



Stephen F. Austin State University

Perkins College of Education

M.Ed.-Leadership/Athletic Director Concentration

A Master's Degree

in Educational Leadership
in 30 semester hours: Online

This degree is not a TEA-certification because there is no State Board of Education certification specifically for Athletic Directors. The AD Concentration is geared toward the specific skills and knowledge necessary for successful administration of public school athletic programs, as well as supervision of both coaches and student athletes.

For additional information, contact:

Brian Uriegas, Ed.D.

uriegasb@sfasu.edu

Master of Education (M.Ed.) in Leadership

Athletic Director Concentration

Dear Applicant:

Thank you for your interest in the M.Ed.-Leadership/Athletic Director Concentration program. The M.Ed.-Leadership program at Stephen F. Austin has a rich history of preparing effective and capable school leaders that influence the educational setting and focus on instruction for student success, but the addition of a program specifically for future Athletic Directors is a new one.

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, 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:

Brian Uriegas, Ed.D. - Program Director/Principal Certification and Athletic Director Concentration uriegasb@sfasu.edu

Ali Hachem, Ph.D. - hachema@sfasu.edu

Barbara Qualls, Ph.D. - quallsba@sfasu.edu

Richard Skuza, Ed.D. - Richard.Skuza@sfasu.edu

Again, thank you for your interest in our M.Ed.-Leadership/Athletic Director Concentration, and we look forward to hearing from you.

Master of Education Degree in Educational Leadership/ Athletic Director Concentration

Graduate instruction is designed to complement the student's present role as he or she achieves new professional goals. Within the 30-hour M.Ed.-Leadership/AD Concentration Program, the student can fulfill the requirements for a M.Ed.-Leadership, learn the skills needed for Athletic Administration and fulfill a large part of the requirements for eventual principal certification.

Admission Requirements

Applicants should already possess:

- undergraduate degree from an accredited college or university
- valid teaching certification
- overall grade-point average (GPA) of 2.50
- two years of teaching experience

Note:

- Applicant must have access to a Texas accredited school for the duration of the program
- Applicant must be able to produce documentation of service record before being admitted into the program

Please direct any questions regarding admission requirements to Barbara Qualls, Ph.D., Program Coordinator, uriegasb@sfasu.edu, or (936) 468-2908.

Application Procedures – TWO PARTS

As a first step, you will need to submit two items to the SFA Graduate School. Use the email address given below. As the second step, you will need to submit four items to the M.Ed.-Leadership program office. Use the email address given for the M.Ed.-Leadership program – edle@sfasu.edu. If you send items to the incorrect address, it can slow down the process a lot.

FIRST: To apply to the Graduate School:

- Apply and pay online at <https://lumberjacks.sfasu.edu/apply/>.
- Submit official transcripts of **ALL** college/university credits. To expedite the transcript process, students must send official transcripts from each college/university attended to the Graduate School using the information below.

*******Students will not be admitted or allowed to register for classes until all official transcripts have been received by the Graduate School. If you have transfer work that is shown on your final degree-granting transcript, you do not need to submit the earlier transcripts.

Please send the above items to the following, EMAILING DOCUMENTS IS PREFERRED:

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

SECOND: To apply to the M.Ed.-Leadership/AD Concentration program:

- Submit a completed application. (Below)
- Submit a professional profile. (See instructions on Page 8)
- Submit a copy of valid teaching certificate.
- Submit a copy of official teacher service record.
- Official Transcripts

NOTE: Immediately following admission to this program, you will be assessed a \$100 application fee from the Educator Preparation Program. This fee is non-refundable.

Please send the above items to the following, EMAILING DOCUMENTS IS PREFERRED:

Department of Educational Leadership
P. O. Box 13019 - SFA Station
Nacogdoches, TX 75962-3018
Phone (936) 468-6478 | Fax (936) 468-1573
E-mail: uriegasb@sfasu.edu or edleadership.GA@sfasu.edu



Stephen F. Austin State University
 Perkins College of Education
 Human Services and Educational Leadership

Application for Admission M.Ed.-Leadership/Athletic Director Concentration 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 of Education in educational leadership, leading to a standard principal certificate?

_____ Yes _____ No

If not, have you already completed a master's degree in a related field and are seeking principal certification only?

_____ Yes _____ No

What is your master's degree major and title? _____

Do you currently teach at a Texas accredited school? _____ Yes _____ No

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

How did you learn about our program? (circle)

website recruitment session colleague social media flyer (via email)

flyer (on school bulletin board) other: _____

The Financial Aid office can be contacted in the following ways:

Phone: (936) 468-2403
Website: www.sfasu.edu/faid
E-mail: finaid@sfasu.edu

Exemptions/scholarships

The M.Ed.-Leadership program enjoys a significant tuition exemption which results in a much lower overall cost than full tuition. The exact amount of that exemption is calculated each semester. It is applied *after* admission to the program and is an automatic action for candidates who are Texas residents and who have been accepted into the M.Ed.-Leadership program. In the past, the exemption has made the overall cost of tuition approximately 60% of what it would be in full tuition. This does not include any other University fees or books. Additional scholarships and/or financial assistance may be available but must be applied for and negotiated directly between the candidate and the financial aid office. The M.Ed.-Leadership program and the Perkins College of Education are not involved with university-level federal financial aid.

- Tuition and fees are subject to change without notice by action of the Board of Regents or the Texas State Legislature.
- Installment plans require an additional fee of \$25.00. Parking permits can also be purchased for a fee.
- Cost of the Perkins College of Education student account for the QClassroom data system is additional.
- If a student drops a course after classes begin, the full cost of the course without the scholarship will be charged to the student. Students are advised to consider carefully any decision to drop a course after classes begin.
- Scholarship is for Texas residents only.

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 online 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 online 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 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
M.Ed.-Leadership/Athletic Director Concentration
Professional Profile

This profile is to accompany the application to the M.Ed.-Leadership/Athletic Director Concentration Program and consists of four dimensions below.

- a retrospective view of the applicant's professional experiences over time and across specific areas of leadership:
 - a. college and university years (experiences related to becoming an educator that could include, but not be restricted to, organizations, classes, and influential persons.)
 - b. professional experiences (could include, but not be restricted to, experiences in the classroom, chairperson positions, committee involvement, special assignments, project director, and military experience)
 - c. professional or personal honors (could include, but not be restricted to, any honor received that was connected to professional or personal experiences)
 - d. 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, including athletic accomplishments and plans
- 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 M.Ed.-Leadership 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 two pages**.

What Beliefs and Core Value Guide the M.Ed.-Leadership/ Athletic Director Concentration Program

- importance of building a learning community, teamwork, citizenship
- empowerment of stakeholders, including school community, parents
- use of research (data driven)
- scholar-practitioner leadership – application to team leadership and student-athlete development
- real-world application of knowledge, skills, and dispositions (field experiences)
- change agent for the role of sport and athletics
- social justice for student-athletes

Theoretical Base for the M.Ed.-Leadership/Athletic Director Concentration Program

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

M.Ed.-Leadership/Athletic Director Concentration Program students will be transformational and reflective leaders who will:

- create a learning community within the larger school community
- serve as a catalyst for meaningful change
- create and promote social justice (excellence and equity) for all, with emphasis on student-athletes
- and promote high expectations of academic excellence for all.

Program Features

Practicum Experiences

Many courses require field-based practicum 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. Practicum 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 practicum 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. For Summer session courses, the mentor must be on contract during the period of time that the candidate is enrolled in the courses.

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.

Students must take the comprehensive examination during the last semester of their coursework.

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 on the [Registrar's graduation page](#).

**M.Ed.-Leadership/AD Concentration Program
Recommended Course Sequence
30-hour Program**

EDLE 5365	EDLE 5313
EDLE 5316	EDLE 5391
EDLE 5319	EDLE 5305
EDLE 5349	EDLE 5306
EDLE 5352	EDLE 5307

**Stephen F. Austin State University
M.Ed.-Leadership/AD Concentration
30-Hour Master's Degree**

Courses

The Master of Education in Educational Leadership is an advanced study in professional education. A student must take a total of 30 semester hours (6 hours per semester) for the master's degree. Within 30 hours, each student will complete a research project. Many courses have 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.

EDLE 5365 Public School Law: The examination of statutory and case law as it impacts Texas public school education, with emphasis on the responsibility of administrators to limit liability. (Proportional field-based hours required). Prerequisite: Admission to the M.Ed.-Leadership program or approval by the program coordinator for elective.

EDLE 5316 The School Principalship K-12: The preparation and qualification of the successful school leaders including duties, responsibilities, and problems (Proportional field-based hours required). Prerequisite: Admission to the M.Ed.-Leadership program or approval by the program coordinator for elective.

EDLE 5319 Instructional Leadership: Includes an in-depth study of the following topics: needs assessment, campus planning, supervision and evaluation, quality instruction, and professional development. Additionally, students learn to locate, analyze and utilize TEA data reports. (Proportional field-based hours required).

EDLE 5349 Foundations of Curriculum: A study of the sociological and psychological forces which affect curriculum planning and the utilization of these forces in establishing goals and priorities for grades K-12 (Proportional field-based hours required).

EDLE 5352 School Resource Management: Cooperative development of school-community relationships with emphasis on non-instructional program management and communication (Proportional field-based hours required).

EDLE 5313 Administration of Special Programs: Organization and administration of federal programs and all instruction-based enrichment and supplemental programs (no field-based hours required).

EDLE 5391 Educational 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 required). This course contains the Capstone Project which serves in lieu of a comprehensive exam or master's thesis.

EDLE 5305 Leadership and Ethics in Athletic Administration: Education-based athletic programs work as co-curricular programs to support student success in athletics as well as academics. Successful programs focus on student learning, personal growth, and total student-athlete welfare. This course examines the challenges faced by 21st-century athletic administrators, explores personal leadership philosophies related to education-based athletics, and examines strategies to manage an athletic program that reflects those principles.

EDLE 5306 Legal Issues in Athletic Administration: One of the greatest challenges facing athletic administrators in the modern environment of education-based athletics is complying with the myriad of legal mandates imposed on athletic programs and those who lead them. To exercise effective leadership over all aspects of the athletic program, athletic administrators must have a thorough knowledge of sports law and its impact on every component of the athletic program. This course examines liability for sports injuries and legal mandates for the safety of student-athletes; compliance with sports-related gender equity requirements; student athlete's rights; and the prevention of hazing, bullying, and sexual harassment.

EDLE 5307 Organizational Management in Athletic Administration: Often an athletic program's sustainability is heavily reliant upon effective management. Many sports/activities must function during the same timeframe, use the same facilities, and share personnel. This course provides an overview of effective management of these interrelated components and provides strategies to effectively share resources. Additionally, this course explores effective conflict resolution strategies for issues that may arise in athletic administration.

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