MASTER OF EDUCATION (MED)-EDUCATION LEADERSHIP; PRINCIPAL CERTIFICATION

The department of Education Leadership is proud to offer a 30-hour Master of Education in Education Leadership. This degree focuses on the knowledge and skills required to become an effective and transformational campus leader. The program courses are also designed to prepare candidates to pass the TExES Certification Examination for Principals. For students already holding a master’s degree in education (or a related field), TAMU-T offers a Principal Certification program consisting of 21 hours of coursework designed to prepare students to pass the TExES Certification Examination for Principals. The programs are offered online starting in Fall 2017, with only one class (EDLD 567) required on campus due to TEA requirements offered every July. Students holding AEL/TTESS certification prior to this course may be allowed substitute an online course in lieu of traveling to campus. Students use their own campus data and programs as they develop products and use real-life scenarios to apply theory to practice. Graduates may use this degree or certification for leadership positions at the campus level or for some supervisory positions at the district level, which do not require superintendent certification.

Unique Features of This Program
- Small class sizes
- Practitioner-based skills
- Program can be completed in 1 1/2 years or less
- Delivered to meet the needs of working students: always web-enhanced evening classes

Admission Requirements
1. Graduate application and processing fee ($30 for US citizens/permanent residents, $50 for international applicants) via www.ApplyTexas.org
2. Official TOEFL scores taken within the last two years (international students only)
3. Baccalaureate degree
4. Recommendation of cumulative 3.0 GPA or 3.0 GPA in last 60 hours of undergraduate degree program
5. Official transcripts from all higher education institutions attended.
6. Official scores on the GRE in Verbal Reasoning, Quantitative Reasoning, and Analytical Writing (<5 years old). We will use the top two scores.
7. Students must apply for this certificate program through the TK20 System.

Requirements must be submitted to the Graduate Studies Office by the designated deadline of first semester of enrollment.

Degree Requirements
Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 520</td>
<td>Education Research Literature and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EDL 510</td>
<td>Curriculum Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDL 531</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDL 540</td>
<td>School Finance and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDL 560</td>
<td>Technology for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDL 567</td>
<td>Supervision of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL 570</td>
<td>Texas School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDL 574</td>
<td>Administration of Special and Compensatory Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDL 580</td>
<td>Data Analysis for Campus Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDL 588</td>
<td>Principal Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Minimum Hours for Degree 30

1 Students are eligible to substitute courses with advisor’s written approval for requirements with evidence a graduate research and curriculum course has been completed successfully in previous degree.
2 Students with a graduate degree in an appropriate field may earn principal certification by taking these courses as well as meeting the research and curriculum course requirements. Transfer of no more than 9 SCH will be accepted and must have written approval by the advisor.

Students may qualify for a Probationary Certificate by taking any four approved EDAD courses.
Graduate Courses in Education Administration

ED 520. Education Research Literature and Techniques. 3 Hours.
This course addresses the process and tools to locate, read, understand, and critique education research. The fundamental techniques of planning, conducting, and reporting qualitative and quantitative research will also be considered. Prerequisite: Must be admitted into the Alternative Certification Program.

EDLD 510. Curriculum Studies. 3 Hours.
This course is designed to develop comprehensive understanding of modern curricular trends. The course includes historical data and current research with emphasis on aims, purposes, and outcomes of curricular changes.

EDLD 531. Instructional Leadership. 3 Hours.
This course is designed to provide both the knowledge and skills needed by an instructional leader in the application of a development system that is based upon a culture that is ethical, learner-centered, collaborative, continuously seeking to improve, and facilitates the achievement of high expectations. The goal is to attain and sustain leader behavior that assures quality student performance that enhances the probability of success through the application of a systemic approach that emphasizes the interrelationships that exist between and among the following Instructional Leadership Development components: data-driven decision making, supervision, professional development, organizational management, curriculum-instruction-assessment, evaluation, and community partnerships-communication. Prerequisite: Admitted into the Educator Preparation Program or by instructor permission.

EDLD 540. School Finance and Management. 3 Hours.
This course is designed to focus on the role of the principal in the planning, development and implementation of the financial aspect of a campus including budgeting, purchasing, human resources, and business office management that most effectively and equitably meets the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan. The management component of the course will address scheduling, discipline, and facility management.

EDLD 560. Technology for School Improvement. 3 Hours.
This course is designed for graduate students and includes technology for school improvement. Topics include information connecting learning communities, curriculum integration, staff development, sustainment of infrastructure and planning for the future. The class will have opportunities to work directly with programs on campus.

EDLD 567. Supervision of Instruction. 3 Hours.
This course is designed to focus on the role of the principal in promoting improved instruction in the classroom through the evaluation and professional development of faculty. Aspects of clinical supervision, including classroom observation, conferencing skills, and development of improvement plans through systemic staff development will be emphasized.

EDLD 570. Texas School Law. 3 Hours.
This course is designed to examine the legal framework and study the impact of any relationship between constitutional law, statutory law, administrative law, and judicial law that influence school administrators and faculty. This course involves field-based challenges emphasizing a high level of professional personnel accountability. As a result of increase in litigation throughout our global society, school leaders must be able to deal with a multitude of legal issues regarding constitutional rights, contracts, property claims, and torts, along with the impact of curriculum/instructing/assessment, plus student and employee rights in case law influencing the public schools. A primary focus will be on certification proficiencies and competencies as outlined by the State Board of Educator Certification Frameworks.

EDLD 574. Administration of Special and Compensatory Programs. 3 Hours.
This course is designed to prepare students to administer special and compensatory education programs. Emphasis is on basic concepts, issues, problems, and procedures in the management of special and compensatory education. The student’s evaluation of these programs will be from both the legal and ethical perspectives that guide decisions necessary to provide opportunities for all students to be successful in school.

EDLD 580. Data Analysis for Campus Improvement. 3 Hours.
This course is designed to focus on analyzing and interpreting campus and community data for decision making necessary to promote the success of all children. Special emphasis will be on continuous improvement of the campus through the use of analysis of demographic, perception, learning, and school process data. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation.

EDLD 588. Principal Internship. 3 Hours.
This course is designed as a field-based course in which the student practices acquired skills and theories in an educational setting at the middle level management position. Prerequisite: Program Coordinator’s approval.

Faculty
Dr. Sandra Labby
Assistant Professor
Email: slabby@tamut.edu