contain original work completed by the student under the supervision of an advisory committee.
2. In consultation with the qualified graduate faculty member, the graduate program coordinator, and the department head, the student selects a committee chair. The committee chair and the student then collaborate to identify the members of the committee.
3. Doctoral and thesis students must submit the "Selection of Thesis/Dissertation/Doctoral Project Committee" form to the Office of Graduate Studies once a student's dissertation committee has been identified. The online form is fillable.
4. *Committee Composition* (3.1) "The Thesis Committee consists of at least three graduate faculty members, and at least two should come from the department or program granting the degree. The Doctoral (Dissertation) Committee consists of at least four graduate faculty members, and at least three should come from the department granting the degree. Some doctoral programs might require more than four graduate

faculty members. Students must consult the department head of their discipline to find out the minimum number of graduate faculty for a doctoral dissertation committee in their major field. Sometimes it is also helpful to have at least one committee member from outside of Prairie View A&M University.” (Thesis and Dissertation Manual, p. 4)

5. *Committee Selection (3.2)* The members of the committee are normally chosen for their expertise in the proposed topic or for expertise in a particular methodology. Thesis and dissertation committee members are chosen among faculty awarded graduate faculty status by the PVAMU Office of Graduate Studies. A list of graduate faculty members from other departments across campus can be requested from the Office of Graduate Studies. All voting members of the committee must have been granted graduate faculty status. Other members, such as those with expertise contributing to the candidate’s research, perspective, and/or analyses, may participate as guests as the research progresses and if invited, may join the committee during the defense but will not be a voting member of the official committee. (Thesis and Dissertation Manual, p.4)

Doctoral Students Dissertation Committee Selection

Students may choose a thesis or dissertation chair. The student and the chair will choose other committee members, with approval from appropriate University officials. A committee membership form should have the appropriate signature from the administrators in the college/school granting the degree. The Dean of Graduate Studies has final authority for the approval of members of thesis/dissertation committees. If a student is unable to assemble a complete committee, the department head shall appoint members as needed from the faculty in the student’s department/college, or aid the student in contacting appropriate faculty from other departments. The dissertation committee may be reconstituted at the student’s discretion. The student should consult first with the chair of the Dissertation Committee and then with the department head about such changes as soon as possible, and forward a new letter requesting approval of the new committee. Committee members should not be changed any more than two times during the process, unless in the case of the unavailability of faculty. Students are cautioned, however, that changes in committee membership may result in changes to the thesis or dissertation with a corresponding extension of the completion of their thesis or dissertation.

FINANCIAL ASSISTANCE

There are multiple methods by which graduate and professional students can fund their graduate study at Prairie View A&M University. Funding is available in the form of loans, scholarships, and assistantships as listed below.

1. PV Opportunity Graduate Student Scholarship: The PV Opportunity Graduate Student Scholarship provides financial support for currently enrolled students pursuing master’s or doctoral degrees. Several full-tuition scholarships are available to students who are enrolled in the Summer and Fall 2019 sessions. Scholarships are based on merit and financial need.

2. PVAMU Financial Aid: The return on investment from a college education cannot be beaten, however increasing costs associated with higher education requires a major commitment from students and their families. The Office for Financial Aid and Scholarships works to ensure that students are able to achieve their educational goals by offering a wide range of resources and information. For more information, please visit the [PVAMU Financial Aid](#) website.
3. Graduate Assistantships: [Graduate Teaching and Non-Teaching Assistantships](#) are managed by the schools and colleges. These appointments are available for full-time, currently enrolled graduate students. For more information on assistantships, please contact the Dean's Office.
4. Panther Employee Scholarship Exemption Program: The purpose of the Panther Employee Scholarship/Exemption Program is to provide financial support to faculty, staff, spouses or dependents of eligible employees who wish to obtain a degree or certification from Prairie View A&M University. For more information on this program, please visit the [Panther Employee Scholarship Exemption Program](#) website.

External Funding

1. Private Loans: Private loans are funding that students receive from lending institutions outside of the federal government. Contact your bank or credit union to inquire details regarding these types of loans.

DEGREE PROGRAMS AND REQUIREMENTS

MASTER OF ARTS Emphasis on School Counseling

The School Counseling Program is for persons who wish to engage in counseling in school settings.

COUNSELING CORE I COURSES (15 hours)

Core I - Courses		Prerequisites
CNSL 5053	Orientation to Counseling	
CNSL 5213	Professional Ethics for School Counselors	
CNSL 5143	Human Growth and Development	
CNSL 5023	Counseling Theory and Practice	
CNSL 5153	School Counseling in a Multicultural Society	

COUNSELING CORE II – PROGRAM CONCENTRATION (33 hours)

CORE II – Program Concentration		Prerequisites
CNSL 5113	Career Development Counseling	Core I
CNSL 5013	Counseling Techniques	Core I, CNSL 5023
CNSL 5163	Research and Measurements in Counseling	Core I
CNSL 5133	Group Dynamics	Core I, CNSL 5013
CNSL 5123	Assessment, Evaluation, and Interpretation of Student Data	Core I, CNSL 5123
CNSL 5043	School Consultation	Core I
CNSL 5083	Crisis and Trauma Counseling with Children	Core I
CNSL 5003	Organization and Administration of School Counseling Programs	Core I , 5043, 5083
CNSL 5503	School Internship I	Core I, CNSL 5013, CNSL 5123, CNSL 5003, Candidacy
CNSL 5513	School Internship II	Internship I

ELECTIVES

Counseling Electives		Prerequisites
CNSL 5203	Drugs and the Individual	Core I
CNSL	Counseling Couples and Families	Core I
CNSL 5193	Play Therapy	Core I

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION (MSED 30 hrs)

Administration

The Master of Science in Educational Administration Program is designed to prepare individuals for leadership roles in the increasingly complex and diverse organization; and, focus on problem-solving skills to support student success. Course work includes advanced problems in special programs, supervision, data-driven decision-making, and leadership in a multicultural society.

CORE I COURSES (9 hours SCH)

Core I Courses		Prerequisites
SUPV 5113	Supervision	
ADMN 5093	Educational Statistics	
ADMN 5203	Leadership in a Multicultural Society	

CORE II – SUGGESTED PROGRAM CONCENTRATION (12 SCH)

CORE II – Program Concentration		Prerequisites
ADMN 5013	*Theory, Practice, & Research)	
ADMN 5033	School Business Management	
ADMN 5053	*Management of Special Programs	
ADMN 5103	*Human Resource Management	
ADMN 5133	School Community Relations	
ADMN 5173	Computer Applications	
ADMN 5533	Decision Making	

Special Note: Those courses with an asterisk (*) are Specialized Preparation Courses

Total Degree Requirements

30 SCH

MASTER OF EDUCATIONAL ADMINISTRATION (MED)
Principal Certification Program

CORE I COURSES (12 hours SCH)

Core I Courses		Prerequisites
ADMN 5003	Theoretical Foundations of School Administration	
ADMN 5093	Educational Statistics	
ADMN 5163	Research and Evaluation	
ADMN 5203	Leadership in a Multicultural Society	

CORE II – SUGGESTED PROGRAM CONCENTRATION (21 SCH)

CORE II – Program Concentration		Prerequisites
ADMN 5023	Public School Law and Human Resource Management	
ADMN 5033	School Business Management	
ADMN 5043	The Role of the Principal	
ADMN 5073	School Curriculum and Instructional Leadership	
ADMN 5083	Special Topics	
ADMN 5133	School Community Relations	
SUPV 5113	Principles of Supervision	

RESEARCH (3 SCH)

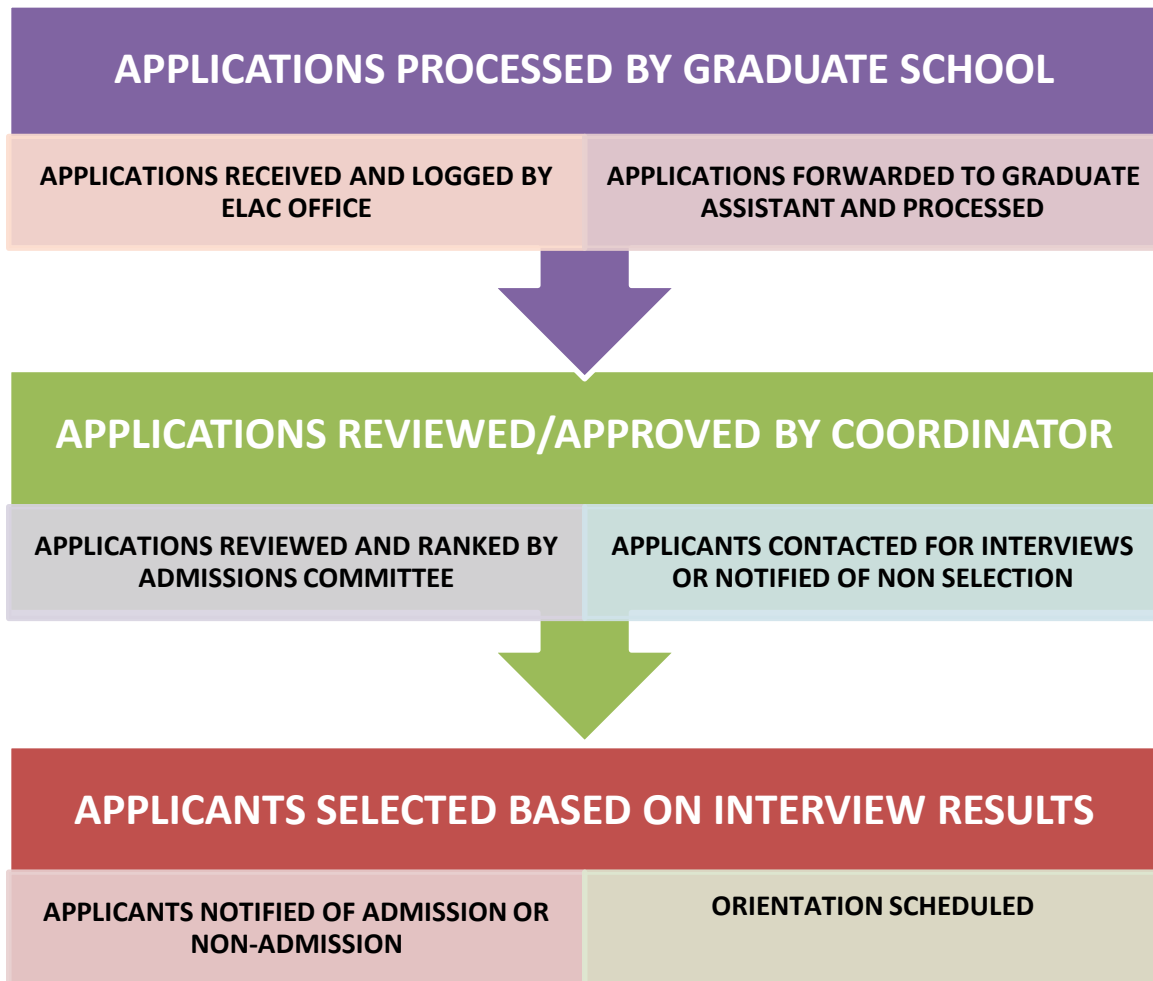
ADMN 5503	Principal Internship	
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Total Degree Requirements

36 SCH

**** Complete 36 hrs. Program Hours and Pass Principal 268 Practice Test**

DOCTORAL PROGRAM ADMISSIONS PROCESS



ADMISSION REVIEW CYCLE DEADLINE

***ALL MATERIALS MUST BE RECEIVED BY THE DATE BELOW IN ORDER TO BE
CONSIDERED FOR FALL ADMISSION***

SPRING – JANUARY 15th

SUMMER – JUNE 1ST



**PRAIRIE VIEW
A&M UNIVERSITY**

**Prairie View A&M University
Whitlowe R. Green College of Education
Department of Educational Leadership and Counseling
Doctor of Philosophy in Educational Leadership**

Degree Plan: P-12 Strand

Candidate's Name:	ID#:	Email:
Street Address:	Work Phone:	
City and Zip:	Home/Cell Phone:	

Course #	Title	Hours	Grade	Semester	University
Core Courses					
EDUL 7103	Educational Research and Evaluation	3			
EDUL 7043	Organizational Development and Change in Education	3			
EDUL 7053	Diversity in Educational Institutions	3			
EDUL 7223	Governance of P-20 Institutions	3			
EDUL 7013	Strategic Thinking, Planning and Management	3			
Core Total		15			

Research Courses					
EDUL 7603	Quantitative Research Design and Analysis	3			
EDUL 7613	Qualitative Research Design and Analysis	3			
EDUL 7633	Educational Statistics	3			
EDUL 7643	Action Research OR	3			
EDUL 7623	Advanced Research	3			
Research Total		12			

Internship					
EDUL 7083	Internship	3			
Internship Total		3			

Dissertation and Seminar					
EDUL 8013	Dissertation Seminar	3			
EDUL 8001-6	Dissertation (Minimum: 12 hours)	12			
Dissertation Total		15			

Course #	Title	Hours	Grade	Semester	University
Concentration Courses					
EDUL 7213	School Law and Policy	3			
EDUL 7303	Public School Finance and Resource Allocation	3			

EDUL	7163	Technology Integration and Curricular Applications	3			
EDUL	7283	School Curriculum Leadership	3			
			Concentration Total	12		

Course #		Title	Hours	Grade	Semester	University
		Electives: Choose 2 courses				
EDUL	7073	Special Topics	3			
EDUL	7233	School-Community Relations	3			
EDUL	7173	Data-Driven Decision Making	3			
EDUL	7503	Human Resources Administration in Education	3			
EDUL	7523	Teacher Supervision, Evaluation and Prof. Dev.	3			
EDUL	7243	Educational Facilities Planning and Management	3			
		Electives Total		6		
			TOTAL DEGREE PROGRAM			
			63			

Degree Candidate		
Name _____		Date _____
Signature _____		
Advisor		
Name _____		Date _____
Signature _____		
Department Head		
Name _____		Date _____
Signature _____		
Dean, WRG College of Education		
Name _____		Date _____
Signature _____		
Dean, Graduate School		
Name _____		Date _____
Signature _____		

PhD EDUL: P-12 Strand (Final_Fall2020)

MATRICULATION



Degree Plan: HE Strand						
Candidate's Name:				ID#:	Email:	
Street Address:				Work Phone:		
City and Zip:				Home/Cell Phone:		
Course #	Title		Hours	Grade	Semester	University
Core Courses						
EDUL 7103	Educational Research and Evaluation		3			
EDUL 7043	Organizational Development and Change in Education		3			
EDUL 7053	Diversity in Educational Institutions		3			
EDUL 7223	Governance of P-20 Institutions		3			
EDUL 7013	Strategic Thinking, Planning and Management		3			
			Core Total	15		
Research Courses						
EDUL 7603	Quantitative Research Design and Analysis		3			
EDUL 7613	Qualitative Research Design and Analysis		3			
EDUL 7633	Educational Statistics		3			
EDUL 7623	Advanced Research		3			
			Research Total	12		
Dissertation and Seminar						
EDUL 8013	Dissertation Seminar		3			
EDUL 800x	Dissertation (Minimum: 12 hours)		12			
			Dissertation Total	15		
Course #	Title		Hours	Grade	Semester	University
Higher Education Concentration Courses						
EDUL 7713	Higher Education Finance and Management		3			
EDUL 7143	Educational Technology in Higher Education Organizations		3			
EDUL 7703	Higher Education Administration		3			
EDUL 7753	Assessing Higher Educational Environments		3			
			Concentration Total	12		

Course #	Title	Hours	Grade	Semester	University
Higher Education Electives (Choose 3)					
EDUL 7743	Higher Education Policy and Analysis (SA*, CT**)	3			
EDUL 7733	Student Recruitment, Selection and Retention (SA, CT)	3			
EDUL 7763	Institutional Effectiveness, Assessment and Accreditation (SA, CT)	3			
EDUL 7073	Special Topics (Such as Arts and Sciences vs. Professional Schools - SA, CT)	3			
EDUL 7083	Internship (SA, CT)				
EDUL 7723	The Role of Student Affairs in Higher Education (SA)	3			
EDUL 7773	College Teaching Theories, Models and Strategies (CT)	3			
		<i>Electives Total</i>	9		

TOTAL DEGREE PROGRAM 63

Degree Candidate		
Name _____		Date _____
Signature _____		
Advisor		
Name _____		Date _____
Signature _____		
Department Head		
Name _____		Date _____
Signature _____		
Dean, WRG College of Education		
Name _____		Date _____
Signature _____		
Dean, Graduate School		
Name _____		Date _____
Signature _____		

*SA Student Affairs Tract
 ** CT College Teaching Tract

Total

Matriculation

Students are presumed to be in good standing during their first semester at PVAMU. Following the first semester, to be considered in good standing, a graduate student must present the following:

1. A minimum grade point average of "B" in all graduate courses and may not receive more than two grades of "C" in the program. It should be noted that Prairie View University will permit a student to repeat a course where the grade of "C" is recorded and in this case, the last grade presented become the grade of record for this student. However, all courses completed will be listed on the transcript. This "C" rule is significant because certification rule does not permit any grades of "C." Thus a grade of "C" in the program must be repeated if this class is presented as a course to be utilized to receive principal certification
2. Completion of any remedial or conditional admission requirements within their first year in the program, i.e., GRE and GPA

If a doctoral student does not maintain a cumulative GPA of 3.0 or higher during a semester, the student may be dismissed from the program.

Class Attendance Policy

Prairie View A&M University requires regular class attendance in both face-to-face and/or online as directed by the instructor. Attending classes supports full academic development of each learner.

Excused Absences

Absences due to illness, attendance at University approved activities, and family or other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are always responsible for all oral and written assignments and examinations.

Excessive Absences

Excessive absenteeism regardless of mode of instruction may result in a student's course grade being reduced. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused.

Religious Holy Day Absences

In accordance with Texas Education Code, Section 51.925, subchapter (Z), a student may be absent from classes for the observance of a religious holy day and will be permitted to take

missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of the notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

COURSE CREDIT AND GRADES

Course Auditing

When space is available and consent of the Dean of the College and Department Head, any person may audit a course by paying the regular tuition and fees. An individual sixty-five years of age or older is exempt from paying the fee. Credit is not awarded for any audited course; individuals who audit courses do not submit papers, take examinations, participate in discussions, or receive evaluations in courses audited.

Course Load

The following limitations for course load can be found in the Graduate Catalog.

1. A full- time graduate student is enrolled in nine (9) semester credit hours.
2. During regular session, a graduate student may not enroll in more than 12 semester credit hours without permission from the Department Head and the Dean of the Whitlowe R. Green College of Education Dean.

Repeated Course Grade

If a course is repeated, the official grade is the last grade earned. This is especially important to determining current GPA and could affect financial aid status, honor roll, candidacy for a student organization position, membership in an organization, graduation, or other opportunity.

Incomplete "I" and "IP" Grades

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 is given to those students completing a thesis, dissertation, or internship provided the student is enrolled and makes satisfactory progress with the approval of the instructor or committee chair. The time allocated for removal of the "IP" shall be the same as the maximum time for completion of a degree or certificate.

APPLICATION FOR GRADUATION

Students completing appropriate degree plans may apply for graduation during the semester in which the requirements for the degree have been completed. A student who plans to receive a degree from Prairie View A&M University must apply for graduation online a semester before the anticipated graduation date. Students are to apply by the published deadline available on the website for each graduation semester (fall, spring or summer). Students are encouraged to consult the school calendar for the specific guidelines and dates. The student's advisor, the head of the department, and the dean of the college approves this application. It should be delivered to the Office of the Registrar. A graduation fee is charged for this service. A graduate student who withdraws from the University must be readmitted to matriculate in other programs.

Degrees for students who are indebted to the University or have not completed "Exit Loan Counseling" will be posted, if earned, but the transcript and diploma will be withheld until the debt is paid, the exit loan counseling completed, and the hold removed by Student Financial Aid. Students who are indebted to the University or have not completed "Exit Loan Counseling" will not be allowed to participate in the commencement ceremony.

Application for Certification

Certification is not automatically awarded upon completion of the degree or required coursework. To apply for certification, students must contact the Office of Teacher Certification in the College of Education. Before completing the State Board for Educator Certification form, students must have met all requirements for graduation, have completed the certification plan, have completed student teaching, and have passed the appropriate TExES exam(s). Each candidate for certification in Texas is required to pass the appropriate tests in professional education and specialty areas. These examinations are administered periodically by the National Evaluation Systems, Inc., under the auspices of the State Board for Educator Certification.

The applicant must request that an Official transcript from the Office of the Registrar be sent to the Office of Teacher Certification in the Delco building, Room 302. The transcript should contain all courses completed. If all requirements are met, Prairie View A&M University will recommend candidates for certification to the State Board for Educator Certification (SBEC).

CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the student of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary **investigation or proceeding under this chapter.**

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (I) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

EXPECTATIONS OF EDUCATIONAL CERTIFICATION CANDIDATES

Students admitted to ELAC's educational program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Candidates must demonstrate personal integrity and exemplify honesty and ethical relations with fellow teacher candidates, faculty, staff, administrators, cooperative teachers and mentors, and most importantly with the children they are entrusted to lead and counsel during their clinical experiences. An educational counselor and/or leader is to help student minds realize their full potential.

APPROVAL TO TAKE THE OFFICIAL TEXES® EXAM

In order to be approved to take the Official TExES® exams for the counseling, principal or superintendent exam, and candidates must show proof of six (6) hours of review for the test they wish to take. Proof of a passing score on the representative exam and a score ≥ 290 on Certify Teacher; and, documentation of a clear criminal background check must also be presented. The student will need to complete a TExES® application, which can be obtained in the main office of the Department of Educational Leadership & Counseling (Delco Rm. 209), and attach their documentation of six (6) hours of review, a passing score for the representative exam, and a clear criminal background check.

TEXES® ADDITIONAL RESOURCES

Educational Testing Service (ETS)

ETS, the company that administers the TExES® exam program for the state, offers a variety of preparation materials on their website www.texas.ets.org. They have preparation manuals available that include a limited number of exam questions identical to the questions on the actual TExES® exams. Downloading and studying the manuals for the student's certification area and grade level should be the student's first step in preparing for the exams.

Certify Teacher Program

Certify Teacher is a company that provides digital preparation and review programs for many of the TExES® exams. These programs include several full-length practice exams that will identify the student's problem areas and give detailed explanations of answers. To receive access to Certify Teacher, please contact the TExES® Assessment Coordinator.

T-CERT TExES® Certification Exam Review for Teachers

Online modules, including videos and study materials for the PPR and some content areas are available free of charge at <https://pact.tarleton.edu/TCERT/>.

HOW TO APPLY TO TAKE THE TExES EXAMINATIONS

**1. Obtain and Complete a Copy of the Form Titled
*APPLICATION FOR APPROVAL TO TAKE THE TExES EXAMINATIONS***



**2. Attach a copy of the following Score Reports:
(a.) Representative Test Score Analysis Form
(b.) Certify Teacher Score Report - Score of ≥ 290**



**3. Attach the Original Completed Copy of the Form Titled
*DOCUMENTATION OF REQUIRED TExES EXAM PREPARATION HOURS***



4. Attach Proof of Successful Background Check



**Submit All Documents to the TExES Assessment
Coordinator, Delco Building Room 203/ Questions?
Call: 936-261-3645 or 936-261-3530**

DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP

The Ph.D. Program in Educational Leadership at Prairie View A&M University program is designed to encourage bold, innovative, and successful leadership of teaching and learning organizations as well as develop new knowledge through research and problem-based learning for enhancing the effectiveness of schools and educational organizations. The Doctor of Philosophy Program in Educational Leadership is structured to prepare educational leaders who seek to develop and improve their skills and abilities to provide excellence in leading diverse organizations. Our program is primarily geared towards the preparation of leaders in public and nonpublic schools, regional service centers, state departments of education, and national and state professional educational organizations. Graduates and candidates may also seek employment as professors and researchers in colleges, universities, research centers, and foundations.

The educational objectives of the program are:

1. To meet educational 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 leadership needs of both public and private sectors 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 the Ph.D. Program

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

Part I – Graduate School Application

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

- The Texas Common Application used for admission can be found at: <https://www.applytexas.org/adappc/commonapp.WBX>. After we have downloaded the student's application, the student will receive an email notifying the student of receipt of the application. We will contact the student again once all materials have been submitted, received, and processed.
- An official transcript from each college or university the applicant has attended, including evidence of a Master's degree from an accredited institution, should be submitted. The transcripts must bear the official seal of the college or university. The transcripts can be mailed or personally delivered to The Graduate School. Also, all transcripts must be placed in a sealed envelope by the institution (unopened i.e. never opened).
- Official results of the Graduate Record Examination (GRE). ***The score must be on file in the Graduate School prior to the evaluation of the student's application file.*** A TOEFL score is required for international students from countries where English is not the first language.
- An application fee of \$50 is required.

Part II – Departmental Application

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

- A completed departmental application for the Ph. D. in Educational Leadership Program.
- An original essay of approximately 500 - 1000 words that describes the student's background and professional goals including the student's rationale for pursuing a doctoral degree.
- A current resume or vita should be submitted.
- Three letters of reference/reference forms must be submitted in sealed envelopes with the reference signature written on the outside across the seal. ***The applicant bears the responsibility of distributing/collecting reference forms and letters as well as sending them to the Graduate School as part of the application packet.***

Doctoral Program (Ph.D.) Admission and Matriculation Status Requirements

Applicants who meet or exceed the criteria for admission may be granted unconditional admission into the doctoral program. Students who meet the admissions criteria and all graduate school requirements and most of the program requirements, including a minimum score of 84.5% on the application screening matrix and completion of writing exercise during the interview phase. Those students who are granted provisional admission will enroll in no more than 6 hours of doctoral classes for each of two semesters for a maximum of 12 hours. Students in provisional status may not be eligible for financial aid. It is the responsibility of each student to contact the Office of Financial Aid to determine the facts surrounding financial aid. After the completion of the first 12 hours of coursework, each student, provisional or unconditional, will be assessed by the doctoral committee during the twelve-hour review (see below) and a recommendation will be made to the department head to upgrade the provisional student to unconditional status, maintain unconditional status for unconditional students, or to remove the student from the program.

Ph.D. Schedule of Activities and Benchmarks

Students are required to meet the following benchmarks in order to complete all requirements for the Ph.D. in Educational Leadership:

- Complete core courses and research tools
- File degree plan with the Graduate School (Appendix A)
- Pass the comprehensive exam
- Be admitted to candidacy
- Complete all coursework
- Compose a dissertation committee (See Appendix B)
- Write and successfully defend the dissertation proposal (chapters 1-3).
- Submit an application to the Internal Review Board for the Protection of Human Subjects (<http://www.pvamu.edu/pages/3450.asp>)
- Collect and analyze data for writing the remaining chapters and defend the completed dissertation (chapters 1-5).
- Submit an application for graduation to the registrar's office the semester prior to graduation
- Prepare bound copies of the completed, edited, and signed dissertation to the graduate school

The order of activities is listed in Table 1 below. Each of these activities and others will be discussed.

Coursework

As prescribed in the degree plan (Appendix A) students are required to complete a minimum of 63 semester credit hours of coursework. These include the following:

Core courses:	18 semester hours
Research Tools:	12 semester hours
Dissertation:	12 semester hours
Concentration:	12 semester hours

PH.D. Degree Plan

Within the first four semesters of enrollment, and before taking the comprehensive exam, students should complete the degree plan. The degree plan (Appendix A) should include a minimum of 30 semester hours of core courses, nine semester hours of research tools, 15 hours of dissertation research and seminar, and nine hours of concentration, for a minimum of 63 semester credit hours.

Table 1

Steps to Complete Degree Requirements			
	Action/Activity	When	Forms
1	File Degree Plan	During 2nd-4th semester of enrollment.	Degree plan- to Graduate School
2	Complete Residency	3 consecutive semesters - usually 2nd year	None
3	Pass Comprehensive Exam	After completing core and research tools.	None
4	Complete Admission to Candidacy	After passing Comprehensive Exam.	Application for Admission to candidacy - to Graduate School
5	Establish Dissertation Committee	After completing coursework.	Assignment of Doctoral/Advisory Committee - to Graduate School
6	Complete Dissertation Proposal	When dissertation committee approves.	Approval of Dissertation Proposal - to Graduate School
7	Submit the IRB Application	Submit the packet after successfully passing and addressing any suggested improvements provided by committee members during the proposal defense.	IRB Forms – The form can be found at http://www.pvamu.edu/Include/Research_Compliance/Forms/99f09PVAMUFORMIRB(4)(3).doc . Information about the IRB process can be found at http://www.pvamu.edu/pages/3450.asp and http://www.pvamu.edu/pages/3738.asp .
8	Apply for Graduation	Submit the application by the established deadline, typically the semester before graduation.	Graduation Application – The application can be found at: www.pvamu.edu/Include/Registrar/Forms/gradapp3.pdf . Submit the form to the Graduate School and the appropriate fees to the PVAMU Cashier's Office.
9	Write and Defend Dissertation	When dissertation committee approves	Submit the completed dissertation ensuring all revisions and/or enhancements have been addressed with signatures and approval pages (see appendix). Also submit the signature page and Approval of Dissertation Defense form.
10	Apply for Graduation	Submit the application by the established deadline, typically the semester before graduation.	Graduation Application – The application can be found at: www.pvamu.edu/Include/Registrar/Forms/gradapp3.pdf . Submit the form to the Graduate School and the appropriate fees to the PVAMU Cashier's Office.

Attendance Policy

A vital part of each student's education is regular attendance at all class meetings. Frequent absences tend to lower the quality of a student's work in a course and may preclude a passing grade. Frequent or persistent absences may also cause a student to be dropped from one or more courses upon the request of a faculty member to the Senior Vice President and Provost.

The administration of the Educational Leadership Doctoral Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and participation officially approved class activity. Students wishing to be excused for any other reason must obtain the approval of each instructor concerned.

A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. If a student is absent for any other reason, each faculty member concerned will determine whether or not the student will be permitted to make up the written work missed during the absence.

Students who persist in being absent from class without providing satisfactory explanation to their instructors may be dropped from the course regardless of whether or not they are passing. Faculty members who wish to have such students dropped from their class must complete the appropriate forms and submit it through the appropriate procedures.

Scholastic Probation

A doctoral student is placed on scholastic probation if the cumulative grade point average of the student falls below 3.2. [Under criterion # 2 for admission to the graduate school, the GPA requirement is 3.2; therefore, we should keep 3.2 as the required GPA to avoid probationary status in the doctoral program.] If probationary status is not removed during the next semester for which the student enrolls, the student will be dropped from the program.

Scholastic/Academic Misconduct Dismissal

A doctoral student in Educational leadership will be dismissed from the program for one or more of the following:

- a. failure to maintain a GPA of 3.2 or above;
- b. accumulation of two or more "Cs" or any grades below a "B" over the coursework period;
- c. failure to pass all four sections the comprehensive examination after three attempts;
- d. academic misconduct such as plagiarism (see statement on academic misconduct) and behavior deemed to be detrimental to the profession of educational leadership and or to the PVAMU college of education.

Twelve-Hour Review

Upon completion of the first twelve hours, usually towards the end of the second semester of enrollment, all doctoral students' progress will be reviewed by the program faculty and administration to determine their future status in the program. In order to pass the twelve-hour review, each student's transcript must indicate a grade of "B" or higher in each of the following four courses:

1. EDUL 7003 Fundamental of Strategic Thinking
2. EDUL 7033 Dynamics of Leadership
3. EDUL 7043 Organizational Development and Change
4. EDUL 7603 Quantitative Research Design and Analysis

Students are strongly urged to follow a schedule that will ensure that they have taken the above four courses by the end of the second semester in the program or by the time they have completed 12 semester hours. No other course outside the four listed above will be included in the 12-hour review.

Additionally, all students must pass a preliminary c examination which requires them to demonstrate their ability to synthesize key concepts and themes drawn from the four courses listed above to present a coherent prose-response to given scenarios germane to educational leadership. The twelve-hour review will also include an assessment of attendance, ability to collaborate with faculty and other cohort members, as well as other pertinent evaluation information. Students will be informed of their status before the deadline for registration in the subsequent semester.

APPENDIX A

HOW TO OBTAIN THE STUDENT'S TEA ID#?

Social Security numbers are no longer being used for identification purposes within Teacher Education. The student will need the student's TEA ID number for all documents related to testing, review sessions, field observations and Student Teaching. Please follow the directions listed below to create the student's Educator Profile and generate the student's TEA ID number.

1. Go to the SBEC Online system at <https://secure.sbec.state.tx.us/sbecOnline/>.
2. Click on the Educator login/account setup link on the left-hand side of the webpage.
3. Click the "new user/creator account" button.
4. Enter the student's name, date of birth and social security number.
5. Choose the check box for "Candidate participating in an Educator Preparation Program"
6. Click "Search"
 - ❖ If page displays "No account found", please choose "Educational Aide (First Time Applicant)" and click "Search".
7. Carefully complete all requested information.
8. Click "submit".
9. Make note of the student's TEA ID number as this number will be used throughout the student's program.

APPENDIX B

Guidelines for taking the Representative Exams

Things the student should know before taking the TExES® Representative Examinations:

- The student's valid ID must match the student's registration name
 - Arrive 10 minutes early, no late arrivals will be allowed to test
 - Cellphones should not be brought to the testing facility
 - Bring two #2 lead pencils
 - Bring two Scantrons
 - No food (including candy) or beverages (including water) allowed
1. **TEST TIME:** Examinees will begin testing at the exact time listed on the scheduled testing date. Examinees need to report to the testing site 10 minutes prior to their scheduled testing time. There will be no admittance after the scheduled test time.
 2. **ITEMS NEEDED:** Examinees must bring to the testing site a current picture ID (i.e. driver's license, state issued ID, or student identification card with picture) and two #2 lead pencils. Examinees will not be allowed to start testing without picture identification and the testing session will not be delayed waiting for proper identification to be presented.
 3. **PROHIBITED ITEMS:** No cellphones, electronic equipment of any kind, food or drinks will be allowed in the test site.
 4. **CHILDREN:** Children will not be allowed in the test site.
 5. **SCORES:** Score analysis sheets containing grade information will be available one week after the testing date. Scores will be emailed to students at the email provided on the sign-in sheets. Questions or comments regarding scores must be addressed directly to the TExES Assessment Coordinator.
 6. **SPECIAL ACCOMMODATIONS:** Must be made with the Testing Center 1-2 weeks prior to the test date.

APPENDIX C

Course Descriptions and Prerequisites

ADMN 5003 - Fundamentals of School Administration (3-0) Credit 3 semester hours and a study of educational administration, basic concepts of administrative theory and practice, and the relationship of administrative practice to school organization and control

ADMN 5013 Educational Administration: Theory, Practice and Research. (3-0) Credit 3 semester hours. The analysis and study of theory, practice, and research as they relate and interrelate to effective educational management. This course includes an in-depth study of contemporary research and practice in educational administration

ADMN 5023. Public School Law. (3-0) Credit 3 semester hours. An examination and study of legal principles as they apply to public education.

ADMN 5033. School Business Management. (3-0) Credit 3 semester hours. Management techniques for the school administrator in the areas of preparing and managing the school budget, in school accounts, and the financial auditing process.

ADMN 5043. The School Principalship. (3-0) Credit 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.

ADMN 5053. Administration of Special Programs. (3-0) Credit 3 semester hours. Administrative and management techniques for implementing special school programs in the areas of special education, reading, career education, vocational-technical education and pupil services.

ADMN 5063. Problems in Education Administration. (3-0) Credit 3 semester hours. Study and analysis of contemporary issues related to the administrative function in an educational setting.

ADMN 5073. Public School Curriculum Leadership. (3-0) Credit 3 semester hours. An examination of educational leadership as it relates to curriculum development and improvement. Consideration is given to the administrator's role in identifying and implementing innovations in curriculum construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools; diagnosing and prescribing learning activities for all students' needs; planning and evaluating curriculum content and changes; and designating personalized programs in specific skill areas such as reading, math, etc.

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

ADMN 5093. Educational Statistics. (3-0) Credit 3 semester hours. Basic educational statistics course for master's degree candidates in administration. Includes concepts and operations as applied to frequency distributions, graphing techniques, measurement of central tendency and variability, normal distribution curves, sampling theory and tests of significant differences between related and independent samples. Computer application packages and their utilization in classrooms and social agencies are also introduced.

ADMN 5103. School Personnel Administration. (3-0) Credit 3 semester hours. The administration of school personnel services, including standards and procedures of the personnel office and the supervision and evaluation of personnel records and policies.

ADMN 5113. Planning and Managing Educational Facilities. (3-0) Credit 3 semester hours. Educational facilities planning with emphasis on design, financing, and management.

ADMN 5123. School Finance. (3-0) Credit 3 semester hours. Fiscal planning for educational excellence. Includes systems of needs assessment, budget preparation, and management. Federal, state, and local resources for financing education.

ADMN 5133. School-Community Relations. (3-0) Credit 3 semester hours. A study of the

relationships between the school and other elements of the community. Insight into the development of a comprehensive school-community relations program.

ADMN 5163. Research. (3-0) Credit 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.

ADMN 5173. Computer Applications for Administrators. (3-0) Credit 3 semester hours.

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

ADMN 5503. Principal Internship. (0-3) Credit 3 semester hours. Field-based and seminar experiences designed to provide on-site school-related activities, and the analysis of actual administrative situations and problems. Prerequisites: 18 semester hours of ADMN course work.

ADMN 5513. Superintendency Internship. (0-3) Credit 3 semester hours. Field-based and seminar experiences designed to provide on-site school-system related activities, and the analysis of actual administrative situations and problems.

ADMN 5991-5992-5993. Independent Study. (0-0) Credit 1, 2, or 3. Readings, research, and/or field work on selected topics. Prerequisite: consent of advisor.

CNSL 5003. Organization and Administration of Guidance and Human Service Programs. (3- 0) Credit 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.

CNSL 5013. Counseling Techniques. (3-0) Credit 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.

CNSL 5023. Theory and Practice of Counseling. (3-0) Credit 3 semester hours. A study of major counseling theories and issues related to therapeutic practice with emphasis on practical application.

CNSL 5033. Counseling Process. (3-0) Credit 3 semester hours. Pre-practicum experience with emphasis on the counselor-client relationship and on using appropriate therapeutic strategies and techniques in working with children, adolescents, and adults. Special consideration given to the counseling needs of minorities.

CNSL 5043. Consultation. (3-0) Credit 3 semester hours. Theoretical rationale for consultation; content and process of consultation services. Basic principles of and skill development in several approaches to consultation.

CNSL 5053. Professional Orientation and Development. (3-0) Credit 3 semester hours.

Obligations and problems in professional practice of guidance, counseling, human development services and research. Professional ethics, legal considerations, and relations with other professionals and with the public. Current trends and issues emphasized.

CNSL 5503. School Clinical Counseling Practicum I. (3-0) Credit 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 5013, 5023, 5113, and 5123 and/or consent of advisor.

CNSL 5513. School Clinical Counseling Practicum II. (3-0) Credit 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 5123. Appraisal Techniques. (3-0) Credit 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.

CNSL 5133. Group Dynamics. (3-0) Credit 3 semester hours. Theory and practice in group work. Examination of types of groups; group processes and theories; techniques and methods of practice in group counseling. Ethical and professional issues addressed. Group participation and facilitation required.

CNSL 5143. Human Growth and Development. (3-0) Credit 3 semester hours. A study of the growth and development of the individual. Emphasis on stages of human intellectual, physical, social, and emotional development throughout the lifespan.

CNSL 5153. Cross-Cultural Issues. (3-0). Credit 3 semester hours. A study of the sociological and cultural factors impacting individuals within a multi-cultural setting. Emphasis on understanding, serving, and managing in multi-racial, multi-ethnic, and multi-cultural settings.

CNSL 5163. Research. (3-0) Credit 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.

CNSL 5993. Independent Study. (3-0) Credit 3 semester hours. Readings, research, and/or field work on selected topics. Prerequisite: consent of advisor.

EDUL 7003. Fundamental Components of Strategic Thinking. (3-0) Credit 3. Designed to help students understanding the process of strategic thinking, visioning and the establishment and achievement of organizational goals and objectives. Prerequisite: Admission to doctoral program.

EDUL 7013. Strategic Planning in Educational Leadership. (3-0) Credit 3. Focuses on the process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures. Prerequisite: Admission to doctoral program.

EDUL 7023. Organizational Theory. (3-0) Credit 3. Focuses on organizational theories that shape educational institutions and provide educational leaders with the knowledge of theories as well as strategies to transfer theory into effective practice. Prerequisite: admission to doctoral program.

EDUL 7033. Leadership. (3-0) Credit 3. Designed to provide students with the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities. Prerequisite: Admission to doctoral program.

EDUL 7043. Organizational Development and Change in Education. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7053. Cultural Diversity in Educational Leadership. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7063. Philosophy of Leadership in Education. (3-0) Credit 3. Examines the Philosophy of leadership in education and the art of effectively managing and influencing the behavior of others as an

extension of who we are. This approach is driven by our beliefs about human nature resulting from our experiences and value systems. Prerequisite: Admission to doctoral program.

EDUL 7071-3. Special Topics in Educational Leadership. (1-3) semester hours. An examination of special topics related to educational leadership. This course may be repeated when topics vary. Prerequisite: Admission to doctoral program.

EDUL 7083. Internship I Observation and Field Experience. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to observe in varied social agencies. Prerequisite: Admission to doctoral program.

EDUL 7093. Internship II Administrative Applications. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to participate in actual administrative situations and problems in varied educational settings. Prerequisite: Admission to doctoral program.

EDUL 7103. Research and Evaluation. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7113. Technology in Education and Human Development. (3-0) Credit 3. Explores research and practice surrounding the use of computers in educational and training settings. Students will gain the practical knowledge needed to develop and evaluate computer-related curricula through projects and case studies. Prerequisite: Admission to doctoral program.

EDUL 7123. Critical Issues in Distance Education. (3-0) Credit 3. Examines historical, conceptual, theoretical, and practical issues associate with distance education as related to educational systems design and school administration and policy. Prerequisite: Admission to doctoral program.

EDUL 7133. Technology and Disabilities. (3-0) Credit 3. Technology as it impacts the lives of people with disabilities, including the performance of tasks related to employment, education and activities of daily living. Prerequisite: Admission to doctoral program.

EDUL 7143. Educational Technology and Organizations. (3-0) Credit 3. Examines the role of technology in organizations, learning in the workplace and knowledge management in schools and universities. Prerequisite: Admission to doctoral program.

EDUL 7153. Microcomputer Applications in Education. (3-0) Credit 3. Designed to study the operations and applications of microcomputers in educational settings. Emphasis is on analysis and applications in the educational environment. Prerequisite: Admission to doctoral program.

EDUL 7163. Technology, Teaching and Learning (TTL). (3-0) Credit 3. Examines technology as a tool for communicating, teaching and learning. Explore technology as an essential learning experience, interface multimedia with teaching and learning, examine data and research collection, and apply technology to administration and academic improvement. Prerequisite: Admission to

EDUL 7203. Organizational Behavior in Education. (3-0) Credit 3. Through the examination and application of theories of organizational behavior (i.e. motivation, power and influence, group dynamics, change, decision-making, etc.) in educational institutions, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations. Prerequisite: Admission to doctoral program.

EDUL 7213. Educational Laws and Policies. (3-0) Credit 3. 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 and laws and policies. Prerequisite: Admission to doctoral program.

EDUL 7223. Educational Governance. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7233. School - Community Relations. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7243. Educational Facilities Planning and Management. (3-0) Credit 3. An in-depth study of the planning and management of educational facilities will be examined in this course. Attention will be given to the programmatic needs, building design, maintenance of the school plant and accessing community growth patterns and needs. Prerequisite: Admission to doctoral program.

EDUL 7253. Ethical Decision Making in Educational Leadership. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7263. Critical Issues in Educational Leadership. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7143. Human Resource Management. (3-0) Credit 3. A study of the principles of planning for human resource management in education. Employee recruitment, selection, evaluation, staff development, promotion and retention will be addressed. Prerequisite: Admission to doctoral program.

EDUL 7293. Organization Theory and Development. (3-0) Credit 3. Examines historical evolution of administrative theory including classical, sociological and social-psychological dimensions, decision-making theory, implications of public interest theory for public management, basic concepts of organization development and impact on public administration paradigms, new urban administration, and future urban administration. Prerequisite: Admission to doctoral program.

EDUL 7303. Educational Budgeting and Resource Allocation. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7313. Economic Dimension of Education. (3-0) Credit 3. Examines the economic thinking as well as the theory and practice of funding public education. An in-depth study of the following topics will be addressed (sources and characteristics of school revenue, bond elections, equity, private funding sources). Prerequisite: Admission to doctoral program.

EDUL 7323. Global Economy. (3-0) Credit 3. Examines the global economy and the adverse effect it has on the funding of public education. Topics addressed include: international financial markets, interest and inflation rates, foreign investments and consumer spending. Prerequisite: Admission to doctoral program.

EDUL 7333. Grant Writing. (3-0) Credit 3. Examines the art of grantsmanship and the procedure to locate and submit grants to public and private funding sources. Prerequisites: Admission to doctoral program.

EDUL 7403. School Law for Administrators. (3-0) Credit 3. Designed to identify essential legal issues and concepts found in the United States and Texas constitutions, statutes, regulations, and judicial decisions, emphasis us on student learning and mastering legal knowledge and applying the law in educational settings. Prerequisite: Admission to doctoral program.

EDUL 7413. Special Education Law for Administrators. (3-0) Credit 3. Students learn the importance of special education law and policy found in the United States and Texas constitutions, statutes, regulations, and judicial decisions, with emphasis on mastering vital knowledge and on applying the law in educational settings. Prerequisite: Admission to doctoral program.

EDUL 7423. Law and School Personnel. (3-0) Credit 3. The course is designed to acquaint the school leader with federal and state laws that impact on the personnel functions of schools. Prerequisite: Admission to doctoral program.

EDUL 7503. Personnel Administration in Education. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7513. School Personnel Selection and Evaluation. (3-0) Credit 3. This course will identify the process of recruitment, selection, induction and evaluation of teachers by school administrators. Prerequisite: Admission to doctoral program.

EDUL 7523. School Staff Development. (3-0) Credit 3. 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. Prerequisite: Admission to doctoral program.

EDUL 7533. TQM in Schools. (3-0) Credit 3. Total Quality Management (TQM) is a management theory designed to promote team-building, customer-oriented leadership, and data-driven decision-making through the integration of traditional management theories. Prerequisite: Admission to doctoral program.

EDUL 8013. Dissertation Seminar. (3-0) Credit 3. This course will help students design and complete the dissertation including data collection, analysis, written report, and oral defense. Prerequisite: Admission to doctoral program.

EDUL 7603. Quantitative Research Design and Analysis. (3-0) Credit 3. 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. Prerequisite:

EDUL 7613 Qualitative Research. (3-0) Credit 3. 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. Prerequisite: Admission to the doctoral program.

EDUL 7623. Advanced Research (3-0) Credit 3. Designed to prepare students to: identify a researchable problem statement; develop a defensible doctoral research proposal; develop an understanding of the key elements of the research process (i.e., design methodology; population & sampling; instrumentation) Prerequisite: Admission to the doctoral program.

EDUL 8003. Dissertation. (3-0) Credit 3-12. Studies, program procedures, and dissertation issues. May be repeated. Prerequisite or co-requisite: Advancement to doctoral candidacy. Prerequisite: Admission to doctoral program.

APPENDIX D

GRADUATION CHECKLIST

BEFORE applying for graduation using Panthertracks

?? **Check Degree Plan** – Ensure the student’s degree plan (majors, minors, and secondary majors) are correct in Panthertracks.

?? **Go to the student’s department** – For preliminary review of the student’s degree plan and advisement on the student’s eligibility to apply for graduation. **Graduate Students**-Check test scores, status of thesis or dissertations.

?? **Check Panthertracks for Holds** – Degree candidates should resolve current holds and prevent future holds on their accounts (i.e. Housing, Parking, Student Financial Aid, etc.) that may result in holds being placed on their transcripts and diploma.

?? **Apply to Graduate** – Apply to graduate in Panthertracks by the published deadline on the Academic Calendar located at <http://www.pvamu.edu/pages/105.asp>. After the deadline date, late applications to graduate will be assessed a \$25 fee. Late applications may also be submitted through Panthertracks until the close of business on the late deadline date. The deadline for late applications to graduate can also be found on the academic calendar.

AFTER submitting application using Panthertracks

?? **Fill out Tuition Rebate Form (for eligible undergraduates only)** – link to <http://www.pvamu.edu/pages/1953.asp>. Check eligibility by reviewing form.

?? **Complete the Graduating Student Survey** – link to <http://survey.pvamu.edu/fs.aspx?surveyid=25eea08ef2a413f849ba577b5bdd95e>

?? **Degree Checkout Status** – Monitor the student’s degree checkout status in Panthertracks,

- o “SO” status means that the University has received the student’s application
- o “PN” status means that the student’s application is under review
- o “DF” status means that a Departmental Follow up is required. Contact the student’s department in regards to this as soon as possible.
- o “DA” status means that all the requirements were not completed and the graduation application has been disapproved. The student will need to reapply and pay the application fees again. Check with the student’s department regarding this as soon as possible.



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