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A Message from the Dean

Welcome to Texas State University! I am pleased that you have decided to pursue your educational goals in the Department of Counseling, Leadership, Adult Education and School Psychology (CLAS) in the College of Education.

As a premier professional school, Texas State University's College of Education is dedicated to enhancing human potential for all through excellent teaching, relevant scholarship, and community engagement. Texas State University's College of Education builds on its legacy of excellence, relevance, and engagement. We are:

- Excellent in evidence-based practice, scholarship, and teaching;
- Relevant to the needs of the people we serve; and
- Engaged in public and professional communities.



Our academic programs are central to our mission. The excellence of the EDCL programs, in particular, has been highlighted by national professional organizations. According to the Report of the Executive Committee Review Team, University Council for Educational Administration (2011):

The Texas State University Educational Leadership Program is one of the very best in terms of addressing issues of equity, diversity, access, and community engagement at a much deeper level than other educational leadership programs around the country.

The achievements of our graduates have made us proud. We look forward to helping you realize your personal and professional goals and becoming a part of our distinguished alumni. The enclosed information will help you set out on your path to success.

Stan Carpenter, Ph.D.
Dean, College of Education

About the Program

EDCL courses are designed to prepare transformational leaders for positions at the school and community levels. Students follow a sequence of courses based on the natural progression of accumulated knowledge at the highest levels of understanding. Our courses are grounded in field and problem-based learning framed by a cohort model of engagement. This approach provides students with the opportunity to engage in supportive relationships with other cohort members and faculty. Students are strongly encouraged to develop relationships with faculty and cohort members that can be maintained after graduating from the university.

Our programs are guided by the notion that the practice of transformational leadership must be ethically grounded, committed to equity, and have willingness to maintain deep knowledge of current instruction. We believe that effective leadership begins with a reflexive understanding of self. An understanding of self which progresses outward toward a critical consciousness of the interconnected relationship among people, organizations, communities, environments, policies, and practices. An essential tool for building students' critical consciousness for school improvement is action research. Action research is embedded within our curriculum and course sequence.

Students first course is EDCL 5339: Understanding Self where students are expected to read and gain an in-depth understanding of literature and engage in critically reflection based on students' biologically, emotionally, historically, and culturally uniqueness. In subsequent courses, students study theories of leadership, systemic improvement practices and school policy, and school law. The program culminates in a capstone experience in which students integrate what they have learned throughout the program into an action research project that is then implemented during a year-long internship.

Top Reasons to Attend the Texas State University:

1. **World Class Faculty.** A diverse and talented faculty will lead you through your course of study and provide mentoring opportunities while generating top level learning opportunities and practical experiences.
2. **Leadership Cohorts.** Connecting with other students helps provide a strong learning core and these cohort models have proven to support the long-term goals of scholars, leaders and practitioners.
3. **Excellent Location.** Texas State is the Rising Star of Texas with ongoing improvements in facilities, approval as a Hispanic Serving Institution, and being tracked toward Tier One Research Institution status at both our San Marcos and our Round Rock locations.
4. **Focus on Equity.** The program has a strong commitment to equity in our school systems and reinforces this with dynamic research, a diverse faculty and staff, and an aligned curriculum that reflects thoughtful practice with an obligation toward social justice.
5. **What You Make of It.** The department offers a great deal of freedom, flexibility, and support helping you pursue your learning and career goals.

Get Started

The Graduate College

You are enrolled in the Graduate College at Texas State University. The Graduate College provides numerous resources and workshops for students. Please take some time to review the website at www.gradcollege.txstate.edu

Parking

Parking permits (hang tag or sticker) are required for on-campus parking. To order a parking permit on-line visit Parking Services at <http://www.parking.txstate.edu/>. Permits can usually be mailed to you. It is a good idea to order them now because processing can take longer near the start of the academic year. The Parking Services site also has information about where to park on both the San Marcos and Round Rock campuses. The San Marcos map is located at

<http://www.maps.txstate.edu/contentParagraph/00/document/2013-2014-San-Marcos-Campus-Master-Map.pdf>



Financial Aid

For information on scholarships, loans, tuition, work study, or veteran's benefits, please contact the Financial Aid Office for information:

<http://www.finaid.txstate.edu/>. Program faculty and staff are not trained on

financial aid regulations and are not able to answer any financial aid questions.

Graduate Instructional Assistant (GIA)

Graduate Instructional Assistants are employed by an academic department, paid from faculty salaries, but are not reported as the "Teacher of Record." Salaries of Graduate Instructional Assistants who assist in the operation of a lab or activity/recitation group may be paid from course fees that are collected for the purpose of such a lab or activity/recitation group. Graduate Instructional Assistants are responsible for a specific group of students and assign some portion of these same students' grades.

To be employed as Graduate assistant, a student must:

- have unconditional acceptance into a graduate degree program;
- be enrolled in at least nine SCH in a graduate degree program each semester of employment;

- maintain a minimum 3.0 Texas State grade point average in coursework leading toward the completion of a graduate degree.

Graduate assistants enrolled in nine hours during the spring semester (or who had an approved exception request with justification on file) who plan to enroll the following fall may be employed in the summer with no enrollment requirement. Students who were enrolled and employed as undergraduate assistants in the spring semester and who plan to enroll following fall may be employed as graduate assistants in the summer with no enrollment requirement. Students who wish to be employed as graduate assistants in the summer and who were not enrolled in the spring semester must enroll in a total of nine hours during the summer.

Applications for assistantships should be made directly to the department or university office following their application procedure.

http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed/Grad_Assist_Info.html

Student Health Center, Insurance & Vaccinations

The Texas State Student Health Center provides primary, women's and psychiatric healthcare services to university students. We have experienced healthcare providers, including physicians and nurse practitioners. All services are offered by appointment. Medical, laboratory, digital radiography and pharmacy services are available on-site. The Student Health Center is nationally accredited by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC).



The Student Health Center offers affordable prices for college students and health insurance coverage is not required to receive care. The Student Health Center does offer a university-endorsed student health insurance plan for students without insurance or those seeking more affordable coverage. The Student Health Center also has a Health Promotion Services department that strives to help students succeed by promoting healthy lifestyles and creating a healthy campus environment at Texas State. Read more at <http://www.healthcenter.txstate.edu/>

It is recommended that all students have health insurance coverage. For those who do not have coverage, Texas State has partnered with Academic HealthPlans, Inc. to offer an optional insurance policy that is accepted by the Student Health Center. For more information regarding the student health insurance plan, call **855.247.2273** or visit

<http://www.healthcenter.txstate.edu/INSURANCE/student-health-insurance-2013-2014.html>

Get Connected

Student ID

Your Student ID is assigned by the Graduate College. It begins with A + 8 digits (e.g., A00123456). You will need this ID to register and when communicating with program coordinators about degree audits and internships.

Net ID

Your Net ID is typically a combination of your first and last name initials (sometimes middle name too) plus a number. This ID serves as your initial txstate.edu email address and is used to log into TRACS and to access library resources off-campus. You will need to create your own password. To activate your Net ID, please contact <https://tim.txstate.edu/onlinetoolkit/Home/ChallengeResponse.aspx?RequestType=ActivateNetID>

BobcatCard

The Texas State BobcatCard is for student, faculty, and staff use at Texas State University. Photo ID cards are used for privileged authorization, library use, meal plans, door access, and optional purchasing and banking functions on and off campus.

The Alkek Library link is on the University's main web page. To search and access full-text articles via the University's databases, including Google Scholar, go to the Library's main page and click on "Research Databases." This will require your NETID and password. Your Student ID Card can be used to check out books, etc from the Library.



You are required to show a valid picture ID (driver's license, passport, or military ID) to obtain a first time BobcatCard as a current semester paid student, current faculty or staff member, or Texas State Affiliate. Visit the following website for more information:

<http://www.auxiliaryservices.txstate.edu/idservices/>

CATSWeb

CATSWeb is our online registration system and in this system you will be able to register for courses, pay your tuition, view class lists and schedules, view unofficial transcripts, and much more. Once you have activated your Net ID, you can log into CATSWeb to enroll for courses at <http://www.catsweb.txstate.edu/>

Emergency Procedures

Texas State believes strongly in protecting the health, safety and welfare of its students, faculty and staff. To do so in emergencies requires preparation, so we invite you to visit these pages often and familiarize yourself with appropriate emergency procedures. This Web site provides

information to the Texas State community about how to respond to a variety of emergency situations that could occur on campus. <http://www.emergencyinfo.txstate.edu/>

TRACS

TRACS is the online course management system used at Texas State University. All courses, whether on-campus or online, have a dedicated TRACS course site. If you are taking an online course, TRACS will allow you to view course materials, submit assignments and tests, view grades, communicate with your faculty member and fellow students, and much more.

Approximately one week before the term begins, your instructor will create your TRACS course site, which you can access for class related information. See the following link

<http://tracsfacts.its.txstate.edu/Students.html> for student training documents and video tutorials.

Texas State University Email Account - REQUIRED

BobcatMail, utilizing Microsoft Outlook Web Access (OWA), enables you to access email, manage address books and calendars, and schedule meetings. Email is the University's mechanism for official communication with students. Once you activate your email account, you may choose to forward your Texas State University email to your primary email account.

However, you will still need to use the Texas State University account for correspondence with many offices and must maintain your account by periodically updating your password. For more information, go to the following website: <https://bobcatmail.txstate.edu/>

Facebook

Program information and announcements are also shared via our Facebook page. The Facebook page will contain all emailed information as well as extra interesting notes. Connect with EDCL students and faculty on our Facebook page at <https://www.facebook.com/edcltxstate>

Prepare for Classes

Academic Calendar

The academic calendar will allow you to view important academic dates, such as start dates, add and drop deadlines, holidays, etc. As you plan your schedule, the academic calendar will be an integral resource for you to better prepare your academic future. Overview calendars give a view of an entire year January to December. On this calendar you may see dates for final exams, spring break, beginning and ending of each semester, holidays and commencement. For more detailed information on a specific semester, please view the appropriate academic calendar.

Below is a link to the academic calendar:

<http://www.registrar.txstate.edu/persistent-links/academic-calendar.html>

Course Registration

Registration is accessed by clicking on CatsWeb link located on the main webpage (www.txstate.edu). You will need your ID that begins with “A” and your password. Locate the courses you need by selecting “Educational Leadership” (EDCL) for the subject. Most of your courses across your whole program will be located under that menu.



Course Planning

The program website provides a printable Course Planning Sheet that you can use to plan your program of studies at <http://www.txstate.edu/clas/Educational-Leadership/documents.html>. The sheets list all required courses and the year/semester in which they should be taken (based on an assumption of 2 courses per semester). See the program specific information section in this document for your program’s planning guide and a matrix of course offerings.

University Bookstore

If faculty have selected texts and reported those to the program level, we send that information to the University Bookstore. You can check the Bookstore’s online system to see if required texts are listed for your upcoming courses. If the Bookstore does not have information on texts for your course, then that information will be shared with you on the course syllabus the first night of class. Course syllabi are not expected to be available prior to the beginning of the course. The Bookstore’s site is: <https://www.bookstore.txstate.edu/default.aspx>

Stay on Track

Degree Audit

Your Degree Audit is available in CatsWeb via Self-Service Banner. The Degree Audit provides a list of degree course requirements and records each course completed along with the grade earned. Changes to the Degree Audit must be approved in advance by the Program Director. A student who earns a “C” or lower for a final course grade will be required to re-take the course.

Writing Center & Plagiarism

The Writing Center is a free tutorial service provided to any graduate student who needs extra help with writing assignments. No matter the class or stage of the writing process, the Writing Center offers one-on-one advice and assistance from an experienced writer who can analyze the student's text and suggest improvements. In order to find out more about the Writing Center, click on the link: <http://www.writingcenter.txstate.edu/>

According to the Writing Center, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers (*Defining and Avoiding Plagiarism: The WPA Statement on Best Practices*). See the following website for more information on plagiarism and links to the student honor code. <http://www.writingcenter.txstate.edu/Student-Resources/handouts/plagiarism.html>

Academic Advising

The EDCL Program and Internship Coordinators are available to assist you throughout your academic career at Texas State University. We encourage you to take full advantage of our help in: selecting your courses, identifying resources that can augment your studies, planning for your capstone project, and considering an internship opportunity.

Counseling Center

Many students encounter a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. The Counseling Center provides free and confidential services by professional counselors to all currently enrolled Texas State students. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include individual, group, and couples counseling; crisis and consultative sessions; and informational presentations about student mental health issues. Check out <http://www.counseling.txstate.edu/> for more specific information about the Center and its services.

forms of engagement on the success of the national Inglés Abre Puertas program. His research focuses on 1) advancing school leadership preparation and development that links the pursuit of educational and social equity with continuous school improvement processes and 2) theorizing public pedagogy as a socially transformative process. His scholarship has been published in venues that include Educational Studies, Forum Qualitative Sozialforschung, Journal of Curriculum Studies, Review of Educational Research, Sociology, and Urban Education.

Dr. Mike Boone received his Ed. D. in Educational Administration from Washington State



University in 1971 and has been at Texas State for 25 years. His research interests include all areas of superintendent preparation and practice, leadership, rural schools, and education in Mexico. Teaching specialties include: the superintendency, school finance and business management, understanding organizations, and campus leadership. His leadership roles in the department include program coordinator, graduate advisor, interim department chair, and chair of several faculty search committees. Outside the university he serves on the

editorial boards of the Society for the Philosophy and History of Education, of which he has also been president, and The Rural Educator, published by the National Rural Education Association. Dr. Boone has also served as president of the Texas Professors of Educational Administration.

Dr. Barry Aidman is an Assistant Professor of Educational Leadership at Texas State



University. He earned his M.Ed. in Curriculum and Instruction and his Ph.D. in Educational Administration from The University of Texas at Austin as part of the Cooperative Superintendency Program. Barry has more than 30 years of experience as an educator. Prior to joining the faculty at Texas State University, Barry served as Executive Director of Breakthrough Austin, a nonprofit organization whose mission is to help students, beginning in middle school, become first generation college graduates. Previously, Barry served as a teacher, coach, principal and assistant superintendent. Barry's teaching specialties include organizational development, school improvement and campus leadership. His current

research interests focus on college readiness, school community partnerships, and school improvement processes.

Dr. Stephen P. Gordon is author of the book *Professional Development for School*



Improvement; co-author of the books *Supervision and Instructional leadership: A Developmental Approach*, *The Basic Guide to Supervision and Instructional Leadership*, and *How to Help Beginning Teachers Succeed*; and editor of the books *Collaborative Action Research*, and *Standards for Instructional Supervision: Enhancing Teaching and Learning*. His articles have been published in journals such as *the Journal of School Leadership*, *the NASSP Bulletin*, *the Journal of Curriculum and Supervision*, *the Journal for Critical Educational Policy Studies*, *the Journal of Thought*, *Phi Delta Kappan*, and *Educational Leadership*. Steve is a member of the learned group the Council of

Professors of Instructional Supervision. Dr. Gordon, the former director of the National Center

for School Improvement, also was lead consultant for the ASCD video series *Improving Instruction through Observation and Feedback*.

Dr. Patricia L. Guerra is an Associate Professor in the Educational Leadership Program at



Texas State University. She received her doctorate in Educational Administration with a focus on multicultural Special Education. She teaches courses in both the master's and Ph.D. programs through an equity-oriented lens, embedding diversity and culture in content and practice. These courses include understanding self, instructional supervision, professional development, action research, internship, and team development. Her research interests focus on equity, educator beliefs about diversity, and culturally responsive schooling, leadership, teaching, and learning. She currently has several publications in press by the Journal of School Leadership (JSL) and Educational Administration Quarterly (EAQ) and co-authored a regular feature on Cultural Proficiency in the Journal of

Staff Development for five years. Previous to her position at Texas State University she was Co-Director of the Leadership for Equity and Access Project based at the University of Texas at Austin and served as a school leader and educator at Texas School for the Deaf. In addition to her work at the University, she works with principals, teachers, and staff developers in the field to develop culturally responsive schools.

Dr. Duncan Waite is a Professor in the Educational Leadership program who has been at Texas



State for 14 years. He received his Ph.D. and M.A. from the University of Oregon and his B.A. from the University of Michigan. His teaching specialties include: instructional theory, qualitative research, and philosophy. Dr. Waite's research interests include: neoliberalism and its effects on democratic participation and schooling, organizations and organizational theory, qualitative research, and teaching. He is director of The International Center for Educational Leadership and Social Change. Dr. Waite is also the founding editor of *The International Journal of Leadership in Education*.

Have Questions?

First Sources for Information

The Texas State University Student Handbook, this document, and information available on the EDCL website should be the first places you visit to find answers to questions about your graduate studies. The Student Handbook details policies and procedures related to while also serving as a guide to coursework, registration, advising, and much more. In this document, you will find curriculum requirements for your specific program to help you in planning out your courses to complete degree. On the EDCL website, there are also forms, as well as information about internships, program faculty publications, and course overrides if needed.

- **Student Handbook** → <http://www.dos.txstate.edu/handbook.html>
- **EDCL Website** → <http://www.txstate.edu/clas/Educational-Leadership.html>

Frequently Asked Questions

Course Sequence and Course Load

Q: What are the different Levels of Educational Leadership (EDCL) courses?

A: Courses in the program are divided into four levels (I, II, III, IV). Level I courses are designed as entry-level courses and are taken at the beginning of the program. Level I courses include 5339, 5340, 5345, 5347, and 5348. Level II courses are designed under the assumption students have mastered the skills and concepts of the Level I courses. Level II courses include 6342, 6344, 6348, and 6352. Level III courses are advanced courses and include EDCL 6358 and 6387/6388. The Level IV courses are designed for the superintendency and include 6345, 6347, 6349 and finally the two practicum courses, 6389/6390.

Q: Do I have to take the courses in order?

A: While taking the courses in order is ideal, students are allowed to take courses in any order with the following stipulations:

- 1) EDCL 5339 must be the first course taken;
- 2) Level I courses (5339, 5340, 5345, 5347, 5348) should be completed before Level II courses;
- 3) EDCL 6352 must be completed before EDCL 6358.

Q: May I take Level II courses before I complete the Level I exam?

A: Students should participate in the Level I assessment at the end of their first 12-15 hrs. Students may take *one* Level II course before completing the Level I exam

Q: Is there a recommended course load per semester?

A: A normal course load is six hours per semester. This allows for adequate time and attention in preparation for class activities and assignments. In addition to academic success, an important part of the program is student demonstration of self-discipline in maintaining a healthy life balance. Experience shows that taking a normal course load (3 or 6 hours in one semester) increases the likelihood of this demonstration. Any deviation from the recommended course load

must be approved in advance by the Educational Leadership program faculty. Additional information may be found at <http://www.eaps.us/edadmin/princcert/>

Degree Seeking vs. Certification Only

Q: What is the difference in earning a second master's degree and taking the coursework as a certification only student?

A: In the state of Texas, it is not necessary to hold a Master of Educational Administration degree to practice as a school administrator. Principals and superintendents need to hold a Master's degree (in any discipline) and the appropriate certification. Students entering the educational leadership program post-masters may choose to seek a second master degree or to pursue coursework as a certification only student. This decision, however, must be made no later than the end of the first semester of graduate work in the educational leadership program. The Graduate College of Texas State University-San Marcos is under no obligation to accept more than six hours of post-graduate work and apply it toward a master degree.

Q: What are the advantages of being a certification only student?

A: There are several advantages for certification only students including having their transcripts reviewed by faculty for possible course credit from a previous graduate degree, petitioning the faculty for a course waiver based on real-world experience, previous coursework or intense professional development study, and not having to participate in a master's oral examination at the completion of EDCL 6358 (the Integrative Seminar).

The Integrative Seminar (EDCL 6358)

Q: What will I be doing in 6358 as completion of my program?

A: 6358 asks you to develop an action research plan based on an actual need in your school or workplace. You will collect preliminary and/or target data, conduct a literature review about the issue or need, and develop a plan of action for your school setting based on what you found in your research. The goal of 6358 is for you as a school leader to be able to actively use data to develop solutions for problems encountered in your work environment, whether they be issues of morale, discipline, program implementation and change, or improving academic outcomes.

Q: What do I need as a prerequisite for 6358?

A: The prerequisite is completion of EDCL 6352 where research strategies are explored and practiced. In some cases, prior background in research and a clear understanding of how to develop surveys, conduct interviews, analyze findings, conduct a literature review, and combine into a summary are skills that should be documented. Prior background may include other graduate-level research courses or completion of a Master's thesis that is action research based.

Q: What is the difference between certification only and completing the Master degree in terms of expectations for 6358?

A: Certification only students are not required to defend their final product before a committee of professors. Rather, they make an in-class presentation for their classmates and professor of record. Defense of product would only be required of master's candidates and serves as the oral exam requirement.

Q: What if I am not currently in a position to implement my action research?

A: 6358 is intended to precede the internship or be early in the internship (no later than the fall semester of the practicum/internship) so that the action research can be conducted and the plan implemented in the same campus as part of the internship requirement. When this is not possible, alternative arrangements can be discussed with your Texas State University internship supervisor. However, it is your responsibility to find a school and site mentor.

Field-based Practicum/Internship

Q: When may I apply for the Practicum/Internship?

A: The practicum is a two consecutive semester experience that must begin in the fall semester. To be eligible to apply for the practicum you must have completed *at least 24 semester hours* in the program. A completed application for the Practicum/Internship must be received in the Educational Leadership Office by **June 15th** in order to enroll for the fall semester. Practicum applications can be downloaded from the CLAS web site and can be printed, completed, and faxed, scanned/emailed or mailed in.

Q: Do I have to quit my job to do the practicum?

A: No. Students generally complete the practicum in the school where they are currently working. Normally, the campus principal or an assistant principal will serve as the on-site mentor. Practicum students are responsible for making these arrangements.

Q: What if I change jobs over the summer?

A: If you change jobs after you have applied for the practicum, it is your responsibility to notify the Program Coordinator of the change to get approval from the faculty. Likewise, you must get the approval of the principal at your new school to participate in the practicum.

Q: Is the practicum a class with regular weekly meetings?

A: No, but there are required meetings each semester. Attendance at these meetings is required. Your University Supervisor will also visit you at your internship site several times during the year.

Q: Can I choose who my University Supervisor will be?

A: No. Program decision makers assign practicum supervisors (usually by geographic proximity).

Q: How do I sign up for the practicum?

A: In the fall you may register for any section of EDCL 6387 listed on Catsweb. In the spring you will sign up for the section of EDCL 6388 assigned to your University Supervisor.

Q: How do I know what I am expected to do for the practicum?

A: A comprehensive description of practicum expectations can be found on our web site. In addition you will be given a hard copy of the expectations/course syllabus at an orientation meeting held before the start of the fall semester.

Degree & Certification Program Information

Master of Education in Educational Leadership with principal certification

The Master of Education in Educational Leadership, is a 36 credit-hour program resulting in a M.ED in Educational Leadership. Students may begin the program in the summer or the fall semesters on the Texas State campus or the Round Rock Higher Education Center (RRHEC). Principal certification is required of any public school building administrator and for most central administrative positions other than superintendent. For those students who wish to receive certification, they must complete a two-semester, field-based practicum. One semester of the practicum is counted toward the M.Ed. The second semester is for certification only.

Although the Educational Leadership program is housed at the main university campus in San Marcos, a full-range of courses are offered at both the San Marcos and at the Round Rock Higher Education Center in Round Rock, TX. Students living in North Austin and the surrounding areas usually attend the higher education satellite center while students living in, around, and further south of San Marcos attend the main campus in San Marcos.

The 36 semester-hour master's program with principal certification consists of a sequence of courses divided among four levels intended to build upon each other. Upon entry, students take Level I courses in which they learn about themselves and others, the systems in which they work and the communities in which their students and families reside. In Levels II and III students take courses focused more on practical knowledge such as curriculum design, school law, and campus leadership. Finally, in Level IV advanced courses students are asked apply knowledge and skills learned from previous courses in the development of an action research project.

In the capstone class, students collaboratively work with school staff to identify an instructional concern, conduct and write a literature review, collect and analyze a variety of data, identify the underlying problem, select a solution, and develop an action plan for addressing the concern. In addition to producing an action research report for the course, which also serves as the master's report, students undergo a comprehensive oral exam during which they present their action research project and findings.

The two-semester practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students collaborate with their site mentor and faculty advisor to develop a practicum proposal that draws on the students' personal strengths and provides opportunities for students to develop the 9 competencies required of principals as specified by the Texas State Board of Educator Certification.

Course sequence:

- EDCL 5339 Understanding Self: Developing a Personal Vision for Leadership*
- EDCL 5340 Understanding Organizations & Using Inquiry
- EDCL 5345 Understanding People: Professional Development
- EDCL 5347 Understanding Environments: Social, Political, Economic, Legal, & Technical

- EDCL 5348 Supervision of Instruction
- EDCL 6342 Curriculum Design
- EDCL 6344 Campus Leadership
- EDCL 6348 School Law
- EDCL 6352 School as Center of Inquiry (Prerequisite to EDCL 6358)
- EDCL 6358 Integrative Seminar (Prerequisite to EDCL 6388)
- EDCL 6387 Field Based Practicum (Fall Semester only)
- EDCL 6388 Field Based Practicum (Spring Semester only)

Post-Master's Principal Certification

For candidates who already possess a master's degree in an education-related field, we offer a post-master's certification program. This program consists of eight courses, including two semesters of internship, leading to principal certification (pending passage of the state certifying exam). The program can be completed in 3 semesters (Summer 1 Admission) or 4 semesters (Spring Admission); there is no formal Fall admission for this program. All courses are offered at both the San Marcos campus & the Round Rock Higher Education Center. Goals of this program include:

- Designing and analyzing reform efforts based upon their effectiveness for diverse student populations.
- Situating school-based leaders within larger community and societal contexts.
- Engaging school and community assets as the foundation for improvement efforts.
- Keeping issues of equity and ethics at the forefront of systemic planning.
- Developing and implementing collaborative action research strategies to effect systemic change at the campus level.

Required Courses:

- EDCL 5339 Understanding Self
- EDCL 5347 Understanding Environments
- EDCL 5348 Supervision of Instruction
- EDCL 6342 Continuous School Improvement OR EDCL 6344 Campus Leadership
- EDCL 6348 School Law
- EDCL 6358 Integrative Seminar
- EDCL 6387 Internship in Educational Leadership 1
- EDCL 6388 Internship in Educational Leadership 2

GUIDELINES

Post-Master's Principal Certification Only

Required Courses

1. Use the worksheet to plan your course of study. The term “ [Post-Master's Principal Certification](#)” signifies students who already have a Master's degree in an educational field, **are** pursuing Principal Certification, and **are not** pursuing a Master's degree in Educational Leadership.
2. The total number of courses required for Post-Masters Certification is 24 credit hours (8 courses, including the Internship) except for cases in which the student does not have a prior graduate level course in Curriculum or Instruction. In that case, the required number of credit hours is 27 (9 courses).
3. Students who begin in this Post-Master's Principal Certification program, but who later decide to apply to our [M.Ed. in Educational Leadership](#), may transfer up to 6 credit hours into the M.Ed. Thus, a student who wishes to transfer from this program to the M.Ed. needs to do so **before** beginning of the 3rd course.
4. You are required to take all of the courses listed on the planning worksheet. All courses needed for your Plan of Study are offered at both the San Marcos main campus and the Round Rock Higher Education Center. Please refer to the [Course Matrix](#) for a visual of the credit and the correlating campus.
5. Register in the **Fall semester** for the section of EDCL 6358 Integrative Seminar identified on CatsWeb as **restricted to Cert-Only students**. This course presumes a prior research course from your masters program, and therefore blends EDCL 6352 and EDCL 6358 to meet the background of cert-only students. Please note that this course must be taken in the same semester or earlier than EDCL 6387 Internship in Educational Leadership (EDCL 6387 may not be taken before EDCL 6358).

Additional Credits

6. You are required to have a graduate course in Curriculum or Instruction. If you have taken a **graduate** course in your Masters program, you may apply that course here. To do so, write the course number and course name in the first line. Complete the remainder of the row by recording the credit hours, term taken, grade earned, and institution at which the course was completed. If you have not taken a graduate course in Curriculum or Instruction, register for EDCL 6342 Curriculum Design or EDCL 6351 Instruction Models.

Additional Information

7. Do not substitute any courses for the required courses listed on the worksheet. Permission for course substitutions may be granted in cases in which the same required course was taken at

Superintendent Certification

This program prepares the student to become an effective leader of a school system. The course of study includes the study of such topics as the role of the superintendent, interpersonal and group processes, educational leadership, school board relations, personnel administration, and supervision of the instructional program. The certification requires a minimum of 15 semester hours in addition to the principal certification. The skills and experience of each incoming student will be assessed prior to beginning courseware so that a more individualized program may be prepared. The program includes a two-semester internship, which is completed in the district in which the candidate is employed.

The fifteen semester-hour superintendent's certification program at Texas State University offers students several advantages:

- Weekend classes that meet on two Saturdays per month in the fall and spring semesters
- An on-line course during the summer semester
- The ability to complete all certification requirements in two semesters and one summer session
- A strong grounding in the knowledge base of school leadership
- Instruction by experienced university faculty and practicing school leaders
- Course content aligned with state and national standards for superintendent preparation
- Eligibility for the probationary superintendent's certificate
- Integration of course work with the Ph.D. in School Improvement

The course sequence for the superintendent's certificate includes:

- EDCL 6347 Seminar in the Superintendency Fall Semester
- EDCL 6349 School Finance and Business Management---Spring Semester
- EDCL 6345 Managing Human and Instructional Resources---Summer Semester on-line
- EDCL 6389 Field-based Practicum---a two semester experience that begins in the Fall and may be taken concurrently with or following other courses in the sequence

Students may begin course work in any semester with the exception of the field-based practicum which must begin in the Fall Semester. To be eligible for the Superintendent's Certificate students must hold valid Texas teaching and principal certificates.

Masters in Instructional Leadership

This 36-hour program is designed for those desiring to remain in the classroom while enhancing their instructional leadership skills. The instructional leadership emphasis prepares students for non-administrative leadership positions in schools, such as: lead teacher, department head, teacher mentor, and curriculum specialist. Students with this emphasis will complete a major in educational leadership and a cognate approved in conjunction with their graduate advisor.

The course sequence is as follows:

- EDCL 5339 Understanding Self: Developing a Personal Vision for Leadership
- EDCL 5345 Understanding People: Professional Development
- EDCL 5348 Supervision of Instruction
- EDCL 6342 Curriculum Design
- EDCL 6352 School as Center of Inquiry (Prerequisite to EDA 6358)
- EDCL 6343 Continuous School Improvement
- EDCL 6351 Models of Instruction
- EDCL 6358 Integrative Seminar (Prerequisite to EDA 6388)

12 hour cognate

Students work with advisor to develop a cognate plan in a concentration area. This often is connected to an area of curriculum and instruction such as special education, literacy, bilingual education, etc.

EDCL Course Matrix

	MEd Summer Admit RR	MEd Summer Admit SM	MEd Fall Admit RR	MEd Fall Admit SM	Cert Only Summer Admit RR	Cert Only Summer Admit SM	Cert Only Spring Admit RR	Cert Only Spring Admit SM	MED Fall Admit SA
YEAR 1 Summer 1	5339 5345	5339 5347			5339 6348 <i>Apply for Internship</i>	5339 5347 <i>Apply for Internship</i>			
YEAR 1 Summer II	5347 5348	5340 5345			5347 5348	6344 6348			
YEAR 1 Fall	5340 6352	5348 6352	5339 5340	5339 5345	6358 6387	6358 6387			5339 5340
YEAR 1 Spring	6344 6358 <i>Apply for Internship</i>	6342 6358 <i>Apply for Internship</i>	5348 5345 <i>Apply for Internship</i>	5347 5348 <i>Apply for Internship</i>	6344 6388 <i>TEXES</i>	5348 6388 <i>TEXES</i>	5339 6344 <i>Apply for Internship</i>	5339 5348 <i>Apply for Internship</i>	5347 5345 <i>Apply for Internship</i>
YEAR 2 Summer 1			6342 6348	6344 6352			6348	5347 6344	5348 6348
YEAR 2 Summer II			5347 6352	5340 6348			5347 5348		6342 6352
YEAR 2 Fall	6348 6387	6344 6387	6358 6387	6358 6387			6358 6387	6358 6387	6358 6387
YEAR 2 Spring	6342 6388 <i>TEXES Graduate</i>	6348 6388 <i>TEXES Graduate</i>	6344 6388 <i>TEXES Graduate</i>	6342 6388 <i>TEXES Graduate</i>			6388 <i>TEXES</i>	6348 6388 <i>TEXES</i>	6344 6388 <i>TEXES Graduate</i>

Student Fitness Evaluation

Program Standards

Students enrolled in all academic programs in the Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university's honor code. A student's acceptance in any program does not guarantee the student's fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

Evaluation of Student Fitness and Performance

Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors' observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors' evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term "satisfactory progress" refers to an academic judgment made regarding the student's fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to Student Justice..

Student Review Process

If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student's performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department's senior faculty. The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department Chair, stating that the student should either remain in or leave the program. The committee may make other decisions, such as placing restrictions or conditions on the student's continuing in the program. Within ten working days of receiving the Committee's decision, the student will notify the department Chair of the student's acceptance or rejection of the committee's decision. If the student rejects the committee's decision, he or she may appeal to the department Chair. Within ten working days of receiving the student's appeal, the Chair will make a decision as to the student's continued presence in the program. Before

making the decision, the Chair will meet with the student. However, the Chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair's decision, he or she may appeal to the Dean of the appropriate college. However, in order for the Dean to consider an appeal, the student must submit a written notice of appeal to the Chair and the Dean within ten working days of receiving the Chair's decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of the decision within ten working days of the Dean's receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean's decision is final.

Graduate College

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Gym/Fitness Center

SRC 100
(512) 245-2392
CampusRecreation@txstate.edu

Health Center

S298 Student Center Drive
San Marcos, TX 78666
(512) 245-2161
healthcenter@txstate.edu

Judicial Affairs/Student Affairs

LBJSC 5-1.5
(512) 245-2370
Legalhelp@txstate.edu

Libraries

ALK 201
(512) 245-3681
library@txstate.edu

Parking

Matthews Street Garage
(512) 245-2887
parking@txstate.edu

Tech (ITAC)

MCS 263
(512) 245-4822
itac@txstate.edu

Registrar

JC Kellam 111
(512) 245-2367
registrar@txstate.edu

Round Rock Campus

Avery Bldg.
(512) 716-4001
www.rrc.txstate.edu

RRC Library Services

Avery 255
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rrclibrary@txstate.edu

TRACS Support

Alkek 108
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Veterans Affairs

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Writing Center

ASBN 100
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