



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES**

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December 14, 2001

Dr. Charles A. Hines
President
Prairie View A&M University
P. O. Box 188
Prairie View, TX 77446

Dear Dr. Hines:

I want to thank you again for the hospitality and helpfulness extended to the Committee during the recent visit to the Prairie View A&M University on November 13-15, 2001. A copy of the report prepared by this committee is enclosed. I hope that the report will be helpful to you and to the institutional community.

The report includes analysis by, and judgments of, the visiting committee and is subject to review by the Committee on Criteria and Reports for institutions. Some parts of the report are directly related to the Criteria for Accreditation, while others may represent other comment or advice offered by the visiting committee in the spirit of helpfulness. A formal recommendation is included when a visiting committee believes there is some problem with full compliance with a part of the Criteria. Committees frequently offer the institution formal suggestions and other advice which are not related to the Criteria. All recommendations and suggestions included in a visiting committee report have been adopted by the total committee.

An institution may release its visiting committee report. If excerpts from the report are to be used in institutional publications or advertising, the wording and context of the usage must receive prior approval from the Executive Director of the Commission on Colleges; they must also be accompanied by a note stating that a copy of the entire report can be obtained from the institution.

The Commission on Colleges and its Committees on Criteria and Reports meet officially in June and in December. Final decisions will be made at each meeting with public announcements regarding official actions continuing to be made at the Annual Meeting of the Southern Association of Colleges and Schools. The report of the committee which visited Prairie View A&M University will be reviewed at the June 2002 meeting. For that meeting, you should prepare a written statement of your responses to all of the recommendations of the committee. The written statement of your responses should include a description of any progress made since the committee was on your campus. **Guidelines for the response are enclosed and it is critical that they be followed when developing your institutional response.**

Commission on Colleges
Southern Association of Colleges and Schools

Report of the Substantive Change Committee
Prairie View A & M University
Houston, Texas

November 13-15, 2001

Visiting Committee

Donald J. Stedman, Chair
Professor and Dean Emeritus
The University of North Carolina at Chapel Hill

G. Larry Mays
Professor of Criminal Justice
New Mexico State University

Lauren B. Sapp
Director of Libraries
Florida A & M University

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INTRODUCTION

A Substantive Change Committee of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) visited Prairie View A & M University near Houston, Texas from November 13-15, 2001.

The visit was prompted by significant changes in the academic program level of offerings to include new doctoral programs for the first time and subsequent transition of the institution to a Level V from Level III classification.

The changes were approved by the Board of Regents of the Texas A & M University System, of which Prairie View A & M University is a part (Appendix A). The Texas legislature established a Center to include a doctoral program in Juvenile Justice (Appendix B). And, the Commission on Colleges approved Level V status for PVAMU (Appendix C). The Committee reviewed these changes, the new doctoral program and institutional activities, to assure that SACS Criteria were being met without weakening other programs.

This report provides the findings and recommendations of the Committee to inform the Commission in its work and to advise the University as it proceeds.

The Committee is grateful to Dean Elaine Rodney for her excellent planning and preparation for the committee's visit, to the faculty and students of the School of Juvenile Justice and Psychology, and to President Charles A. Hines and his senior staff for their assistance and cooperation. We are indebted also to Deputy Chancellor Jerry Gaston of the Texas A & M University System and to Dr. Dionel Aviles, member of the Texas A & M Board of Regents for their time and advice on matters of substantive change at Prairie View A & M University.

CONTEXT OF THE VISIT

Prairie View A & M University experienced a number of important changes and events prior to the Committee's visit in November 2001 that warrant description here to help understand the context of the Committee's visit and the report from the Committee.

- September 1997: The 75th Texas Legislature enacted legislation (HB 1550) establishing a Center for the Study and Prevention of Juvenile Crime and Delinquency (Texas Juvenile Crime Prevention Center) at Prairie View A & M University. The organization, control, and management of the Center was vested in the Board of Regents of the Texas A & M University System, of which PVAMU is a part.
- September 1999: A School of Juvenile Justice and Psychology was initiated at PVAMU.
- January 2000: The Board of Regents of the Texas A & M University System approved a proposal for a Ph.D. in Juvenile Justice at PVAMU and recommended establishment to the Texas Higher Education Coordinating Board.
- March 2000: A SACS Reaffirmation Committee visited PVAMU. Subsequent action by COC/SACS reaffirmed accreditation with several reports required by December 2002.
- December 2000: The Commission on Colleges, SACS approved membership for Prairie View A & M University at Level V.
- October 2001: The Dean of the School of Juvenile Justice and Psychology filed a letter of grievance against the President of PVAMU with the Chancellor of the Texas A & M University System alleging a hostile and intimidating environment preventing effective completion of his responsibilities at PVAMU. The Dean's letter, supporting a letter signed by twelve faculty and staff members, was also sent to the Chancellor.
- November 2001: Substantive Change Committee visit.

All of these events, including all that has gone into making them possible, has led to a state of tension on campus that may be affecting the current effectiveness and future success of the doctoral program in Juvenile Justice, the School of Juvenile Justice and Psychology, and the Center for the Study and Prevention of Juvenile Crime and Delinquency at PVAMU.

It was within this context that the Committee carried out its work on behalf of the Commission on Colleges.

N.B.: It is important to note that members of the Committee believe themselves to be mature and experienced participants in the higher education community. They understand that some faculty-administration tension is part of a striving institution. Yet, the breadth and intensity of interviews led the Committee to take this "greater than usual" tension into account in its review and recommendations without encroaching on either faculty or administration prerogatives. The Committee agrees that the administration and leadership have broad powers to organize an institution as they think best. The faculty has a responsibility to focus their role and effort on the quality and effectiveness of academic programs, however arranged. Yet, the Criteria are sensitive to undue tension at the interface of faculty and administrative roles and responsibilities and must measure the potential effects of those tensions on the quality and stability of the educational program and the rights and welfare of students. It is from this prospect that the Committee raises issues and offers advice in accordance with its charge.

SECTION I: PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

Prairie View A & M University participates fully in the accreditation process. It has clearly shown a commitment to the principles and philosophy of accreditation and seeks to maintain and expand its sources of regular, external peer-review. PVAMU was visited in March 2000 for SACS Reaffirmation Accreditation.

The Substantive Change Committee focused on the new Ph.D. program in Juvenile Justice and the readiness of the University to continue and to expand its advanced graduate degree offerings as a Level V institution.

PVAMU's preparations for the Substantive Change Committee visit were exemplary. Cooperation and access to information were outstanding although differences of opinion and points of view between and among faculty and administration were soon noted and continued to flavor the Committee's visit and work. Recommendations in this report describe and call for clarity and remedies for this situation.

The Committee found PVAMU to be in compliance with all Conditions of Eligibility.

1.6 Representation of Status

At the time of the visit the University was in the midst of changing its publication schedule and representation of its current accreditation status was either absent or unclear, due to the transitional nature of the institution's accreditation status. (Suggestion 1) The Committee suggests that the University report to the public its status and relationship with the Commission on Colleges of SACS in its catalogs, brochures, advertisements, and website information.

SECTION II: INSTITUTIONAL PURPOSE

Prairie View A & M University clearly and accurately states its mission and purpose in providing undergraduate and graduate degree programs and in conducting outreach, research and training activities.

The University enjoys the support of the Governing Board of the Texas A & M University System and the Texas legislature in its expansion of advanced graduate programs, and in its elevation of institutional status to include doctoral study.

In its transition, PVAMU has been able to maintain and strengthen compliance with the Criteria and there is no apparent weakening or erosion of existing academic programs as the new doctoral program is being established and as plans for additional doctoral programs in Education and Engineering are being considered.

SECTION III: INSTITUTIONAL EFFECTIVENESS

PVAMU has developed a remarkably good process for academic and nonacademic program assessment and continuing review to inform its planning, budgeting, and program evaluation activity.

Planning and evaluation are tied to mission and outcome statements. They are systematic and include academic, research, and outreach functions of the University as well as its administrative and educational support services. Improvements are being made in utilizing assessment data and in articulating education program and budget functions. But, in general, an institutional effectiveness plan is employed and increasingly useful and timely.

As the institution expands its advanced graduate program offerings and its research and research training programs, the IR process will widen its scope to incorporate these new functions into its overall institutional planning and evaluation activity.

SECTION IV: EDUCATIONAL PROGRAM

4.3.2 Graduate Admission

Observations and interviews with faculty indicated a lack of clear responsibility for establishing graduate admissions criteria for the doctoral program. This is particularly true with the cut-off requirement on the Graduate Record Examination. The representation by the faculty seemed to be at odds with the administration's requirements. Further, there was no clear publication with regard to any special admissions criteria for the doctoral program as to specific GRE score requirement. Therefore, (Recommendation 1) the Committee recommends that the University demonstrate that all criteria for admissions to the doctoral program in Juvenile Justice are established by the faculty responsible for instruction in the program and that all general and specific admissions requirements be clearly published in the graduate catalog, program brochures, application materials and other appropriate documents.

4.3.3 Graduate Completion Requirements

In the course of its work, the Committee received documents and comments in interviews with faculty suggesting that there may be inappropriate administrative influence on review and approval of Ph.D. completion requirements, particularly the thesis or dissertation. Therefore, (Recommendation 2) the Committee recommends that the University demonstrate that all completion requirements are determined by the faculty responsible for carrying out the new

doctoral program, and that all such requirements are clearly published in appropriate University documents.

4.3.4 Graduate Curriculum

The new Ph.D. program in Juvenile Justice is well constructed, significantly different in scope and substance from the existing master's degree programs and requires appropriate research training as well as knowledge core courses appropriate to the discipline specialty of Juvenile Justice.

There is a need to further delineate differences between the academic program and the non-degree program offerings planned for the associated Center for the Study and Prevention of Juvenile Crime and Delinquency, but the faculty and students are mindful of these distinctions as work goes forward. Recommendations relating to faculty versus administrative roles in carrying out the academic program are offered in other sections of this report.

4.3.5 Graduate Instruction

The University has assembled a highly competent and scholarly faculty to provide coursework, mentoring, and research training appropriate for a doctoral program. All aspects of the curriculum, including scope and sequence of the curriculum, instructional strategies, student performance assessment, student advising and assignment activities, and course evaluation are in place and consistent with Criteria.

4.3.6 Academic Advising of Graduate Students

There is in place a systematic plan and activity for faculty advisement of student academic work, research skill development, and career options.

4.4. Publications

For the most part, publications, print materials and other information sources are attractive, accurate, informative and widely available. At the time of the committee's visit, the 2001-2002 catalog had not been printed but was posted on the PVAMU website. It is expected that the catalog will be available soon for wide distribution and complemented by website information. The institution's representation of its accreditation status is unclear. A Suggestion is made in Section I (1.6) of this report to remedy this situation which is, in part, due to the University's transitional status, the subject of the Substantive Change Committee visit.

4.7 Student Records

Prairie View A & M University maintains appropriate and adequate student records on the campus for its Ph.D. program in Juvenile Justice. Firewall protection is available for electronic records.

4.8 Faculty

The faculty members of the School of Juvenile Justice and Psychology are an energetic and cohesive group. They have appropriate academic credentials and most have come into their present positions with teaching and research experience at the graduate level at other institutions.

4.8.1 Faculty Selection

All evidence indicates that faculty members and administrators within the School of Juvenile Justice and Psychology are selecting high quality faculty members from among the best qualified candidates available.

4.8.2.3 Academic Preparation

Faculty members teaching in the Ph.D. in Juvenile Justice program have terminal degrees in psychology, sociology, criminology, criminal justice, and statistics. These fields are entirely appropriate to support the new doctoral program.

4.8.3 Part-Time Faculty

At present no part-time faculty members are employed in support of the Juvenile Justice Ph.D. program. The School does employ part-time instructors in areas that support the undergraduate and master's programs and the credentials of these individuals are appropriate.

4.8.5 Faculty Compensation

The faculty assembled to carry out the new doctoral program are adequately compensated consistent with salary levels required. Committee interviews with faculty suggest that some need for clarity remains with regard to clear criteria and procedures for determining salary increases.

4.8.6 Academic Freedom and Professional Security

While there appears to be present the essential environment of academic freedom for faculty, there are concerns expressed by several faculty members that tenure policies need to be more clearly stated and carried out and that faculty roles and responsibilities be more carefully delineated. These issues are addressed in other sections of the report.

4.8.7 Professional Growth

Opportunities for professional growth are available to faculty members. However, as the new doctoral program expands and new doctoral programs are introduced at PVAMU, greater effort will be needed to establish clear policies supporting continuing professional development, research and collegial work than now appears to be the norm at PVAMU.

4.8.8 The Role of the Faculty and Its Committees

The observations and interviews by Committee members indicated a lack of clarity with regard to the role of the doctoral program faculty in carrying out its responsibilities for the quality of the educational program. The relationships between doctoral program faculty and graduate studies offices are not yet clearly set out. And, it remains unclear as to whether there is a role for a Graduate Faculty Council, Faculty Senate Committee on Graduate Studies or other such mechanisms often noted in institutions with advanced graduate degree program offerings. (Recommendation 3) Therefore, the Committee recommends that the University demonstrate that the primary responsibility for the quality of the educational program (Ph.D. in Juvenile Justice) rests with the faculty and that the jurisdiction of the faculty be clearly specified and published.

4.8.9 Faculty Loads

The teaching loads for doctoral faculty are substantial at this point (normally three courses per semester). These loads may have to be adjusted in the future as research expectations for faculty increase and as more doctoral students enter the program and significant numbers begin their research and dissertation work to complete their degrees. (Recommendation 4) Therefore, the Committee recommends that the University carefully plan the workloads of the doctoral program faculty to assure them adequate time for research and doctoral student advisement.

4.8.10 Criteria and Procedures for Evaluation

Faculty members have their courses evaluated each semester and they are required to provide a self-assessment as part of the performance (merit) evaluation process. These evaluations were on file for the Committee to review.

Academic Area: Ph.D. Juvenile Justice

At the present time the Ph.D. in Juvenile Justice offers Prairie View A & M University the opportunity to be a leader in a unique academic field. No other University in the United States (and none of which the committee is aware anywhere in the world) offers a comparable program. This will allow Prairie View A & M University to be a leader in this field

The curriculum for the Ph.D. is well conceived and rigorous. The admissions standards are entirely appropriate. The first cohort of doctoral students is bright, articulate, and energetic. They are very enthusiastic about what they are learning and how the faculty in the School of Juvenile Justice and Psychology is treating them. They are very conscious of the professional socialization and active mentorship going on between the faculty and the doctoral students.

The faculty of the School is of high caliber and easily could compete for positions at more prestigious institutions. They possess the academic credentials appropriate to such a doctoral program. The senior leadership among the faculty is particularly strong.

As things currently stand, the funding for faculty salaries, doctoral student stipends, and other support requirements is adequate. However, distribution of funds from the academic mission of the School into other related, but non-academic functions could erode the strength, stability, and quality of the program.

SECTION V: EDUCATIONAL SUPPORT SERVICES

5.1.1 Library Resources

A mission statement exists for the library. Resources and services are evaluated periodically. Library resources and services currently are appropriate for the support of students and faculty in the Ph.D. program in Juvenile Justice. However, the doctoral program resources may not be adequate for future needs. (Recommendation 5) The Committee recommends that the University demonstrate, in the Library's budget, that there will be sufficient recurring funding to continuously develop the necessary collections for the doctoral program in Juvenile Justice.

5.1.2 Library Services

Students and faculty have access to a broad range of learning resources to support the Ph.D. program in Juvenile Justice. Formal and informal bibliographic instruction and orientation programs are in place to teach new students how to use resources. Students are provided with a variety of opportunities to learn how to access information in different formats, including online access to research and user guides. The collections are cataloged in the Library of Congress Classification System. Physical facilities are adequate. Surveys are conducted to determine if the library is meeting the needs of users. (Suggestion 2) The Committee suggests that follow-up to the surveys is needed to ensure that user needs are met.

5.1.3 Library Collections

Access to primary and secondary library resources for the graduate program in Juvenile Justice is vital to the program. The University Library has begun to build an adequate collection, with the help of faculty liaisons in the School of Juvenile Justice and Psychology. Faculty and librarians have ordered a significant number of monographs, both retrospective and current imprints. Access has been provided to significant interdisciplinary electronic journal and book

collections. Two significant gifts have been acquired, including the Hyman Collection, which contains historical resources on police powers and constitutional law. A faculty gift collection from a Florida State University professor of criminal justice has been acquired. While attention has been given to the juvenile justice collection, it has been realized that resources for the program are interdisciplinary. Consequently, materials have been purchased in cognate disciplines such as sociology, psychology, education, research, statistics, and computer science. It is anticipated that graduate students in this program will need such materials. Verbal commitments to continued funding and mechanisms have been established.

5.1.4 Information Technology

It is evident that technological advances have been incorporated into library and learning resource operations. Laptops have been purchased for students. Additional PCs have been installed in Coleman Library, including several in a computer laboratory. Computers have high speed Internet access. Graduate students can use their laptops in assigned carrels or from anywhere in the library on the wireless network. The Library catalog is available online, as well as are catalogs from other universities. An interactive Library homepage provides access to digital resources to support the program. A proxy server ensures access to library resources from off campus locations. Online help and instruction are available from the homepage.

5.1.5 Cooperative Agreements

Cooperative agreements have been established with Houston Area Research Libraries Consortium (HARLIC) and the TexSHARE consortia for cooperative sharing and purchases. Students and faculty have access to inter-library loan programs for books and articles not owned by PVAMU. They also have borrowing privileges at the libraries of the state-supported higher education institutions. Document delivery is available.

5.1.6 Staff

Plans are in place to add six additional librarians to the staff but they are not yet employed. These librarians will be assigned to bibliographic instruction, cataloging, and needs assessment.

(Recommendation 6) The Committee recommends that the University demonstrate that it provides funding to increase staff as planned to address the instruction, cataloging, and assessment needs of the doctoral program.

5.2 Instructional Support

The University is providing facilities and instructional support services that are adequate and accessible for faculty and students in the doctoral program and other graduate programs.

5.3 Information Technology Services

PVAMU provides adequate technology services and equipment for the new doctoral program including access to computers, ongoing faculty training and has policies and procedures in place to assure access and security as well as maintenance and repair services.

5.4.3 Programs and Services

Graduate students have access to the same student services as other University students. In addition, students and faculty in the juvenile justice program have forged informal relationships and program activities as necessary to meet the needs of students.

SECTION VI: ADMINISTRATIVE PROCESSES

6.1 Organization and Administration

With respect to the new doctoral program in Juvenile Justice and other proposed new doctoral programs, PVAMU, in terms of charts and titles, is administratively arranged in fairly typical fashion. However, upon close inspection, observations and interviews, it is evident that there may be a few weak spots in need of attention. There is a strong President, ample funding, significant political and governance support from outside the institution, but substantial tension between the faculty and administration on some academic matters (Appendix D).

6.1.1 Descriptive Titles and Terms

The titles of administrative officers, schools, departments, and centers are clear and accurate. However, persons holding the titles in academic program areas—e.g., Provost, Graduate Studies Director, Dean, Director—with respect to the new doctoral program, report a significant portion of their powers and responsibilities are superceded by the President.

6.1.2 Governing Board

The Board of Regents of the Texas A & M University system governs the affairs of Prairie View A & M University. The Board fulfills its role in line with the Criteria. PVAMU enjoys the strong support of the Board and of the Chancellor and Senior Staff of the system.

6.1.4 Official Policies

With respect to the Ph.D. program in Juvenile Justice, it was not clear to the Committee which duties and responsibilities for several aspects of the program reside with the President, the Provost, the Director of Graduate Studies, the Dean of the School of Juvenile Justice and Psychology, the Director of the Center for the Study of Prevention of Juvenile Crime and Delinquency, the Program Director, and the faculty of the doctoral program. Therefore,

(Recommendation 7) the Committee recommends that the University develop and publish written materials that clearly delineate the duties and responsibilities of all administrative officers in relation to the Center for Crime Prevention and Juvenile Justice and the School of Juvenile Justice and Psychology, the mission and purpose of each unit, and the organizational and budgetary relationships of each to the other.

6.1.5 Administrative Organization

The Committee found repeatedly, in its interviews, readings, and observations, a lack of a clear understanding or delineation of the lines of authority and responsibility between the administration of PVAMU and the faculty of the School of Juvenile Justice and Psychology, and the legislatively established Center for the study and prevention of Juvenile Crime and Delinquency. Therefore, (Recommendation 8) the Committee recommends that the University develop and publish written materials that clearly state the organizational arrangements and lines of responsibility and authority of the Center for Crime Prevention and Juvenile Justice and the School of Juvenile Justice and Psychology at PVAMU.

6.2 Institutional Advancement

The University is preparing a major fund raising campaign that will include support for the new doctoral program and future development in Education and Engineering.

The Office of the Vice President for Research and Development currently offers training programs for faculty in external fund raising through grants and contracts. Such training should also be available for doctoral program students. Therefore, (Suggestion 3) the Committee suggests that workshops or other training in grants and contracts development be provided for doctoral students as they are now available for faculty and staff.

6.3.1 Financial Resources

The Committee found that the Center is adequately funded to establish the School and the new doctoral program. However, it was unclear as to the amount of funds available to the Center that are assigned to the doctoral degree program as compared to funds assigned to other activities and purposes of the Center that are not related to the doctoral program, currently, or on a continuing basis. Therefore, (Recommendation 9) the Committee recommends that the University provide written assurances that adequate finances will be made available on a continued and sustained basis for support of the School of Juvenile Justice and Psychology and its academic programs, especially the doctoral program.

6.3.4 Budget Control

Because the committee found a lack of clear budget control lines related to the new doctoral program, there is a need to specify more clearly the amounts, percentages, or portions of the Center and University budget specifically available to the doctoral program. Therefore, (Recommendation 10) the Committee recommends that the University clearly provide separate and detailed budgets, on a regular basis, of funds available to the Center for Crime Prevention and Criminal Justice and to the School of Juvenile Justice and Psychology at PVAMU.

6.4 Physical Resources

The current renovated facilities for the School and for the new doctoral program faculty and students are clearly adequate for the current and near term levels of graduate program and Center operations. The long-term facilities needs are covered in the PVAMU Master Plan and Presidential and Board commitments for a new \$20 million facility to be available by November 2005.

6.5 Grants and Contracts

The faculty of the School of Juvenile Justice and Psychology, the doctoral program, and the students have the experience and capacity, if supported to seek and obtain external grants and contracts to augment state and University funds for program operations. The Office of the Vice President for Research and Development offers a process to train faculty and doctoral students in grants development and management for training, research, and outreach services. A suggestion if made on this matter in Section 6.2 of this report.

RECOMMENDATIONS

SECTION IV: EDUCATIONAL PROGRAMS

4.3.2 Graduate Admission

(Recommendation 1) The Committee recommends that the University demonstrate that all criteria for admissions to the doctoral program in Juvenile Justice are established by the faculty responsible for instruction in the program and that all general and specific admissions requirements be clearly published in the graduate catalog, program brochures, application materials and other appropriate documents.

4.3.3 Graduate Completion Requirements

(Recommendation 2) The Committee recommends that the University demonstrate that all completion requirements are determined by the faculty responsible for carrying out the new doctoral program, and that all such requirements are clearly published in appropriate University documents.

4.8.8 The Role of the Faculty and Its Committees

(Recommendation 3) The Committee recommends that the University demonstrate that the primary responsibility for the quality of the educational program (Ph.D. in Juvenile Justice) rests with the faculty and that the jurisdiction of the faculty be clearly specified and published.

4.8.9 Faculty Loads

(Recommendation 4) The Committee recommends that the University carefully plan the workloads of the doctoral program faculty to assure them adequate time for research and doctoral student advisement.

SECTION V: EDUCATIONAL SUPPORT SERVICES

5.1.1 Library Resources

(Recommendation 5) The Committee recommends that the University demonstrate, in the Library's budget, that there will be sufficient recurring funding to continuously develop the necessary collections for the doctoral program in Juvenile Justice.

5.1.6 Staff

(Recommendation 6) The Committee recommends that the University demonstrate that it provides funding to increase staff as planned to address the instruction, cataloging, and assessment needs of the doctoral program.

SECTION VI: ADMINISTRATIVE PROCESSES

6.1.4 Official Policies

(Recommendation 7) The Committee recommends that the University develop and publish written materials that clearly delineate the duties and responsibilities of all administrative officers in relation to the Center for Crime Prevention and Juvenile Justice and the School of Juvenile Justice and Psychology, the mission and purpose of each unit, and the organizational and budgetary relationships of each to the other.

6.1.5 Administrative Organization

(Recommendation 8) The Committee recommends that the University develop and publish written materials that clearly state the organizational arrangements and lines of responsibility and authority of the Center for Crime Prevention and Juvenile Justice and the School of Juvenile Justice and Psychology at PVAMU.

6.3.1 Financial Resources

(Recommendation 9) The Committee recommends that the University provide written assurances that adequate finances will be made available on a continued and sustained basis for support of the School of Juvenile Justice and Psychology and its academic programs, especially the doctoral program.

6.3.4 Budget Control

(Recommendation 10) The Committee recommends that the University clearly provide separate and detailed budgets, on a regular basis, of funds available to the Center for Crime Prevention and Criminal Justice and the School of Juvenile Justice and Psychology at PVAMU.

SUGGESTIONS

SECTION I: PRINCIPLES AND PHILOSOPHY

1.6 Representation of Status

(Suggestion 1) The Committee suggests that the University report to the public its status and relationship with the Commission on Colleges of SACS in its catalogs, brochures, advertisements, and website information.

SECTION V: Educational Support Services

5.1.2 Library Services

(Suggestion 2) The Committee suggests that follow-up to the surveys is needed to ensure that user needs are met.

SECTION VI: Administrative Processes

6.4 Instructional Advancement

(Suggestion 3) The Committee suggests that workshops or other training in grants and contracts development be provided for doctoral students as they are now available for faculty and staff.

APPENDIXES

- A Texas A & M System Board Action
- B Texas Legislative Action
- C SACS Action
- D Administrative Organization



Dr. Charles A. Hines, President
Prairie View A&M University
P. O. Box 188
Prairie View, Texas 77447-0188

February 1, 2000

APP A

Dear Dr. Hines:

On January 27, 2000, The Texas A&M University System Board of Regents Committee on Academic and Student Affairs approved one agenda item request from Prairie View A&M University, by adopting the following minute order.

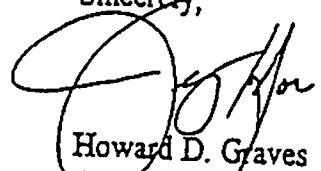
- Approval of Proposal for a Doctor of Philosophy in Juvenile Justice, authorization to submit request to the Texas Higher Education Coordinating Board (THECB), and certification that all applicable THECB criteria have been met.

"The Board of Regents approves establishment of a new graduate program at Prairie View A&M University leading to a Doctor of Philosophy in Juvenile Justice. The Board also authorizes the President to submit this new degree program to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria to the Coordinating Board have been met."

Congratulations to you and your faculty for the development of Prairie View A&M's first doctoral program proposal – a Ph.D. degree program in Juvenile Justice!

The following documents are enclosed: the original, signed title page and doctoral proposal, and your letter certifying adequate funding. Please copy this office in your transmittal of this program request to the THECB so that we are kept abreast of its progress and action. Should you need any System support during the program review cycle by the THECB staff, please let me know. Best wishes.

Sincerely,


Howard D. Graves
Chancellor

Enclosures

- cc: Dr. Jerry Gaston
Dr. Leo Sayavedra
Dr. Joahanne Thomas-Smith
Dr. H. Elaine Rodney

SUBSTANTIVE DEGREE PROGRAM REQUEST

Name of Institution: Prairie View A & M University

Name of Proposed Program: Doctor of Philosophy in Juvenile Justice.

Name of Program on the Coordinating Board Inventory:

Program Title
Juvenile Justice

Degree Award
Ph.D.

Texas CIP
43.0199.20

Name of program on student diplomas and transcripts:

Doctor of Philosophy in Juvenile Justice

Administrative unit responsible for the program:

The School of Juvenile Justice

Proposed date for implementation of program:

January 2001.

Person to be contacted for further information about proposed program:

Name: H. Elaine Rodney, Ph.D.

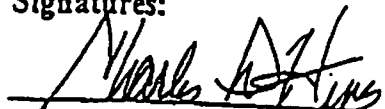
Title: Dean, School of Juvenile Justice

Phone: (409) 857-4938

Fax: (409) 857-4941

E-Mail: Elaine_Rodnev@pvamu.edu

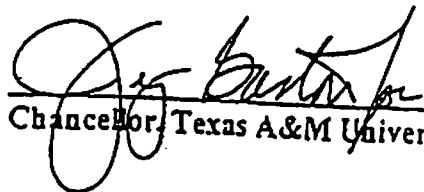
Signatures:



Campus Chief Executive Officer

11/29/1999

Date



Chancellor, Texas A&M University System

2-2-2000

Date

Governing Board approval date: January 27, 2000

SECTION 45. Subchapter B, Chapter 87, Education Code, is amended by adding Section 87.105 to read as follows:

Sec. 87.105. Center for the Study and Prevention of Juvenile Crime and Delinquency

- (a) The Texas Juvenile Crime Prevention Center is established at Prairie View A&M University.
- (b) The organization, control, and management of the center is vested in the board of regents of The Texas A&M University System.
- (c) The board of regents shall approve the employment of personnel by and the operating budget of the center. An employee of the center is an employee of Prairie View A&M University.
- (d) The center may:
 - (1) conduct, coordinate, collect, and evaluate research in all areas relating to juvenile crime and delinquency;
 - (2) provide a setting for educational programs relating to juvenile crime and delinquency, including degree programs at Prairie View A&M University and other educational programs such as continuing education and in-service training for criminal justice and social service professionals;
 - (3) serve as a state and national resource for information on juvenile crime and delinquency; and
 - (4) in connection with its research and educational programs:
 - (A) develop programs, policies, and strategies to address juvenile crime and delinquency and related social problems; and
 - (B) create partnerships, collaborative efforts, or outreach, public service, or technical assistance programs to assist communities, governmental agencies, or private entities to implement programs, policies, and strategies that address juvenile crime and delinquency and related social problems.
- (e) The center may enter into a cooperative agreement or contract with a public or private entity to perform the duties of the center.
- (f) The board of regents may accept gifts and grants from a public or private source for the benefit of the center.
- (g) Establishment of the center is subject to the availability of funds for that purpose.

House Bill 1550, relating to the Texas juvenile justice system, was signed June 19, 1997 with an effective date of September 1, 1997.

11/01-DS



8/7/01
→ Copy to Team

MS

APP C

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

June 12, 2001

Dr. Charles A. Hines
President
Prairie View A. & M. University
P. O. Box 188
Prairie View, TX 77446

Dear Dr. Hines:

On January 5, 2001, you received a letter from the Commission on Colleges indicating approval of a substantive change involving membership at Level V for the purpose of offering the Ph.D. in Juvenile Justice. A substantive change committee was also authorized to visit the institution. I write now to begin the process of planning that visit which we have agreed will take place on Tuesday-Thursday, November 13-15, 2001.

The charge to the Substantive Change Committee is fourfold: (1) assess the institution's continuing compliance with the *Criteria for Accreditation* following substantive change, (2) make helpful suggestions designed to improve the institution's programs and services, (3) write a cogent report of its findings, and (4) make a confidential recommendation to the Commission regarding the continuing accreditation of the institution.

While a Substantive Change Committee is authorized to evaluate the institution in relation to all criteria contained in the *Criteria for Accreditation*, it is the Commission's initial intent that this committee conduct a tightly focused review of the substantive change and its impact on the institution and applicable criteria. It is anticipated that primary emphases will be on all aspects of the degree program (including support services) as well as its ties to the support systems of the University. I anticipate that the matter of the institution's continuing accreditation following review of substantive change will be on the agenda of the Commission at its meeting in June of 2002.

While the visiting committee chair will finalize arrangements, it appears that the committee will need to fly into Houston on Tuesday morning, arriving in time to travel to the campus for a late working luncheon. Thereafter, the committee members will conduct their evaluation activities, including interviews with key personnel and the review of documents. The committee will likely conduct an exit report on Thursday morning and leave for the airport shortly thereafter. I anticipate that a three-member committee will be sufficient for this review.



Dr. Charles A. Hines
June 12, 2001
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Chairing this committee will be Dr. Don Stedman, Professor and Dean Emeritus, School of Education, University of North Carolina - Chapel Hill, Campus Box 3500, Peabody Hall, Chapel Hill, NC 27599-3500. He is an experienced chair and will serve your institution and the Commission very well. At the appropriate time, he will be in contact with the institution regarding the visit.

In order to facilitate the committee's review, it would be helpful if you would make the following information available to the visiting committee and to me approximately eight weeks prior to the site visit:

1. Approval letter from the Commission dated January 5, 2001
2. Prospectus accepted by the Commission at its December 2000 meeting
3. Addendum updating initial prospectus as appropriate
4. Roster of program faculty for Spring, Summer, and Fall 2001, using Commission form (enclosed)
5. Planning and evaluation data on program
6. Program budget for FY2002
7. Faculty, staff and student handbooks pertinent to program
8. University catalogs and program/recruiting brochures for program
9. University organizational chart and Academic Affairs organizational chart
10. Listing of students enrolled in program with contact information

It would be helpful if the following items could be available for the committee when it arrives in Prairie View:

1. Charter and By-laws of the institution
2. Institutional budget for FY2002
3. FY00 institutional audit and management letters, together with latest financial aid audit; provide same information for FY01 if available
4. Files of students enrolled in site program
5. Original credentials of program faculty, and faculty vita
6. Course syllabi for program
7. Institution-wide plan for institutional effectiveness
8. Other items that may later be requested

Typically, the committee will want to interview the president, vice president for academic affairs, division head, department head, program faculty, librarian, chief student affairs officer, chief financial officer, and students in the program.



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As you may remember, the institution is responsible for providing ground transportation, lodging, meals, and equipped work rooms for the visiting committee. Again, these and other details will be discussed when the chair contacts the institution.

I am pleased to be assigned as the Commission's staff liaison to your institution. Please let me know if there are ways of improving this plan for the site visit as it is our intent that both the institution and the committee have a positive experience.

Sincerely,

A handwritten signature in cursive script, appearing to read "Tom".

Tom E. Benberg
Associate Executive Director
Commission on Colleges

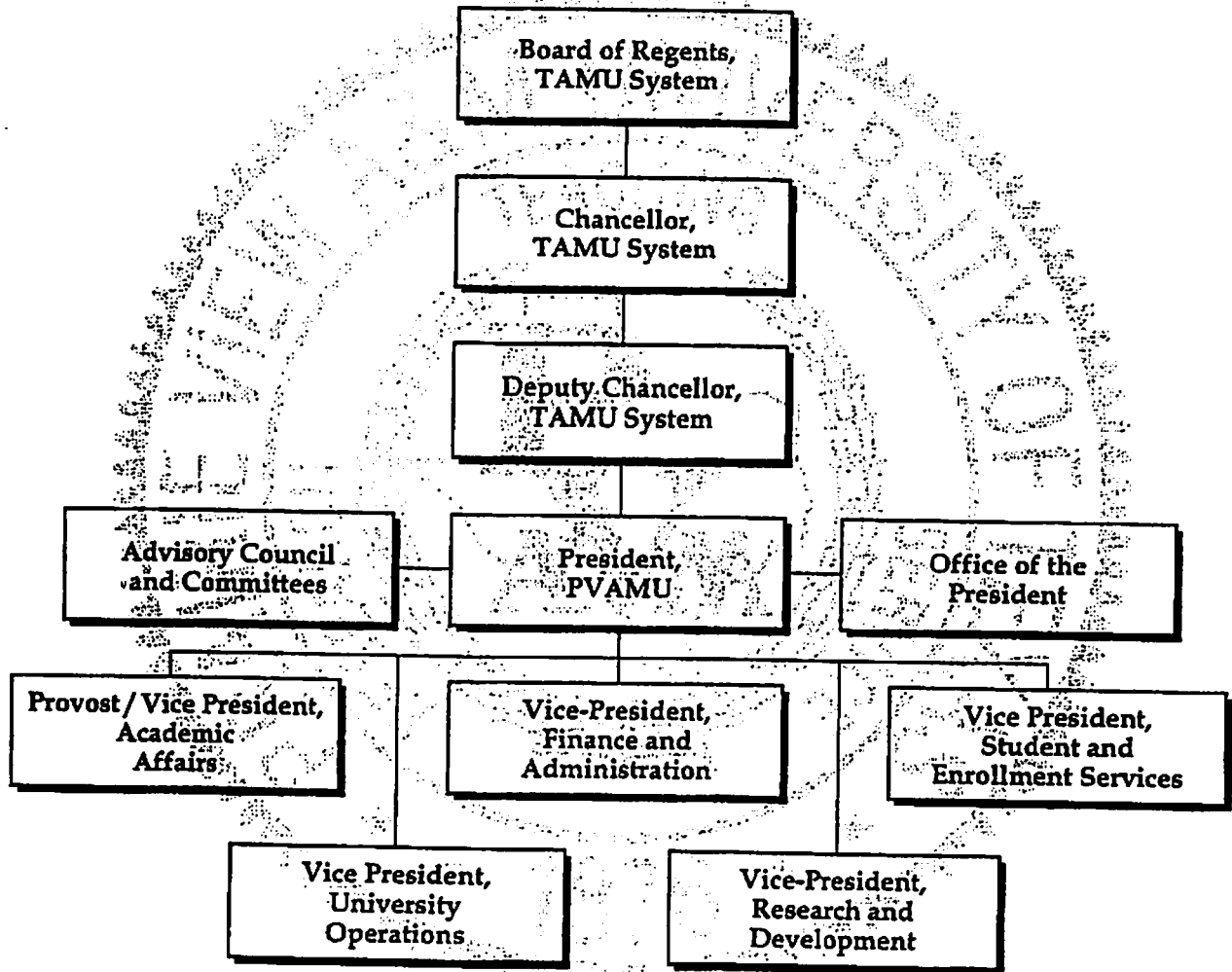
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c: Dr. Don Stedman, Visiting Committee Chair
Dr. E. Joahanne Thomas-Smith, Provost and Vice President of Academic Affairs
Dr. H. Elaine Rodney, Dean - School of Juvenile Justice and Psychology

Enclosures - Roster of Instructional Staff (Rodney only)
- Commission's Transportation Guidelines (Rodney only)

PRAIRIE VIEW A&M UNIVERSITY

May 1, 2001



PRAIRIE VIEW A&M UNIVERSITY

Office for Academic Affairs

Organizational Chart - March 9, 2001

