



STEPHEN F. AUSTIN STATE UNIVERSITY

Secondary Education and Educational Leadership

Imagine This . . .

A Master's Degree

in Educational Leadership

in 30 semester hours: online or face-to-face

Leading to a Standard Principal Certificate

or

18 semester hour certification

available if the applicant already has a
master's degree

. . . could be yours

Principal Preparation Program

For Additional Information Contact

Carrie Williams, Administrative Assistant

williamscs1@sfasu.edu

Principal Preparation Program

Dear Applicant:

Thank you for your interest in the Principal Preparation Program.

In each course, a field-based component connects the university course work with leadership experiences in the school setting. The students complete assigned and/or creative experiences that apply directly to each course, the State Board for Education Certification, Texas Competencies for Administrators, and the Educational Leadership Constituent Council Standards.

We hope that you will join our program. To do so, you will need to follow the directions for admission found in this packet.

Please feel free to contact one of the following with any questions you may have:

Dr. Betty Alford Chair Secondary Education and Educational Leadership balford@sfasu.edu	Dr. Sandra Stewart Program Coordinator sandrastewart@sfasu.edu
Dr. Stacy Hendricks hendricks1@sfasu.edu	Dr. Janet Tareilo tareiloj@sfasu.edu

Again, thank you for your interest in our Principal Preparation Program, and we look forward to hearing from you.

Sincerely,

Betty Alford

Betty Alford, Ph.D.
Chair

Sandra Stewart

Sandra Stewart, Ed.D.
Program Coordinator



STEPHEN F. AUSTIN STATE UNIVERSITY

Secondary Education and Educational Leadership

Application for Admission Principal Preparation Program

FIRST NAME MI LAST NAME SOCIAL SECURITY #

HOME ADDRESS CITY

STATE ZIP CODE ()
HOME PHONE

EMPLOYING DISTRICT CAMPUS

WORK ADDRESS CITY

STATE ZIP CODE ()
WORK PHONE

E-MAIL ADDRESS

Do you hold a valid teaching certification? _____ Yes _____ No

What areas? _____

How many years of teaching experience do you have? _____ Years

Are you seeking a Master's of Education in educational leadership leading to a standard principal certificate? _____ Yes _____ No

If not, have you already completed a master's degree and are seeking principal certification only? _____ Yes _____ No

If you have already taken the Graduate Record Exam, what were your scores? _____ Verbal _____ Quantitative

What semester and year do you plan to begin the program? _____ / _____
Semester Year

Principal Preparation Program Master's of Education Degree in Educational Leadership

Graduate instruction is designed to complement the student's present role as he or she achieves new professional goals. Within the 30-hour Principal Preparation Program, the student can fulfill the requirements for a Master's of Education in educational leadership leading to a standard principal certificate.

Admission Requirements

Applicants should already possess:

- undergraduate degree from an accredited college or university
- teaching certification
- overall grade-point average of 2.5 and a GPA of 2.8 on the last 60 hours of undergraduate work (exclusive of first-year level courses), each on a 4.0 scale,
- and two years of teaching experience.

Please note: If an applicant possesses the above requirements plus a master's degree in a related field from an accredited college or university, then he or she has the opportunity to complete the 18-hour principal certification only.

Application Procedures

In order to apply to the Graduate School:

- * Apply and pay online at www.applytexas.org.
- * Submit official transcripts of **all** college/university credits.
To expedite the transcript process, students are encouraged to e-mail or fax unofficial transcripts to the Graduate School using the information below. As a result, a one-semester hold will be placed on the student's account until official transcripts are received.
- Submit an official copy of GRE scores (350⁺ verbal and 800⁺ overall if taken 7/31/11 or earlier; 143⁺ verbal and 140⁺ quantitative if taken 8/1/11 or later) during or before the first semester of coursework in the program. To expedite the GRE requirement, record the GRE scores at the end of the testing session and self-report the scores to Carrie Williams, administrative assistant, at (936) 468-2908. To set up an appointment to take the GRE at SFA, call Counseling and Career Services, located in the Rusk Building, Room 328, at (936) 468-3958. Otherwise, contact the GRE Registration Center at (866) 473-4373 or www.ets.org/gre.

Please send the above items to the following:

SFA Graduate School
P.O. Box 13024 - SFA Station
Nacogdoches, TX 75962-3024
Phone (936) 468-2807 Fax (936) 468-7369
E-mail: gschool@sfasu.edu

* Documents do not all need to be submitted at the same time. To begin the process, at least items with a (*) must be submitted as soon as possible before an admission decision can be made.

In order to apply to the Principal Preparation Program:

- Submit a completed application. (See Page 3.)
- Submit a professional profile. (See instructions on Page 7.)

Please send the above items to the following:

Carrie Williams, Administrative Assistant
Department of Secondary Education and Educational
Leadership
P. O. Box 13018 - SFA Station
Nacogdoches, TX 75962-3018
Phone (936) 468-2908 Fax (936) 468-1573
E-mail: williamscs1@sfasu.edu

* Documents do not all need to be submitted at the same time. To begin the process, at least items with a (*) must be submitted as soon as possible before an admission decision can be made.

Financial Aid can be contacted in the following ways:

Phone: (936) 468-2403

Website: www.sfasu.edu/finaid

E-mail: finaid@sfasu.edu

State of Texas SB 1107

Beginning with the spring 2012 semester, any new student (undergraduate or graduate) to a public or private college/university will be required to provide evidence of bacterial meningitis vaccination prior to enrollment (SB 1107). This means that all new students must provide this documentation prior to registering for classes. If a currently enrolled student does not enroll for a fall or spring semester, they will be required to provide this documentation when they re-apply for admission.

A student is not required to submit evidence of receiving the vaccination against bacterial meningitis or evidence of receiving a booster dose if the student is 30 years of age or older by the first class day of the semester in which they intend to enroll OR if the student is enrolled in on-line or other distance education courses only.

Students will have a registration hold until (1) they provide the documentation OR (2) they self identify to the graduate admission office that they plan to enroll in on-line courses only. These students will need to be monitored each semester and if they ever plan to enroll in a “face to face” course, they will need to provide the documentation.

Please note: Students who are admitted close to the first class day will not be permitted to register until they comply with SB 1107. **Historically, if students “wait until the last minute” to apply to graduate school, they will be at a disadvantage.**

SFA change in procedure

In order to comply with SB 1107, the graduate admission office must close the matriculation of all graduate applicants who are admitted but never enrolled. The procedure of leaving a graduate admission file open will stop beginning with the fall 2011 semester. **All graduate students who sit out a fall or spring semester will be required to re-apply for admission.** This is the only way to systematically monitor compliance with SB 1107.

This does not affect students who continuously enroll.

If an undergraduate student receives their degree from SFA and enrolls in graduate classes the next semester, SB 1107 does not apply.

Stephen F. Austin State University
Principal Preparation Program
Professional Profile

This profile is to accompany the application to the Principal Preparation Program and consists of four dimensions:

- a retrospective view of the applicant's professional experiences over time and across specific areas of leadership:
 - college and university years (experiences related to becoming an educator that could include, but not be restricted to, organizations, classes and influential persons.)
 - professional experiences (could include, but not be restricted to, experiences in the classroom, chairperson positions, committee involvement, special assignments, project director and military experience)
 - professional or personal honors (could include, but not be restricted to, any honor received that was connected to professional or personal experiences)
 - professional organizations (could include, but not be restricted to, such experiences as chairperson, officer, committee member and delegate at the local, state, regional or state levels)

- a brief autobiographical sketch of the applicant

- a statement of professional goals

- a review of the applicant's professional growth and development activities over the past three to five years, which may include formal education at the graduate or undergraduate level, professional development, technical training or professional presentations

The applicant should select a narrative presentation format best suited to his or her style of writing and communication. The profile should convey a personal and professional history that assists the Principal Preparation faculty to know the person who is applying. To this end, there is not a preferred format or structure. In preparing the profile, set the text in a typed, **double-spaced format** with an **expected minimum of three to five pages**.

What Beliefs and Core Value Guide the Principal Preparation Program

- importance of building a learning community
- empowerment of stakeholders
- use of research (data driven)
- scholar-practitioner leadership
- real world application of knowledge, skills and dispositions (field experiences)
- change agent
- social justice

Theoretical Base for the Principal Preparation Program

- synergistic leadership
- transformational leadership
- constructivist
- distribution
- adult learning
- leadership and change

**Principal Preparation Program students will be transformational and reflective
leaders who will:**

- create a learning community
- serve as a catalyst for meaningful change
- create and promote social justice (excellence and equity)
- and promote high expectations of academic excellence for all.

Program Features

Field-Based Experiences

Each course requires field-based experiences. Students will participate in a variety of early and ongoing field-based opportunities in which they may observe, assist, tutor, instruct and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers or homeless shelters.

Some activities and/or projects may be determined by the professor, and field experiences may be developed collaboratively by the student, professor and mentor. The graduate faculty council determines the structure of the field-based experiences.

Mentor in the Field

Each student is required to choose a mentor. The mentor is expected to work with the student in specific field experiences and to provide additional opportunities for involvement in administrative-related duties during the course of this preparation program. The mentor/mentee relationship allows students, public school administrators and professors to build professional learning communities through mentor practices. The collaboration connects coursework with applied skills in the field.

Comprehensive Examination

The comprehensive examination is a culminating experience determined by the graduate faculty council that will assess a student's development as a scholar-practitioner leader. The student will demonstrate scholarship, inquiry skills and academic accomplishments. The comprehensive examination is required for students enrolled in both the 30-hour and 18-hour Principal Preparation programs. Students **must** take the comprehensive examination during the last semester of their coursework.

Practicum and Synthesis

The Principal Preparation Program includes an extended capstone experience to maximize the student's opportunities to practice and refine their dispositions, skills and knowledge.

Degree Plan

Students are required to complete a degree plan during the **first three hours of coursework**.

Application for Graduation

Students in the 30-hour program **must** apply for graduation regardless of whether they intend to participate in the actual ceremony. The graduation application and related information can be found at the following link:

<http://www.sfasu.edu/registrar/grad/instructions.asp>.

Texas Examinations of Educator Standards Exam

The student must take the TExES released exam in AED 599, score an 80 or higher on the exam, complete the clearance form found at

<http://www.education.sfasu.edu/coe/testing>, and fax the form to Carrie Baker in the Office of Assessment and Accountability at (936) 468-7356.

Next, the student receives an email from the Texas Education Agency/State Board for Educator Certification telling the student to log onto the SBEC website and complete the educator profile in the TEA system. If the individual already has a profile, the information should be checked and updated upon accessing the profile.

The student will also receive a TEA identification number to use for test enrollment on the Educational Testing Service website or via a paper enrollment form.

Stephen F. Austin State University
Principal Preparation Program
30-Hour Master's Degree

Courses

The Master's of Education in educational leadership is an advanced study in professional education. A student must take a total of 30 semester hours for the master's degree leading to a standard principal certificate. Within the 30 hours, each student will complete a research project. Each course has a required field-based component. Some of the field-based experiences will be required activities or projects developed by the student and the professor. Other experiences will be optional and will be determined by the student and mentor. Multicultural educational experiences and technology skills will be an integrated part of each course. The student must complete this degree in six years. Up to six hours of coursework may be transferred from another accredited institution if approved by the program coordinator.

AED 501 Introduction to Educational Leadership: Study and application of the historical, research, philosophical, theoretical and demographic forces as well as required strategic planning skills to provide learner-centered leadership (20 field-based hours).

AED 516 The School Principalship K-12: The preparation and qualification of the successful school principal including duties, responsibilities and problems (20 field-based hours).

AED 519 Supervision of the Instructional Program: The improvement of curriculum and instruction in the school through facilitative leadership and collaborative planning. Theory and practice of instructional supervision K-12. Includes an overview of the Professional Development Appraisal System (20 field-based hours).

AED 549 Foundations of Curriculum: A study of the sociological and psychological forces which affect curriculum planning. The utilization of these forces in establishing goals and priorities for grades K-12 (20 field-based hours).

AED 513 Administration of Special Services: Organization and administration of career, technical-vocational, special education, reading and other programs in the public schools (20 field-based hours).

AED 565 Public School Law: The law in relation to public school operation (20 field-based hours).

AED 552 School and Community Relations: Cooperative development of school-community relationships and mutual understanding of the school's purposes, functions, achievements and needs (20 field-based hours).

AED 554 Practicum for the School Principal: This course includes from one to three semester hours of individual study. The student will participate in actual real world leadership and management experiences in the school and community. The practicum will be under the guidance of successful, experienced, practicing public school administrators and members of the university faculty. This practicum is an intensive field-based experience that will provide the intern an opportunity to apply theory to practice and to perfect skills essential to the day-to-day leadership and management responsibilities of the

principal. To assure maximum guidance and supervision, the university supervisor forms a collaborative relationship with the mentoring principal and intern for planning, performance and evaluation (100 field-based hours).

* **AED 591 Practical Inquiry and Action Research:** A study of research methodologies, practical inquiry and action research related to educational leadership in the K-12 school setting to focus on the improvement of practice and completion of the active research plan (no field-based hours).

AED 599 Synthesis of Educational Leadership: A capstone series of seminars designed to assist practicing school administrators in the examination of crucial issues and problems in educational administration (includes TExES preparation; (60 field-based hours).

* **In place of AED 591, students can take the following:**

SED 589 Thesis Research: Individual study of a specific problem in the field of education. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area related to educational leadership in the K-12 school setting. Also includes development, writing and presentation of the individual study of the specific problem.

**Stephen F. Austin State University
Principal Preparation Program
18-Hour Principal Certification Only**

Students electing this option must be admitted to Graduate School using the same process as students in the 30-hour master's degree option. While this option does not necessarily shorten the time for completing the program, it does decrease the number of courses the student must take. As a result, the 18-hour principal certification only option cannot include any transfer hours and must be completed in 10 years.

AED 501 Introduction to Educational Leadership: Study and application of the historical, research, philosophical, theoretical and demographic forces as well as required strategic planning skills to provide learner-centered leadership (20 field-based hours).

AED 516 The School Principalship K-12: The preparation and qualification of the successful school principal including duties, responsibilities and problems (20 field-based hours).

AED 519 Supervision of the Instructional Program: The improvement of curriculum and instruction in the school through facilitative leadership and collaborative planning. Theory and practice of instructional supervision K-12. Includes an overview of the Professional Development Appraisal System (20 field-based hours).

AED 549 Foundations of Curriculum: A study of the sociological and psychological forces which affect curriculum planning. The utilization of these forces in establishing goals and priorities for grades K-12 (20 field-based hours).

AED 565 Public School Law: The law in relation to public school operation (20 field-based hours).

AED 599 Synthesis of Educational Leadership: A capstone series of seminars designed to assist practicing school administrators in the examination of crucial issues and problems in educational administration (includes TExES preparation; 100 field-based hours).

SFA does not discriminate on the basis of race, color, national or ethnic origin, age, sex or disability.