Master of Education in Educational Administration (EDAD) & Principal Certification Program

STUDENT HANDBOOK

2015-2016

Note: This handbook is subject to change without prior notification and updates will be available in the Educational Leadership Department. This handbook does not constitute a catalog and does not carry catalog privileges.**********

Revised September 2015
Future and Current Students:

Thank you for your interest in the online Educational Administration Principal Certification Program. Whether you are pursuing the 30-hour *Master’s Degree in Educational Administration with Principal Certification* or the 21-hour *Principal Certification Only* track, we strive to provide you with the necessary skills that will prepare you to become an effective school administrator within today’s educational climate. Our 7-week sub terms emphasize quality interaction between the instructor and student and are tailored to the demands of today’s busy professional educator and graduate student.

This handbook includes the following information:

1. Admission procedures and requirements,
2. Degree plans and course listings,
3. Student orientation and advising,
4. Principal certification internship requirements,
5. TExES Examination process, and,
6. Principal Readiness to test requirements

Should you have any programmatic questions regarding the Master’s Degree or Principal Certification Program, please contact Dr. Julia Ballenger at Julia.Ballenger@tamuc.edu.

Once again, we appreciate your interest in the Educational Administration Master’s Degree and Principal Certification Program at Texas A&M University at Commerce.
Department of Educational Leadership

The online Educational Administration Master’s Degree and Principal Certification Program is empowered by experienced faculty dedicated to the mission and vision of the department. Each of our faculty is passionate about your education, learning, and success.

Our Mission

The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service, and leadership roles in a variety of educational, business, government, and industry contexts.

Our Vision

The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary online programs that challenge highly qualified students to excel in their respective disciplines and career. We will achieve this vision by engaging students in a rigorous and transformative learning environment. The curriculum includes theory-based, real-world activities that expand the knowledge base of the learner, the profession, and the respective academic disciplines.
Department of Educational Leadership  
Master’s Degree and Principal Certification Program Faculty

The faculty of the Educational Administration Master’s Degree and Principal Certification Program are professional educators who bring their Texas public school leadership experiences to the program. Our faculty has served as assistant principals, principals, coordinators, assistant superintendents, and superintendents in various school districts. These practical experiences coupled with active research agendas make for the best possible learning experiences as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

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Ray.Thompson@tamuc.edu
The Educational Administration Master’s Degree and Principal Certification Program at Texas A&M University-Commerce has a rich history, and the University is dedicated to the creation of educational leaders.

Though the name of our university has changed along the way, its role in creating educators of excellence has not changed. Professor Mayo’s founding creed of “ceaseless industry, fearless investigation, unfettered thought, and unselfish service to others” continues to this day.

Since 1996, the university has been a part of the Texas A&M University System. TAMUC, with its unique online delivery of instruction, continues to grow throughout Texas and strives to provide students with a quality education that serves as a springboard to careers and lives that make a difference through public and private education systems.

The Educational Administration Master’s Degree and Principal Certification Program is a fully online program with our offices located in the Department of Educational Leadership in the College of Education and Human Services at Texas A&M University-Commerce.

The Department of Educational Leadership is located on the Commerce campus in the Young Education North Building, Room 113. The mailing address and other contact information are listed below.

Department of Educational Leadership  
Texas A&M University-Commerce  
PO Box 3011  
Commerce, TX 75429  
MAIN: 903.886.5520  
FAX: 903.886.5507
ADMISSION PROCESS

Admission to the Master’s Degree with Principal Certification is a two-part process. First, applicants must apply to and meet the general admission requirements of the Graduate School at TAMUC. Please apply through the ApplyTexas application (www.ApplyTexas.org).

TAMUC GRADUATE SCHOOL ADMISSION

Students must be admitted by both the TAMUC Graduate School and the Educational Administration Master’s Degree and Principal Certification Program to be fully admitted to the program regardless of whether a candidate is pursuing the 30-hour Master’s Degree in Educational Administration with Principal Certification or the 21-hour Principal Certification Only option.

Next, applicants must complete the Principal Certification Program Application. Contact Kathy Black in the Educator Certification Office at 903-886-5904 or e-mail at Kathy.Blacy@tamuc.edu. You may access the Educator Certification Office at the following link for additional requirements.

http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/default.aspx

Applicants who pursue the 21-hour Principal Certification Only program must apply for Non-Degree Principal Certification through the graduate school application link. The 21-hour Principal Certification Only program is for those students who have earned a Master’s Degree from an accredited institution or maybe completing another master’s program at TAMUC.

REQUIRED DOCUMENTS & CRITERIA FOR ADMISSION TO GRADUATE SCHOOL

- Application
- $50 application fee
- Undergraduate degree from a regionally accredited institution
- Minimum overall undergraduate GPA of a 2.75, or 3.00 overall on the last 60 hours of the undergraduate degree, or an overall 3.00 on a completed master’s degree from a regionally accredited institution
- Proof of a current valid teacher certification
- Teaching Service Record with a minimum of (1) year of teaching experience
- One of the following:
  - Official GRE Scores
  - Completed master’s degree from an accredited institution with at least a 3.00 GPA
  - Undergraduate GPA of 3.00 or higher overall
  - Proof of a current valid teacher or principal certificate.
Students who apply for admission to enter the 30-hour Master’s Degree in Educational Administration with Principal Certification will have one of the following admission status categories assigned:

1. Full admission
2. Provisional admission

*Full Admission Status* is granted for those students who have completed the application process and have no further requirements for our program’s admission criteria rubric.

*Provisional Admission Status* is granted for those students who have an incomplete application. Under this status, the student is NOT eligible for financial aid and may take no more than 6-hours of program coursework prior to completing the entire admissions process. This process must be completed before being allowed to take more than the first two courses. Failure to complete the admission process fully will result in being ineligible to take courses the next sub-term/semester.

**Screening Process for Master’s Degree with Principal Certification and Principal Certification Only Applicants**

In addition to submitting the graduate and principal applications, applicants must complete a screening process below:

- Respond to online admission program questions that are in the ApplyTexas application.
- Pass (i.e., Meets Expectation or Higher) a follow-up telephone interview with program faculty.
- Submit signed Invitation Program Letter.

**DEGREE PLANS AND COURSE LISTINGS**

Official degree plans will be completed by each student during their first course (EDAD 615) and should be scanned and emailed to Judy Allen at Judy.Allen@tamuc.edu. She will obtain the appropriate signatures and forward a copy of the degree plan to the Educator Certification office.

Whether a student pursues the 30-hour online Master’s Degree in Educational Administration with Principal Certification or the 21-hour online Principal Certification Only Plan, EDAD 615 must be taken during the first semester of course work. The recommended sequence of EDAD courses is shown in Tables 1 and 2.
Table 1: Sequence of Courses

<table>
<thead>
<tr>
<th>Master’s Degree in Educational Administration with Principal Certification Courses</th>
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<tbody>
<tr>
<td>• EdAd 615—Leading Effective Schools <em>(first course to enroll within program)</em></td>
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<tr>
<td>• EdAd 595—Using Research for Best Practice <em>(second course to enroll within program)</em></td>
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<tr>
<td>• EdAd 626—Using the Law in Educational Practice</td>
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<tr>
<td>• EdAd 656—Building Capacity for Effective Learning</td>
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<tr>
<td>• EdAd 619—Designing Curriculum for Effective Instruction</td>
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<tr>
<td>• EdAd 607—Using Evaluation and Data to Improve Learning</td>
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<tr>
<td>• EdAd 508—Facilitating Learning for Diverse Students</td>
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<tr>
<td>• EdAd 574—Developing Quality Instructional Programs</td>
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<tr>
<td>• EdAd 554—Leading the Learning Community **</td>
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<tr>
<td>• EdAd 614—Leading the Learning Community Internship **</td>
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<td>** taken together in the final semester</td>
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Table 2: Sequence of Principal Certification Courses

<table>
<thead>
<tr>
<th>Principal Certification Only Courses</th>
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<tbody>
<tr>
<td>• EdAd 615—Leading Effective Schools <em>(first course to enroll within program)</em></td>
</tr>
<tr>
<td>• EdAd 619—Designing Curriculum</td>
</tr>
<tr>
<td>• EdAd 626—Using the Law in Educational Practice</td>
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<td>• EdAd 656—Building Capacity for Effective Learning</td>
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<td>• EdAd 607—Using Evaluation and Data to Improve Learning</td>
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<td>• EdAd 614—Leading the Learning Community Internship **</td>
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<tr>
<td>** taken together in the final semester</td>
</tr>
</tbody>
</table>

The courses EDAD 554 and EDAD 614 shall be completed at the conclusion of the program. EDAD 607 may be taken in the first 7-week sub term, with 614 and 554 (second sub term) to expedite completion of program if you begin in Summer or Fall semesters. This will enable students to finish their Principal Certification program in TWO semesters. The **EDAD 614 Principal Internship lasts for the entire semester.**

The Principal Certification Only plan is for students who have already earned a Master’s Degree from an accredited institution or are currently completing another master’s program at TAMU-Commerce. The Master’s degree need not be in Educational Administration. Students may also consider earning a second Master’s degree along with their principal certification. If so, please review the requirements for Master’s degrees and certification within the previous section.
Table 3: Sample Departmental Calendar

<table>
<thead>
<tr>
<th>Departmental Calendar</th>
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<tbody>
<tr>
<td>Fall Sub term 1</td>
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<td>Fall Sub term 2</td>
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<tr>
<td>Spring Sub term 1</td>
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<tr>
<td>Spring Sub term 2</td>
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<tr>
<td>Summer 1 term</td>
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<tr>
<td>Summer 2 term</td>
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</tbody>
</table>

Applicants seeking a Master’s degree occasionally request consideration of prior graduate coursework for the requirements of their Master’s degree. Students wishing to request transfer of credit should complete the Transfer/Substitution Request Form and submit to Dr. Julia Ballenger (Julia.Ballenger@tamuc.edu) and specify the courses they are interested in transferring or substituting. Official transcripts (showing the courses requested to be transferred) and course description must be supplied for evaluation.

Each course will be considered in light of course content and conformity to existing course requirement on a case-by-case basis. A maximum of 9 semester credit hours will be allowed to be transferred to the Master’s degree. All transfers of credit must be ultimately approved by the Graduate School. Please be assured that the courses in our program are focused on the roles and responsibilities of principals and are necessary to prepare our students to become a principal as well as to pass the Principal (068) TExES exam. No transfer/substitutions can be made for EDAD 554 or EDAD 614. Potential transfer work cannot be over 6 years old at program completion without the approval of the graduate school.

**Six-Year Timeline for Course Completion** A student has six years to complete all course work to earn a Principal Certification and have the approval to take the Principal (068) TExES exam. Please note that no course may be older than six years at the time a student attempts the Principal (068) TExES exam. Students who do not complete the program within this time period will not be approved to take the Principal (068) TExES exam and may be required to complete additional coursework or satisfy other requirements to receive such approval.

The Graduate Catalog states: *All work for the master’s/specialist degree must be completed during the six years immediately preceding the date on which the degree is to be awarded. Credit earned over six years prior to graduation requires specific written departmental justification and approval by the Dean of Graduate Studies to be counted toward a master’s/specialist degree. The discipline in which the course(s) was taken shall be involved in the validation of an old course.*
STUDENT PROGRAM ORIENTATION AND ADVISING

An orientation program is scheduled during the first sub-term of the semester. This orientation includes:

1. Information about the history of the university,
2. TExES preparation resources,
3. Educational Administration Program Personnel,
4. Requirements for completion of the Master’s degree with Principal Certification and Principal Certification Only Programs,
5. The value, benefits, and expectations of the program; scholarly writing, and
6. Library access.

Dr. Jane Clark is the Coordinator of Enrollment & Admissions. She may be contacted at EducationalLeadership@tamuc.edu or Jane.Clark@tamuc.edu. Questions about enrollment and registration questions beyond the scope of this Handbook should be directed to Dr. Clark. Judy Allen, Department Administrative Assistant, may be contacted for general questions about the program at Judy.Allen@tamuc.edu or 903-886-5577. For program specific questions contact the course leads or Dr. Julia Ballenger at Julia.Ballenger@tamuc.edu.

COURSE LEADS

EDAD 508  Facilitating Learning for Diverse Students  Dr. Ava Munoz  Ava.Munoz@tamuc.edu

EDAD 554  Leading the Learning Community  Dr. Kriss Kemp-Graham  Kriss.Kemp-Graham@tamuc.edu

EDAD 607  Using Evaluation & Data to Improve Learning  Dr. Melissa Arrambide  Melissa.Arrambide@tamuc.edu

EDAD 615  Leading Effective Schools  Dr. Kriss Kemp-Graham  Kriss.Kemp-Graham@tamuc.edu

EDAD 626  Using the Law in Educational Practice  Dr. Melissa Arrambide  Melissa.Arrambide@tamuc.edu

EDAD 574  Developing Quality Instructional Programs  Dr. Art Borgemenke  Art.Borgemenke@tamuc.edu

EDAD 595  Using Research for Best Practice  Dr. Nate Templeton  Nate.Templeton@tamuc.edu

EDAD 614  Leading the Learning Community Internship  Dr. Jackie Jones  Jackie.Jones@tamuc.edu

EDAD 619  Designing Curriculum for Effective Instruction  Dr. Warren Ortloff  Warren.Ortloff@tamuc.edu

EDAD 656  Building Capacity for Effective Learning  Dr. Julia Ballenger  Julia.Ballenger@tamuc.edu
THE PRINCIPAL INTERNSHIP

The Principal Internship, required by state law, is an integral part of the educational experience of the Principal Preparation Program. Students must complete at least one full 16 week semester enrolled in EDAD 614 incurring a minimum of 160 clock hours of internship experiences. The internship is designed to bridge the gap between theory and practice by building on the student’s academic foundation with in-school experiential learning. The internship is aligned with the state standards, domains, and competencies.

Students planning to take the internship should complete an application found in the Principal Internship Handbook by July 1st (for the Fall semester) or by November 1st (for the Spring semester). Application packets should be sent to EducationalLeadership@tamuc.edu in PDF format by the due date for the semester in which the student intends to begin the internship.

The internship experiences are designed to be accrued during the semester of the internship. However, students may begin collecting no more than 20 hours prior to the start of the semester with approval of the TAMUC Principal Internship Coordinator. The Principal or Site Supervisor should be directing the campus activities and be interacting meaningfully with the intern concerning these experiences. Keep in mind, however, that the majority of internship hours should be accrued during the semester of the internship to take advantage of the beginning of school or end of school and the duties and responsibilities associated with each event.

Examples of the Master’s Degree and Principal Certification Plan and the Principal Only Certification Plan are on the next two pages.

COMPREHENSIVE EXAM REQUIREMENTS (MASTER’S DEGREE)

By University policy, all master's degree candidates must complete a comprehensive examination. There are four ways students can demonstrate their learning through the comprehensive exam process: written exam, oral exam, professional portfolio, or a combination of the three. In the Department of Education Leadership, students will be required to develop a professional electronic portfolio in collaboration with program/department faculty. The portfolio will be comprised of 9 artifacts created by each student under the supervision of program faculty which will be developed in response to critical assignments. The completed professional electronic portfolio must demonstrate that students have a mastery of all work covered in the program including the Texas Principal Standards:

- Learner-centered values and ethics of leadership
- Learner-centered leadership and campus culture
- Learner-centered human resources leadership and management
- Learner-centered communication and community relations
- Learner-centered organizational leadership and management
- Learner-centered curriculum, planning and development
The development of the professional electronic portfolio will be a cumulative process that will occur as the student progresses through the Master’s Program. At the conclusion of each course, students will be required to complete a Critical Assignment designed to assess student mastery of one or more Principal Standards. Students must receive a score of 80% or higher on each critical assignment in order for the assignment to be accepted as part of the required professional electronic portfolio. A score of 79 or less on any critical assignment will result in a student being required to complete an alternate assignment or take an oral exam no later than one semester after failing the critical assignment. Students who fail a critical assignment in their last semester will be required to address this deficiency prior to the end of their last semester.

During the students’ last semester the entire portfolio will be reviewed for completeness to ensure that all required critical assignments have been recorded and submitted. The completed portfolio (9 artifacts) will receive a grade of Pass or Fail. Students will be notified of their results in a letter from the program coordinator. Results will also be forwarded to the Office of Graduate Studies and Research.

According to Final Comprehensive Exam policy as stated in the 2015-16 Graduate Catalog, "A candidate who fails this examination must complete whatever further courses or additional study are stipulated by the advisory committee or by the major department to correct the weaknesses or deficiencies revealed by the examination. The candidate who fails the examination may retake it when the department head deems it appropriate. Should the candidate fail the examination upon the second attempt, a third/final attempt may be taken only with the recommendation of the advisory committee or major department and approval of the Dean of Graduate Studies."

Question about the comprehensive exam can be addressed to Dr. Kriss Kemp-Graham at kriss.kemp-graham@tamuc.edu.
Master’s Degree and Principal Certification Plan

Texas A&M University-Commerce
Educational Leadership

Effective 8.31.2015

Comprehensive Exams Passed on: Date: ____________________
Approved by: ____________________

Name ___________________________________________ E-mail address ________________________________

Mailing address ___________________________ City ___________________________ State __________ Zip __________

Bachelor's Degree
BA, BS Major ___________________________ Institution ___________________________ Date Received __________

Master's Degree
MS, MA, MEd Major ___________________________ Institution ___________________________ Date Received __________

Teaching Experience

_________________________ to ________________

Position and Title

_________________________ to ________________

Institution ___________________________

Certificates Held

___________________________________________ State ___________________________

<table>
<thead>
<tr>
<th>Hrs. Needed</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>EDAD 615 &amp; EDAD 595 (prerequisite to all other courses)</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 615 Leading Effective Schools (first course to enroll in within program)</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 595 Using Research for Best Practice (second course to enroll in within program)</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 626 Using the Law in Educational practice</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 656 Building Capacity for Powerful Learning</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 619 Designing Curriculum for Effective Instruction</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 697 Using Evaluation and Data to Improve Learning</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 568 Facilitating Learning for Diverse Students</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 574 Developing Quality Instructional Programs</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 554 Leading the Learning Community **</td>
</tr>
<tr>
<td>3</td>
<td>EdAd 614 Leading Learning Communities Internship (full 16 week semester)</td>
</tr>
</tbody>
</table>

** Enroll in course second to last term in conjunction with the full semester EDAD 614 internship at end of program.

One requirement to receive approval to take TExES Exam is completion of the 068 practice exam with an 80% or higher.

Please check the appropriate choice below.

___ I am seeking a master’s degree only; I am not seeking to qualify to take the TExES Principal Certification exam.

___ I am seeking a master's degree and, upon completion of requirements, qualification to take the TExES Principal Certification exam.

Advisor ___________________________ Date __________ Plan Expires: Month/year ___________________________ (Expires 6 years after earliest course)

Dept. Head ___________________________ Date __________ Certification Officer ___________________________ Date __________

I understand that the Master’s Degree Plan is for planning purposes to assist in the selection of coursework. Students are responsible for knowing and understanding the requirements in the A&M-Commerce Graduate Catalog. In addition to the completion of the work prescribed on this plan, the student must have (a) a provisional or professional teacher’s certificate, and (b) two years successful teaching experience to apply for 068 Principal Certification Exam. Application for admission to the program is made to the Graduate School. The Texas Education Agency requires satisfactory completion of the appropriate TExES examination. This form must be signed by the department head and certification officer and filed, along with all necessary documentation. Coursework older than 6 years at the time of graduation will not be counted. Coursework older than 6 years at the time of TExES exam administration will not be counted.

Signature of Applicant ___________________________ Date __________
Principal Certification Only Plan
Texas A&M University-Commerce
Educational Leadership

Name: ___________________________________________ E-mail address: ____________________________

Mailing address: __________________________________ City: __________________________ State: ________

Bachelor’s Degree: __________________________ Major: ________ Institution: ______________ Date Received: __________

Master’s Degree: __________________________ Major: ________ Institution: ______________ Date Received: __________

Teaching Experience: __________________________ to __________________________ Institution: ______________

Position and Title: __________________________ Dates: __________________________

Certificates Held: __________________________ State: __________________________

Hrs. Needed | Courses
--- | ---
3 | EdAd 615 Leading Effective Schools *(first course to enroll in within program)*
3 | EdAd 626 Using the Law in Educational Practice
3 | EdAd 656 Building Capacity for Powerful Learning
3 | EdAd 619 Designing Curriculum for Effective Instruction
3 | EdAd 607 Using Evaluation and Data to Improve Learning
3 | EdAd 554 Leading the Learning Community **
3 | EdAd 614 Leading Learning Communities Internship ** *(last full semester of program)*

** Enroll in course the second to last term in conjunction with the full semester EDAD 614 internship at end of program.

One requirement to receive approval to take TExES Exam is completion of the 068 practice exam with an 80% or higher.

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I am seeking Principal certification-only status. I have already earned a master’s degree.

Advisor: ______________________________________ Date: __________________________

Dept. Head: __________________________ Certification Officer: __________________________

Plan Expires: __________________________ Month/year (Expires 5 years after earliest course)

I understand that the Certification Plan is for planning purposes to assist in the selection of coursework. Students are responsible for knowing and understanding the requirements in the A&M-Commerce Graduate Catalog. In addition to the completion of the work prescribed on this plan, the student must have (a) a master’s degree, (b) a provisional or professional teacher’s certificate, and (c) two years successful teaching experience to apply for 068 Principal Certification Exam. Application for admission to the program is made to the Graduate School. The Texas Education Agency requires satisfactory completion of the appropriate TExES examination. This form must be signed by the department head and certification officer and filed, along with all necessary documentation. Coursework older than 6 years at the time of certification will not be counted. Coursework older than 6 years at the time of TExES exam administration will not be counted.

Signature of Applicant: __________________________ Date: __________________________
PRINCIPAL (068) TExES EXAM

Students wishing to be approved for taking the PRINCIPAL (068) TExES EXAM must meet eligibility requirements specified in the TExES registration bulletin. Also, principal certification students (whether earning certification with a Master’s degree or as certification only) seeking to be eligible to take the certification exam must:

1. Have an approved certification plan on file with appropriate signatures,
   Be admitted to the certification program, at
   http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/professionalCertification/principalCertification.aspx

2. Have successfully completed the Practice Test (068) with an 80% or higher OR have attended a TExES 068 Review Seminar provided by a TAMUS educational administration program or have completed the program.

State Board for Educator Certification Website

Please refer to the State Board for Educator Certification’s website - http://www.tea.state.tx.us/portals.aspx?id=2147484909 - to access general information that pertains to competencies for certificates, TExES tests, and current issues.

The TExES Principal (068) Study Manual provides assistance and is available at http://cms.texes-ets.org/files/1413/2949/6303/068_principal.pdf

This document is free. It should be downloaded and studied. It contains all the domains and competencies which are the theoretical framework upon which the Principal (068) TExES exam is built. It also includes multiple practice questions with answers. Students should bring this document to every preparation seminar they attend.
APPLICATION PROCEDURE FOR CLEARANCE TO TAKE
PRINCIPAL (068) TExES EXAM

Beginning September 1, 2015, candidates will be limited to a total of five attempts to take a TExES certification test. The five attempts include the first attempt to pass the examination and four retakes. The Texas Education Agency (TEA) is implementing this change to Texas Education Code §21.048 in response to House Bill 2205, 84th Texas Legislature, 2015.

Students who want to be approved for taking the PRINCIPAL (068) TExES EXAM must meet eligibility requirements specified in the TExES registration bulletin. In addition, principal certification students (whether earning certification with a Master’s degree or as certification only) seeking to be eligible to take the certification exam must:

1. Be admitted to the certification program, at http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/professionalCertification/principalCertification.aspx AND
2. Have successfully completed the Practice Test (068) with an 80% or higher OR have attended a TExES 068 Review Seminar provided by a TAMUS educational administration program AND be currently enrolled in EDAD 614 Internship. OR
3. Have completed the program.

To initiate the approval process for the TExES Principal Exam, please contact Dr. Kemp-Graham at kriss.kemp-graham@tamuc.edu.

Clearance will only be provided for ONE testing attempt per request. Students seeking clearance for retakes must engage in remediation prior to receiving approval. Information about remediation can be provided by contacting Dr. Julia Ballenger, Program Coordinator at Julia.ballenger@tamuc.edu.

State Board for Educator Certification Website

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Probationary Certification

Principal Probationary Certifications are available to students in good standing, who have a degree or certification plan on file, and who have completed at least 12 semester hours. In addition, students must provide proof that they have been offered employment as an assistant principal or principal by a school district. Students requesting probationary certification must provide a letter of employment from the superintendent (or designee) verifying the employment position and the offer of the position.

IMPORTANT!!! In accordance with TEA guidelines every certification candidate on a probationary certificate must be supervised for the duration of their probationary status. The certification candidate must register for EDAD 597 (Supervision of Probationary Principals) and be visited by a University Supervisor each semester they are on a probationary certificate or register in EDAD 614 Internship if a current active student.

Probationary certificates are valid for only one year but are twice renewable when completing the annual progress required; that is, the student must be actively enrolled, and be working to complete the certification requirements in a timely manner in anticipation of taking the Principal (068) TExES exam as soon as possible. Click here for Probationary Certification application.

Renewal of Standard Principal Certificate

Individuals who are issued the Standard Principal Certificate on or after September 1, 1999, are subject to Certificate Renewal and Continuing Professional Education Requirements, which are elaborated in Title 19, Texas Administrative Code, Chapter 232. All individuals holding a valid Texas professional administrator certificate prior to September 1, 1999, and who are employed as principals or assistant principals must complete the assessment described in Title 19, Texas Administrative Code, § 241.35.

Provisional Principal Certificate: Initially successful certificate candidates completing all requirements are issued a Provisional Principals certificate by the TEA/SBEC. The Standard Principal certificate is issued after completing an induction period of one year in an assistant principal or principal position. Individuals seeking to enter this induction period more than 5 years after the issuance of the provisional certificate must be approved by the educator preparation program, which recommended the provisional certificate.
<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Critical Assignments</th>
<th>TAC Principal Curriculum Stds. (Section 249.15)</th>
<th>TAC Stds. For Principal Chapter 149</th>
<th>Texas Competencies</th>
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</thead>
<tbody>
<tr>
<td>EDAD 615/Leading Effective Schools</td>
<td>CA-1</td>
<td>2-Learner-centered leadership and campus culture</td>
<td>4 - School campus culture</td>
<td>1 - Campus culture</td>
</tr>
</tbody>
</table>
| EDAD 508 Facilitating Learning for Diverse Students | CA-2                 | 4 – Learner-centered communication and community relations | 2 - Human Capital  
3 - Executive Leadership | 2 - Communicate and collaborate, respond to diverse interests and needs |
| EDAD 626 Using the Law in Educational Practice | CA-3                 | 1 – Learner-centered values and ethics of leadership | 3 - Executive Leadership          | 3 - Ethical and legal manner |
| EDAD 619 Designing Curriculum for Effective Instruction | CA-4                 | 6 – Learner-centered curriculum, planning and development | 1 - Instructional Leadership       | 4 - Curriculum, planning, and instruction |
| EDAD 607 Using Evaluation and Data to Improve Learning and EDAD 595 – Using Research for Best Practices | CA-5                 | 7 – Learner-centered instructional leadership and management | 1 - Instructional Leadership  
3 - Executive Leadership  
4 - School Culture | 5 - Advocate, sustain, instructional program and campus culture for student learning and growth |
| EDAD 574 Designing Quality Instructional Programs | CA-6                 | 3 – Learner-centered human resources leadership and management | 1 – Instructional Leadership  
2 – Human Capital | 6 - Staff evaluation and development. System for supervision and staff development |
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<tr>
<td>EDAD 554 Leading the Learning Community</td>
<td>CA-7</td>
<td>5 – Learner-centered organizational leadership and management</td>
<td>1-Instructional Leadership 5 – Strategic Operations</td>
<td>7 - Organizational, decision making and problem solving skills</td>
</tr>
<tr>
<td>EDAD 656 Building Capacity for Effective Learning</td>
<td>CA–9</td>
<td>3 – Learner-centered human resources leadership and management</td>
<td>2 – High-quality teachers and staff in every classroom and throughout the school</td>
<td>8 – Leadership and management for budgeting personnel, etc.</td>
</tr>
<tr>
<td>EDAD 614/Leading the Learning Community Internship</td>
<td>Electronic Final Portfolio 1-9</td>
<td>Electronic Final Portfolio 1-9</td>
<td>Electronic Final Portfolio 1-5</td>
<td>Electronic Final Portfolio 1-9</td>
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Master of Education in Educational Administration (EDAD) Courses

EDAD 508. Facilitating Learning for Diverse Students. 3 Hours.

This course prepares prospective educational leaders to administer various school programs for diverse student populations. Programs addressed include special education, gifted education, bilingual education/English Language Learners, early childhood, school safety, career and technology education, counseling, and alternative education. The course will also inform students about the diverse needs of all individuals within the community related to race, color, national or ethnic origin, ancestry, age, religion, disability or handicap, gender, sexual orientation, or any other characteristics protected under applicable federal, state or local law. Prerequisites: EDAD 615, 626 and 656.

EDAD 554. GLB/Leading the Learning Community. 3 Hours.

This capstone course is designed to prepare candidates for exemplary school leadership as evidenced by student knowledge, dispositions, and performance ability to promote the success of all students. The course will include real-world situations and problem-based learning projects to enable the candidates to develop visionary, collaborative, instructional, organizational, and political leadership for the twenty-first century. Prerequisites: EDAD 615, EDAD 619, EDAD 607, EDAD 626 and EDAD 656.

EDAD 574. Developing Quality Instructional Programs. 3 Hours.

Developing Quality Instructional Programs. Three semester hours. The course explores the principles of administering instructional programs through development of a continuous improvement process utilizing a learning community. These principles are inclusive of the Instructional Leadership Development Model required for administrative certification in Texas. Prerequisites: EDAD 615, EDAD 626 and EDAD 656.

EDAD 595. Using Research for Best Practice. 3 Hours.

This course provides an overview of quantitative and qualitative research designs used in the field of education in order to implement instructional best practices. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for best practices through the creation of a research proposal.

EDAD 607. Using Eval and Data to Imp Lea. 3 Hours.

Using Evaluation and Data to Improve Learning. Three semester hours. This course provides school leaders with the skills and knowledge necessary to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in
educational settings to facilitate research based decisions in planning for instructional and organizational improvement. Prerequisites: EDAD 615.

EDAD 614. Leading Learning Communities Internship. 3 Hours.

Leading Learning Communities Practicum. Three semester hours over two semesters. One of four culminating courses that develop candidates for school leadership by providing opportunities to synthesize, practice, and apply knowledge in actual school settings while collaboratively planning and being guided by a practicing school leader/mentor. Over two semesters of internship activities, students collect artifacts that are used to create a professional portfolio to demonstrate preparedness for leading learning communities. Prerequisites: EDAD 615, EDAD 626, EDAD 656, EDAD 619 and EDAD 574.

EDAD 615. Leading Effective Schools. 3 Hours.

This introductory course provides an overview of school administration in Texas, which includes roles, functions, and duties of those who are charged with supervising schools in Texas. Critical review and analysis of principles of effective school leadership and organizational theories aligned to SBEC Principal Standards are examined and applied to the current challenges of leading 21st century schools in Texas.

EDAD 619. GLB/Designing Curriculum. 3 Hours.

This Course focuses on the development of and designing of curriculum for facilitating continuous improvement in the instructional program. Sound research-based practices related to planning, supervision, curriculum development and delivery, program evaluation, and change management for diverse learners in multicultural settings are incorporated. Prerequisites: EDAD 574, EDAD 615, EDAD 626, and EDAD 656.

EDAD 626. Using the Law in Educational Practice. 3 Hours.

This leadership course serves as an in-depth examination of federal and state school law for educational leaders addressing legal issues that impact the operation of public schools. Prerequisites: EDAD 615.

EDAD 656. Building Capacity for Powerful Learning. 3 Hours.

This school leadership course is designed to develop the candidate's knowledge and skills of human resources, the budgetary process, and the financial accounting system. The human resources section will focus on personnel management and instructional supervision skills needed to create an effective learning environment for all students. The budgeting and finance sections will focus on performance-based projects related to budget planning and development, resource acquisition and allocation, the accounting code system, and the school finance system. Prerequisites: EDAD 615 and EDAD 595.