

College of Education

ADMINISTRATIVE OFFICER

M. Paul Mehta, *Dean*

ADMINISTRATIVE STAFF

Martha Bailey, *Director of Student Teaching and Field Experiences*

Marion Henry, *Director of Teacher Certification*

William H. Parker, *Head, Educational Leadership and Counseling*

Constance Person, *Head, Curriculum and Instruction*

Clifton Gilliard, *Interim Head, Health and Human Performance*

PURPOSE AND GOALS

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

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

ACCREDITATION

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

INSTRUCTIONAL ORGANIZATION

The College of Education provides programs of study leading to the Master of Arts (M.A.), Master of Arts in Education (M.A.Ed.), the Master of Science in Education (M.S.Ed.), the Master of Education (M.Ed.) and the Doctor of Philosophy (Ph.D.) degrees. Requirements for the masters' degrees include a common core of twelve semester credit hours, a program concentration of twelve semester credit hours and a research/resource area containing a research requirement or thesis and electives. The Ph.D. in Educational Leadership (to be implemented in January 2004) offers several specializations.

The departments within the college and departments with related fields in other colleges provide program concentrations required for advanced degrees, professional certificates, and endorsements to certificates. Courses are also available for continuing education and professional development.

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

Department	Degree	Major	Program Concentration
<i>Curriculum and Instruction</i>	M.Ed./M.S.Ed.	Curriculum and Instruction	Agriculture Education
			Educational Media and Technology
			Instructional Technology
			Elementary Education: Strand #1 Early Childhood Education
			Strand #2 Elementary Education
			Home Economics Education
			Industrial Education
			Mathematics Education
			Reading Education
			Science Education: Strand #1 Biology
Strand #2 Chemistry			
<i>Health and Human Performance</i>	M.A.Ed./M.Ed.	Curriculum and Instruction	English Education
			Music Education
			Special Education
<i>Educational Leadership and Counseling</i>	M.Ed./M.S.Ed.	Health and Physical Education	Health Education
			Physical Education
<i>Educational Leadership and Counseling</i>	M.Ed./M.S.Ed.	Educational Administration	Educational Administration
			Instructional Supervision
			Counselor Education
<i>Educational Leadership and Counseling</i>	M.A./M.S.Ed.	Counseling	Counselor Education
			Ph.D. (Effective January, 2004)

Master Reading Teacher Certification Program

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

ADMISSION TO THE PROGRAMS

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

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

GRADUATE TEACHER EDUCATION CERTIFICATE AND ENDORSEMENT PROGRAMS

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

1. An Area of Specialization (12 semester hours), approved by the State Board for Educator Certification (SBEC), that consists of graduate-level courses in a teaching field or support area common to Texas public schools.
2. Professional Development Courses (6 semester hours), consisting of advanced study in the theory, methods, and problems of education; designed to improve the efficiency and effectiveness of public schools and public school personnel.
3. Resource Area(s) (6 semester hours), consisting of courses that provide background or support knowledge and skills for the specialization, or that extend the student's preparation in a closely related field.
4. Electives (6 semester hours) usually in one of the three areas above or a combination of them.

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

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

APPROVED PROFESSIONAL CERTIFICATE AND ENDORSEMENT PROGRAMS

Professional All-Level

Learning Resources Specialist

Professional Elementary

Early Childhood EC-4 Generalist

Professional Secondary

Health

Spanish

Theater Arts

Industrial Technology

Physical Education

Professional Services Certificates

Principal Standard (formally known as Mid-Management Administrator)

Counselor

Reading Specialist

Superintendent

Professional Special Education Certificates

Education Counselor

Educational Diagnostician

Temporary Professional Service Certificates

Principal Standard (formally known as Mid-Management Administrator)
Assistant Principal
Principal
Superintendent

Professional Vocational Certificates

Agriculture
Home Economics

REQUIREMENTS FOR THE PROFESSIONAL ELEMENTARY CERTIFICATE

Prerequisites

A Texas Provisional Elementary Certificate and three years of teaching experience.

Academic Specialization 12 SCH

The 12 semester hours must be in a subject taught in Texas public schools and in which the student already has earned at least 18 semester hours of undergraduate credit in a program for elementary teachers.

Professional Development 6 SCH

Select from:

- CURR 5003 Theory and Dynamics of Curriculum and Instruction 3 SCH
- EDFN 5113 Psychology of Learning and Development 3 SCH
- EDFN 5123 Socio-Cultural Issues in Education 3 SCH
- EDFN 5143 Advanced Educational Statistics 3 SCH

Resource Area 6 SCH

Select from:

- ELED 5113 Teaching/Learning Styles in the Elementary School..... 3 SCH
- ELED 5123 Studies in Elementary Education..... 3 SCH
- ELED 5133 Seminar in Elementary Education 3 SCH
- ELED 5143 Individualizing Instruction in the Elementary School 3 SCH
- ELED 5153 Classroom Communication 3 SCH

Electives 6 SCH

Courses may be selected from any of the areas above.

Total Certificate Requirements 30 SCH

REQUIREMENTS FOR THE PROFESSIONAL SECONDARY CERTIFICATE

Prerequisites

A Texas Provisional Elementary Certificate and three years of teaching experience.

Academic Specialization 12 SCH

The courses selected, with approval of the advisor, must be graduate level courses in one of the following specializations:

- Health
- Spanish
- Theater Arts

Industrial Technology

Physical Education

Professional Development..... **6 SCH**
EDFN 5113 Psychology of Learning and Development
EDFN 5123 Socio-Cultural Issues in Education

Resource Area..... **6 SCH**
CURR 5003 Theory and Dynamics of Curriculum and Instruction
3 semester hours of graduate-level courses selected with approval of advisor.

Electives..... **6 SCH**
Courses may be selected from any of the areas above.

Total Certificate Requirements..... **30 SCH**

REQUIREMENTS FOR THE EDUCATIONAL ADMINISTRATION PRINCIPAL STANDARD PROFESSIONAL CERTIFICATE

Prerequisites

- Master's Degree
-
- Two (2)) years of Teaching Experience
- Pass ExCET Examination #68

Common Core..... **18 SCH**
ADMN 5003 Fundamentals of School Administration
ADMN 5023 Public School Law
ADMN 5033 School Business Management
*ADMN 5043 The Principalship
ADMN 5073 School Curriculum Leadership
SUPV 5113 Principles of Supervision

Academic Area..... **12 SCH**
ADMN 5193 Educational Statistics
ADMN 5163 Research
CNSL 5143 Human Growth and Development
CNSL 5153 Cross-Cultural Issues

Resource Courses
Coursework selected from:
Computer Science
Educational Testing
Educational Research

Specialized Preparation **6 SCH**
ADMN 5133 School Community Relations
ADMN 5193 Decision Making
ADMN 5083 Special Topics
ADMN 5013 Theory, Practice and Research
***ADMN 5053 Administration of Special Programs
ADMN 5103 School Personnel Administration

ADMN 5503 Mid-Management Internship (Last Course)..... **3 SCH**

Relevancy Requirements

- The following courses must have been taken within the last ten (10) years in order to receive credit toward certification: ADMN 5023, ADMN 5043, ADMN 5053, ADMN 5073, ADMN 5503 and SUPV 5113
- At least 15 semester hours toward certification must be taken at PVAMU
- No grade of “C” will be accepted toward certification
- In order to receive a barcode label for the ExCET test, the following requirement must be met:
 - i. Completion of all coursework

Total Certificate Requirements 39 SCH

- * In order to qualify for the 5-Year Temporary Certification, a passing score must be earned on the Departmental Examination and Twelve (12) SCH (including ADMN 5043) must be completed from this Common Core.
- ** If one or more of these programs have been completed (with verification), ADMN 5083, Special Topics, may be taken with the advisor’s approval.
- *** Must be taken at PVAMU

REQUIREMENTS FOR THE EDUCATIONAL ADMINISTRATION SUPERINTENDENT CERTIFICATE

Prerequisites

- Master’s Degree
- Professional or Professional Principal’s Certificate
- Three (3) years of experience in Educational Administration
- Admitted to the Superintendency Program
- Pass ExCET Examination #64
- The following graduate courses must have been completed prior to admission to the Program or be included in the Program Requirements:
 - ADMN 5023 Public School Law
 - ADMN 5013 Theory, Practice and Research
 - SUPV 5113 Principles of Supervision
 - ADMN 5003 Fundamentals of School Administration
 - ADMN 5103 School Personnel
 - ADMN 5033 School Business Management
 - ADMN 5073 Public School Curriculum Leadership
 - CNSL 5143 Human Growth and Development
 - CNSL 5153 Cross-Cultural Issues

***Common Core 15 SCH**

- **ADMN 5133 School Community Relations or ADMN 5013 Theory, Practice and Research
- ADMN 5063 Problems in Educational Administration
- ADMN 5113 Planning and Managing Educational Facilities
- ADMN 5123 School Finance
- ADMN 5513 Superintendency Internship

Total Certificate Requirements 15 SCH

- * All of the Specialization Preparation must be taken at PVAMU.
- ** If credit was given toward Mid-Management Certification, another course may be taken from the following suggested list of courses:
 - ADMN 5083 Special Topics in Educational Administration
 - ADMN 5073 Public School Curriculum Leadership
 - CNSL 5123 Appraisal Techniques
 - CNSL 5153 Cross-Cultural Issues
 - SPED 5203 Special Education Seminar or SPED 5213 Introduction to Exceptional Children

REQUIREMENTS FOR THE PROFESSIONAL COUNSELOR CERTIFICATE

The Guidance Program	3 SCH
Select from:	
CNSL 5003 Organization and Administration of Guidance and Human Service Programs	3 SCH
CNSL 5053 Professional Orientation and Development.....	3 SCH
Pupil Services	6 SCH
CNSL 5083 Psychology of Abnormal Behavior	
CNSL 5143 Human Growth and Development	
Resource Area	21 SCH
CNSL 5013 Counseling Techniques	
CNSL 5023 Counseling Theory and Practice	
CNSL 5063 Counseling Practicum I	
CNSL 5113 Career Development Counseling	
CNSL 5123 Appraisal Techniques	
CNSL 5133 Group Dynamics	
CNSL 5153 Cross-Cultural Issues	
Total Certificate Requirements	30 SCH

REQUIREMENTS FOR THE SPECIAL EDUCATION EDUCATIONAL DIAGNOSTICIAN CERTIFICATE

Prerequisites

- Master’s Degree
- Valid Texas Teacher’s Certificate
- Three (3) years of Teaching Experience

Education for the Handicapped	9 SCH
SPED 5213 Introduction to Exceptional Children	
SPED 5233 Language and Communication Problems	
SPED 5203 Special Education Seminar	
Psycho-educational and Other Diagnostic Procedures	9 SCH
RDNG 5643 Diagnosis and Correction of Reading Difficulties	
SPED 5353 Individual Testing of the Exceptional Child	
SPED 5263 Diagnostic/Prescriptive Techniques for the Exceptional Learner	
Human Development and Learning Theory	9 SCH
EDFN 5113 Psychology of Learning and Development	
SPED 5223 Psychology of Retarded Children	
SPED 5273 Learning Theory	
Instructional Modification	6 SCH
SPED 5283 Curriculum Adjustment	
SPED 5343 Practicum	
Resource Area	3 SCH
EDFN 5123 Socio-Cultural Issues in Education	
Total Certificate Requirements	36 SCH

REQUIREMENTS FOR THE LEARNING RESOURCES SPECIALIST CERTIFICATE

Prerequisites

- Valid Texas Teacher’s Certificate
- Three (3) years of Teaching Experience
- Basic understanding of multicultural and multiethnic elements of society

*Specialization	21-24 SCH
EDTC 5403 Audiovisual Materials	
CURR 5133 Principles of Instructional Design	
EDTC 5423 Reference and Bibliography	
EDTC 5433 Cataloging	
EDTC 5443 Local Production of Instructional Materials	
EDTC 5453 Child and Young Adult Literature	
EDTC 5463 School Media Centers	
EDTC 5473 Practicum or 1 year of acceptable experience as a public school librarian*	

Resource Area	6 SCH
EDFN 5113 Psychology of Learning and Development	
EDFN 5103 Foundations of Educational Research	

Professional Education	6 SCH
CURR 5003 Theory and Dynamics of Curriculum and Instruction	
EDFN 5123 Socio-Cultural Issues in Education	

Total Certificate Requirements	36 SCH
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* 21 semester hours required if the 1-year experience is used in place of EDTC 5473.

REQUIREMENTS FOR THE READING SPECIALIST CERTIFICATE

Prerequisites

- Master’s Degree
- Valid Texas Teacher’s Certificate
- Three (3) years of Teaching Experience

Reading Education 12 SCH

- RDNG 5613 Teaching Reading in Elementary Grades
- RDNG 5633 Teaching Reading in Secondary Schools
- RDNG 5643 Diagnosis and Correction of Reading Difficulties
- RDNG 5663 Clinical Experiences in Reading

Professional Development..... 6 SCH

- ELED 5113 Teaching/Learning Styles
- ELED 5123 Studies in Elementary Education (for holders of secondary certificate) or
- SCED 5503 Principles of Secondary Education
- SCED 5513 Secondary School Curriculum

Resource Area..... 9 SCH

- EDFN 5123 Socio-Cultural Issues in Education
- ENGL 5113 Linguistics and English Grammar
- RDNG 5623 Psychology of Reading and Reading Difficulties

Total Certificate Requirements..... 27 SCH

REQUIREMENTS FOR THE AGRICULTURAL VOCATIONAL EDUCATION CERTIFICATE

Academic Specialization 18 SCH

Select from:

- AGHR 5323 Workshop in Food and Agricultural Sciences..... 3 SCH
- AGHR 5333 Administration and Supervision of Agriculture and Human Resources..... 3 SCH
- AGHR 5343 Youth Leadership Development..... 3 SCH
- AGHR 5353 Technological Change..... 3 SCH
- AGHR 5363 Philosophy of Agriculture and Human Resources 3 SCH
- AGHR 5373 Seminar 3 SCH
- AGHR 5813 Vocational Guidance and Counseling 3 SCH
- AGHR 5823 Special Topics in the Food and Agricultural Sciences 3 SCH
- AGHR 5833 Organization and Administration of Agricultural Extension Programs 3 SCH

Professional Development..... 6 SCH

Select from:

- CURR 5003 Theory and Dynamics of Curriculum and Instruction 3 SCH
- EDFN 5113 Psychology of Learning and Development 3 SCH
- EDFN 5123 Socio-Cultural Issues in Education 3 SCH
- EDFN 5143 Advanced Educational Statistics 3 SCH

Resource Area	6 SCH
Select courses from the following areas:	
Administration	
Counseling	
Curriculum	
Educational Foundation	
Educational Technology	
Physical Education	
Secondary Education	
Special Education	
Supervision	

Total Certificate Requirements **30 SCH**

REQUIREMENTS FOR THE VOCATIONAL HOME ECONOMICS EDUCATION CERTIFICATE

Academic Specialization	18 SCH
Select from:	
HUSC 5313 Studies in Family Resource Management.....	3 SCH
HUSC 5323 Family Ethics and Issues.....	3 SCH
HUSC 5373 Analysis and Treatment of Sexual Dysfunctions	3 SCH
HUSC 5383 Child and Adolescent Therapy.....	3 SCH
HUSC 5393 Family Communication	3 SCH
HUSC 5523 Marriage and Family Therapy.....	3 SCH
HUSC 5533 Family Theory and Issues	3 SCH
HUSC 5543 Theories of Child Development.....	3 SCH
HUSC 5553 Human Development	3 SCH
HUSC 5683 Problems in Human Sciences.....	3 SCH
HUSC 5723 Family Financial Counseling	3 SCH

Professional Development (6 or more semester hours selected from the following courses)

Select from:	
CURR 5003 Theory and Dynamics of Curriculum and Instruction	3 SCH
EDFN 5113 Psychology of Learning and Development	3 SCH
EDFN 5123 Socio-Cultural Issues in Education	3 SCH
EDFN 5143 Advanced Educational Statistics	3 SCH

Resource Area	6 SCH
Select courses from the following areas:	
Administration	
Counseling	
Curriculum	
Educational Foundation	
Educational Technology	
Physical Education	
Secondary Education	
Special Education	
Supervision	

Total Certificate Requirements **31 SCH**

REQUIREMENTS FOR THE PROVISIONAL CERTIFICATE ENDORSEMENTS

Endorsements in Generic Special Education, Bilingual Education, and Early Childhood Education are available. Advisement for course selection and sequence is required.

REQUIREMENTS FOR MASTER READING TEACHER CERTIFICATE

Option 1 (Elementary)

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

Option 2 (Secondary)

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

Option 3 (Special Education)

RDNG 5613 Teaching Reading in Elementary Education
RDNG 5663 Clinical Experience in Reading
RDNG 5643 Diagnosis and Correction of Reading Difficulties or SPEC 5263 Diagnostic and Prescription Techniques for the Exceptional Learner
SPEC 5233 Language and Communication Disorders

SPED 5203 Seminar in Special Education (Capstone Course)

Department of Curriculum and Instruction

ADMINISTRATIVE OFFICER

Constance Person, Department *Head, Curriculum and Instruction*

FACULTY

Martha Lee Bailey, *Early Childhood Education Coordinator*

Clarissa Gamble Booker, *Reading Education Coordinator*

Douglas M. Butler, *Special Education, Diagnostician Coordinator*

Lettie Irene Duke *Secondary Education, Educational Foundations*

Judith Hansen, *Instructional Technology, Educational Foundations, Secondary Education*

Mary S. Hawkins, *Secondary Education, Mathematics Education, Elementary Education*

Debra Johnson, ***Special Education***

Edward L. Mason, *Educational Research and Statistics*

M. Paul Mehta, *Curriculum and Instruction*

Darlington I. Ndubuike, *Curriculum and Instruction, Multicultural Education, Elementary Education*

Constance Person, *Curriculum and Instruction, Early Childhood Education, Elementary Education*

PURPOSE AND GOALS

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

ADMISSION TO PROGRAM

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

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

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

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

Students who fail to satisfy the admission GPA minimum may not enroll in more than six (6) semester hours of graduate work in any one semester or full summer term while attempting to attain unconditional status. A student may not enroll in more than 12 semester hours while in this category.

Students admitted conditionally (non-degree/special or provisional status) when the GPA is less than 2.75 but no less than 2.45 on a 4.0 scale, may attain unconditional status by achieving a 3.0 GPA for the first 12 hours of graduate work.

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

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

Completion of Entrance Requirements

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

TRANSFER CREDIT

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

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

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

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

REMOVAL OF INCOMPLETES

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

ACADEMIC PERFORMANCE STANDARDS

Students whose semester GPA for courses leading to the Master’s degree in the Department of Curriculum and Instruction falls below 3.0 for one semesters, and whose overall GPA falls below 3.0, will be placed on probation for one semester. To return to unconditional status, the student must repeat the course(s) and earn a grade of “B” or higher. No grades of “C” are allowed in SPED 5353 and SPED 5263.

Academic Suspension

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

Probationary Status

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

The Two-C Rule

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

ADVANCEMENT TO CANDIDACY

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

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

CERTIFICATION

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

MASTER OF SCIENCE IN EDUCATION AND MASTER OF EDUCATION PROGRAM REQUIREMENTS

Common Core.....12 SCH

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

Program Concentration.....12-18 SCH

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

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

Resource and Research and Requirements.....12 SCH

Master of Science Requirements:

- EDFN 5903 Thesis Research – three (3) semester hours
- Electives: Six (6) semester hours
- Elective: Reading Education three (3) semester hours
- Elective: Instructional Technology concentration three (3) semester hours

Master of Education Requirements:

- EDFN 5923 Master’s Seminar – three (3) semester hours
- Electives: Nine (9) semester hours
- Elective: Instructional Technology concentration requires three (3) semester hours
- Elective: Reading concentration three requires (3) semester hours

Total Degree Requirements.....36 SCH

Department of Educational Leadership and Counseling

ADMINISTRATIVE OFFICER

William H. Parker, *Head*

ADMINISTRATIVE STAFF

Michael L. McFrazier, *Coordinator, Principal Certification Program*

Waymon T. Webster, *Coordinator, Counseling Program*

FACULTY

Alma Allen, *Educational Administration*

Pamela Barber-Freeman, *Educational Administration*

Fred Bragg, *Counseling*

Billy Caesar, *Educational Administration*

Lee R. Coleman, *Counseling*

Linda L. Garner, *Educational Administration*

Clement E. Glenn, *Educational Administration*

J.D. Gregory, *Educational Administration*

Marion Henry, *Research*

David Herrington, *Educational Administration*

Ronald Howard, *Counseling*

Wanda Johnson, *Counseling*

Oswell Person, *Educational Administration*

Michael L. McFrazier, *Educational Administration*

Bill Orman, *Educational Administration*

Karen C. Osterholm, *Counseling*

William Ross, *Counseling*

E. Joahanne Thomas-Smith, *Educational Administration*

Willie F. Trotty, *Educational Administration*

Bobbie G. Washington, *Counseling*

F.A. White, *Counseling*

PURPOSE AND GOALS

The Department of Educational Leadership and Counseling offers programs of study leading to the Master of Arts in Counseling, the Master of Science in Counseling and Educational Administration, the Master of Education in Educational Administration, and the Doctor of Philosophy in Educational Leadership.

The instructional program is designed to provide coursework leading to certificates and the Professional Counseling License. Certificates and licenses are awarded by the appropriate state agency following the applicants' completion of all requirements including any applicable examinations.

Doctor of Philosophy in Educational Leadership

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

ADMISSION TO PROGRAM

Masters Degree

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

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

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

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

Students who fail to satisfy the admission GPA minimum may not enroll in more than six (6) semester hours of graduate work in any one semester or full summer term while attempting to attain unconditional status. A student may not enroll in more than 12 semester hours while in this category.

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

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

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

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

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

The Ph.D. Program

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

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

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

Preferences:

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

Completion of Entrance Requirements

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

TRANSFER CREDIT

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

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

REMOVAL OF INCOMPLETES

A graduate student can receive a grade of “I”, incomplete, in a course with the privilege of finishing the work before the end of one calendar year from the close of the term in which the grade was earned. The “I” should be removed and replaced with a grade acceptable in the student’s degree program if the student is seeking a degree and the “I” is in a course to be counted toward degree completion requirements. A student who is unable to satisfy the requirements for removing the “I” in one calendar year may request approval to reenroll in the course and to have the “I” changed to “P” after the student has completed the course with a “C” or better. Credit will be awarded for the last attempt only. A student must re-enroll in the course if it is needed. This regulation does not apply to thesis and research credit courses, but does apply to terminal project credit courses.

ACADEMIC PERFORMANCE STANDARDS

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

Academic Suspension

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

Probationary Status

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

The Two-C Rule

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

ADVANCEMENT TO CANDIDACY

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

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

COURSE LOAD

The following limitations on course load are in effect:

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

APPLICATION FOR GRADUATION

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

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

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

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

MASTER OF ARTS IN COUNSELING DEGREE PROGRAM REQUIREMENTS

Common Core	12 SCH
CNSL 5093 Educational Statistics	
CNSL 5123 Appraisal Techniques	
CNSL 5143 Human Growth and Development	
CNSL 5153 Cross-Cultural Issues	
Recommended Program Concentration	18 SCH
CSNL 5013 Counseling Techniques	
CNSL 5023 Counseling Theory and Practice	
CNSL 5053 Professional Orientation	
CNSL 5083 Psychology of Abnormal Behavior	
CNSL 5113 Career Development Counseling	
CNSL 5133 Group Dynamics	
Research	3 SCH
CNSL 5163 Research	
Practicum	3 SCH
Total Degree Requirements	36 SCH

MASTER OF SCIENCE IN COUNSELING DEGREE PROGRAM REQUIREMENTS

Common Core	12 SCH
CNSL 5093 Educational Statistics	
CNSL 5123 Appraisal Techniques	
CNSL 5143 Human Growth and Development	
CNSL 5153 Cross-Cultural Issues	
Recommended Program Concentration	18 SCH
CSNL 5013 Counseling Techniques	
CNSL 5023 Counseling Theory and Practice	
CNSL 5053 Professional Orientation	
CNSL 5083 Psychology of Abnormal Behavior	
CNSL 5113 Career Development Counseling	
CNSL 5133 Group Dynamics	
Research	3 SCH
EDFN 5903 Thesis Research	
Practicum	3 SCH
Total Degree Requirements	36 SCH

MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION DEGREE PROGRAM REQUIREMENTS

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

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

Research	3 SCH
ADMN 5163 Research (ADMN 5093 Prerequisite)	

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

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

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

Research	3 SCH
EDFN 5903 Thesis Research	

Total Degree Requirements	36 SCH
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DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Students who enter the Educational Leadership Ph.D. Program will be required to complete a minimum of sixty-three (63) credit hours after the Master's degree.

Core Courses	18 SCH
ADMN 7003 Fundamental of Strategic Thinking	
ADMN 7013 Strategic Planning	
ADMN 7023 Organizational Theory	
ADMN 7033 Dynamics of Leadership	
ADMN 7043 Organizational Development and Change	
ADMN 7053 Diversity in Educational Leadership	

Concentration Core Hours 15 SCH

Concentration in General Education, Administration and Superintendency

- ADMN 7063 Organizational Behavior in Education
- ADMN 7073 Educational Laws and Policies
- ADMN 7083 Educational Governance
- ADMN 7093 School- Community Relations
- ADMN 7103 Educational Facilities Planning and Management
- ADMN 7123 Ethical Decision making in Educational Leadership
- ADMN 7133 Critical Issues in Educational Leadership
- ADMN 7143 Human Resource Management
- ADMN 7153 Educational Budgeting and Resource Allocation
- ADMN 7163 Special Topics in Educational Leadership
- ADMN 7173 Internship I Observation and Field Experience
- ADMN 7183 Internship II Administrative Applications

Research 9 SCH

The following two courses are required before students are permitted to enroll in doctoral level research courses:

- EDFN 5093 Educational Statistics (3 hours)
- EDFN 5143 Advanced Educational Statistics (3 hours)

The following courses are required for all students:

- ADMN 7603 Quantitative Research Design and Analysis
- ADMN 7613 Qualitative Research Design
- ADMN 7623 Advanced Research
- ADMN 8003 Dissertation Seminar
- ADMN 8013 Dissertation

Electives 6 SCH

Each student will select elective courses according to their interest

Internship 3-6 SCH

Through the internship experiences, students will complete a comprehensive set of field-based competencies, which are required for graduation.

Dissertation 12 SCH

- ADMN 8013 Dissertation hours
- ADMN 8023 Dissertation hours
- ADMN 8026 Dissertation hours
- ADMN 8033 Dissertation hours
- ADMN 8043 Dissertation hours
- ADMN 8053 Dissertation hours

Total Degree Requirements 63

Time Limit

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

*See Handbook for Additional Information

Department of Health and Human Performance

ADMINISTRATIVE OFFICER

Clifton Gilliard, *Interim Head, Health and Human Performance*

FACULTY

Ronald J. Peters, *Health*

Kevin B. Simms, *Health and Human Performance*

Mary V. White, *Health and Human Performance*

Reuben L. Wright, *Human Performance*

PURPOSE AND GOALS

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

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

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

MASTER OF SCIENCE IN EDUCATION AND MASTER OF EDUCATION DEGREE PROGRAMS

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

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

Professional students who seek admission to the master's program must meet the same prerequisite and degree requirements as baccalaureate degree students. Students are expected to complete the prerequisite curriculum within two years of the initial admission date.

Prerequisite Required Courses..... 24 SCH

HUPF 1172 Foundations I or HUPF 1272 Foundations II

HLTH 1023 Human Sexuality

HLTH 2003 Personal Health and Wellness

HLTH 3013 Nutrition

HLTH 3033 Research/Contemp. Issues in Health

HUPF 1012 Sports Skills I

HUPF 3033 Movement Act./Elem. Children

HUPF 1112 Sports Skills II

HUPF 4073 Research/Human Performance

HUPF 3023 Applied Anatomy and Kinesiology

Other Degree Requirements..... 36 SCH

Total Degree Requirements 56 SCH

Internship/Practicum in Health and Human Performance

The internship is an integral part of the instructional program in the Health/Physical Education/Community curriculum. The experience is designed to enhance the understanding and application of knowledge and research findings to public health and wellness or physical fitness settings by providing an opportunity to gain practical experience, at an appropriate level and content, in the community/public health field. All students in the health and physical education/community focus area are required to complete a minimum of two hundred hours of an internship/practicum experience. Further information regarding the internship/practicum will be provided upon matriculation by the Department of Health and Human Performance.

Thesis

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

MASTER OF SCIENCE IN EDUCATION PHYSICAL EDUCATION CONCENTRATION REQUIREMENTS

Common Core 12 SCH

- PHED 5133 Physical Education Curriculum
- EDFN 5103 Foundations of Educational Research
- EDFN 5113 Psychology of Learning and Development
- EDFN 5123 Socio-Cultural Issues in Education

Program Concentration 12 SCH

- PHED 5143 Sociology of Sport
- PHED 5303 Tests and Measurements in Health and Physical Education
- PHED 5503 Teaching Physical Education
- PHED 5123 Scientific Foundations of Physical Education or PHED 5703 Kinesiology

Research and Resource 6 SCH

- EDFN 5143 Advanced Educational Statistics
- EDFN 5903 Thesis Research or HLTH 5993 Independent Study

Electives 6 SCH

Select from:

- PHED 5103 Psychology of Motor Learning 3 SCH
- PHED 5113 Supervision in Physical Education 3 SCH
- PHED 5203 Physiology of Muscular Exercises 3 SCH
- PHED 5343 Professional Preparation in Health, Physical Education, Recreation and Dance 3 SCH
- PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance 3 SCH
- PHED 5403 Administrative Problems in Health and Physical Education 3 SCH
- HLTH 5043 Alcohol and Drugs 3 SCH
- HLTH 5073 Epidemiology and Diseases 3 SCH
- HLTH 5133 Seminar - Selected Topics 3 SCH
- HLTH 5143 Medical Foundations for Health Professions 3 SCH
- HLTH 5183 Contemporary Health 3 SCH

Total Degree Requirements 36 SCH

MASTER OF EDUCATION PHYSICAL EDUCATION CONCENTRATION REQUIREMENTS

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

Program Concentration **12 SCH**
 PHED 5143 Sociology of Sport
 PHED 5303 Tests and Measurements in Health and Physical Education
 PHED 5503 Teaching Physical Education
 PHED 5123 Scientific Foundations of Physical Education or PHED 5703 Kinesiology

Research and Resource **3 SCH**
 EDFN 5923 Master’s Seminar

Electives..... **9 SCH**
 Select from:
 PHED 5103 Psychology of Motor Learning 3 SCH
 PHED 5113 Supervision in Physical Education..... 3 SCH
 PHED 5203 Physiology of Muscular Exercises 3 SCH
 PHED 5403 Administrative Problems in Health and Physical Education..... 3 SCH
 PHED 5343 Professional Preparation in Health, Physical Education, Recreation and Dance 3 SCH
 PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance 3 SCH
 HLTH 5043 Alcohol and Drugs 3 SCH
 HLTH 5073 Epidemiology and Diseases 3 SCH
 HLTH 5133 Seminar - Selected Topics..... 3 SCH
 HLTH 5143 Medical Foundations for Health Professions 3 SCH
 HLTH 5183 Contemporary Health..... 3 SCH

Total Degree Requirements **36 SCH**

MASTER OF SCIENCE IN EDUCATION HEALTH CONCENTRATION REQUIREMENTS

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

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

Research and Resource **6 SCH**
 EDFN 5143 Advanced Educational Statistics
 EDFN 5903 Thesis Research or HLTH 5993 Independent Study

Physical Education Electives **3 SCH**
 Select from:
 PHED 5103 Psychology of Motor Learning 3 SCH
 PHED 5113 Supervision in Physical Education..... 3 SCH
 PHED 5203 Physiology of Muscular Exercises 3 SCH
 PHED 5343 Professional Preparation in Health, Physical Education, Recreation and Dance 3 SCH
 PHED 5353 Mainstreaming in Health, Physical Education, Recreation and Dance 3 SCH
 PHED 5403 Administrative Problems in Health and Physical Education..... 3 SCH

Health Electives	3 SCH
Select from:	
HLTH 5043 Alcohol and Drugs	3 SCH
HLTH 5073 Epidemiology and Diseases	3 SCH
HLTH 5133 Seminar - Selected Topics.....	3 SCH
HLTH 5143 Medical Foundations for Health Professions	3 SCH
HLTH 5183 Contemporary Health.....	3 SCH
HLED 5033 Community Planning for Health	3 SCH
HLED 5073 Health Care of Children	3 SCH

Internship/Practicum Requirement for Community Focus Only **6 SCH**

Total Degree Requirements **36-42 SCH**

MASTER OF EDUCATION HEALTH CONCENTRATION REQUIREMENTS

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

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

Research and Resource	6 SCH
EDFN 5143 Advanced Educational Statistics	
EDFN 5923 Master’s Seminar or HLTH 5993 Independent Study	

Electives	6 SCH
Select from:	
HLTH 5183 Contemporary Health.....	3 SCH
HLTH 5043 Alcohol and Drugs	3 SCH
HLTH 5073 Epidemiology and Diseases	3 SCH
HLTH 5133 Seminar - Selected Topics.....	3 SCH
HLTH 5143 Medical Foundations for Health Professions	3 SCH
PHED 5103 Psychology of Motor Learning	3 SCH
PHED 5113 Supervision in Physical Education.....	3 SCH
PHED 5203 Physiology of Muscular Exercise.....	3 SCH
PHED 5343 Professional Preparation in HPERD.....	3 SCH
PHED 5353 Mainstreaming in HPERD	3 SCH
PHED 5403 Administrative Problems in Health and Physical Education.....	3 SCH
HLED 5033 Community Planning for Health	3 SCH
HLED 5073 Health Care of Children	3 SCH

Total Degree Requirements **36 SCH**