



Stephen F. Austin State University
Perkins College of Education

M.Ed.-Leadership and Advanced Certification
Educational Leadership

A Master's Degree

in Educational Leadership

30 semester hours: Online

Leading to a Standard Principal Certificate

or

18 semester hour certification: Online

Available if the applicant already has a
master's degree in *related* field

For additional information, contact:

Brian Uriegas, Ed.D.

uriegasb@sfasu.edu

Master of Education (M.Ed.) in Leadership Principal Preparation Program

Dear Applicant:

Thank you for your interest in the Principal Preparation Program. The Principal Preparation 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.

In each course, a field-based component connects the university coursework 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:

- 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 Principal Preparation Program, and we look forward to hearing from you.

Principal Preparation Program Master 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 an M.Ed.-Leadership that culminates in a standard principal certificate.

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 or a GPA of 2.50 on the last 60 hours of undergraduate work (exclusive of first-year level courses), each on a 4.0 scale,
- two years of teaching experience, reflected on an official TRS Service Record

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.

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
- 18-hour applicants with previous principal elective hours must complete 160 practicum hours in the SFA M.Ed.-Leadership program.

- ***Please direct any questions regarding admission requirements to Brian Uriegas Ed.D., Program Coordinator, uriegasb@sfasu.edu or (936) 468-1751 or (210) 324-2681.***

Please leave a voice message so that your call will trigger an alert for a return call.

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 Principal Preparation Program:

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

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 to the 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 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 master's degree 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.
- Fees required by the State of Texas for principal certification and SFASU Principal Preparation Program application fees are not included in the program costs.
- 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 exemption 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 before enrollment (SB 1107). This means that all new students must provide this documentation before 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

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 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
- 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 no 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 Values 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
- catalyze meaningful change
- create and promote social justice (excellence and equity)
- 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/site supervisor. 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 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 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.

A 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. If the student completes the Practicum Comprehensive Portfolio, he/she will be exempt from the comprehensive exam.

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](#).

Texas Examinations of Educator Standards Exam

The certification process for Texas Principal as Instructional Leader-268 involves successful completion of both the 268 exam and the PASL (Performance Assessment for School Leaders)-368. In each of the certification courses, Pillar Assessments will help candidates prepare for both those TEA requirements. However, it should be understood that passing the exam *and* successful completion of PASL is the responsibility of the individual candidate.

Before taking the 268-Principal as Instructional Leader exam, the candidate must first take and pass the practice exam. Instructions on taking the practice exam are included in the certification courses. Once the practice test is passed, a student may request clearance to take the 268-PIL exam. Once a student passes the 268-PIL exam, they may request clearance to take the 368-PASL exam. Instructions for that request are embedded in the appropriate courses or are available from the program coordinator. After clearance approval is granted, the candidate 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 candidate will also receive a TEA identification number to use for test enrollment on the testing service website or via a paper enrollment form.

Principal Preparation Program Recommended Course Sequence

30 - Hour Program

EDLE 5365
EDLE 5316
EDLE 5319
EDLE 5349
EDLE 5352
EDLE 5354
EDLE 5313
EDLE 5399
EDLE 5301
EDLE 5391

18 - Hour (Cert Only) Program

EDLE 5365
EDLE 5316
EDLE 5319
EDLE 5349
EDLE 5352
EDLE 5354

Stephen F. Austin State University Principal Preparation Program 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 leading to a standard principal certificate. 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 campus administrators to limit liability. (Proportional field-based hours required). Prerequisite: Admission to the Principal Preparation Program or approval by the program coordinator for elective

EDLE 5316 The School Principalship K-12: The preparation and qualification of the successful school principal including duties, responsibilities, and problems (Proportional field-based hours required). Prerequisite: Admission to the Principal Preparation Program

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 5301 Fundamentals of 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 (no field-based hours required).

EDLE 5399 Synthesis of Educational Leadership: A series of seminars designed to assist candidates in the examination of crucial issues and problems in educational administration. In addition, advice and time will be utilized in the preparation for the PASL (no field-based hours required).

EDLE 5354 Applied Performance 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, **proportional-hour field-based** experience that will provide the intern an opportunity to apply theory to practice and 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.

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).

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

Courses

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.

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 campus administrators to limit liability. (Proportional field-based hours required). Prerequisite: Admission to the Principal Preparation Program or approval by the program coordinator for elective

EDLE 5316 The School Principalship K-12: The preparation and qualification of the successful school principal including duties, responsibilities, and problems (Proportional field-based hours required).

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 5354 Applied Performance for the School Principal: This course includes 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, proportional-hour field-based experience that will provide the intern an opportunity to apply theory to practice and 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.

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