

THE MASTER OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP (Principal Preparation Program)

Mission

The Master of Education Degree in Educational Leadership at Huston-Tillotson University prepares candidates for meaningful careers as school leaders. Framed within a social justice perspective, the M.Ed. in Educational Leadership assists candidates in developing the knowledge, skills, and dispositions necessary to become effective and caring educational leaders in a diverse and ever-changing society. Candidates are prepared for Texas Principal Certification.

General Information

The M.Ed. in Educational Leadership is the first graduate degree offered by Huston-Tillotson University's Department of Educator Preparation in the College of Arts and Sciences. Designed primarily for working teachers, the degree prepares educators to provide leadership in classrooms and at the campus/building or district level. Students are also prepared to take the TExES Principal Certification Exam. The program consists of 33 semester/credit hours and may be completed in four (4) semesters.

Admission Criteria

To be eligible for the Principal Preparation Program, an applicant must have received a Bachelor's degree from an accredited institution, have at least a 2.8 GPA, be a certified teacher with at least two (2) years of creditable teaching experience, and pass a background check.

To apply, an applicant must complete the Huston-Tillotson University Graduate Application at ApplyTexas.org, and send the following materials directly to the Department of Educator Preparation:

- Application Checklist
- Application Fee
- Resume or Curriculum Vita
- Official Transcripts from all Institutions Attended
- Teacher Certification
- Service Record
- Letter of Intent
- Three (3) Letters of Recommendation
- Texas Department of Public Safety Criminal Record Report (*Current employees of public school districts are not required to submit the criminal background check. Proof of employment is required.*)

For Applicants with Foreign Transcripts only:

- Complete and certified English evaluations must accompany original transcripts
- Official TOEFL-iBT scores with a minimum of 26 on the Speaking section

Applicants who submit all application materials and meet program requirements will be interviewed by members of the M.Ed. Candidacy Committee for further screening.

Deadlines for application submission:

July 15 for Fall admission
October 15 for Spring admission
March 15 for Summer admission

Post-Admission Benchmarks

1. Pass all courses with a minimum grade of “C,” and maintain at least a 3.0 cumulative GPA;
2. Successfully complete all required coursework and key assessments;
3. Successfully complete all Practicum requirements;
4. Score at least 80% on the practice TExES Principal Exam; and
5. Complete PPP exit surveys

Application for Principal Certification

To be approved to take the TExES Principal Exam, the candidate must meet all program requirements, including a cumulative GPA of at least 2.75 and a score of 80% or higher on the practice TExES Principal Exam. The candidate may apply for certification after passing the official TExES Principal Exam.

Cause for Probation and/or Dismissal from Principal Preparation Program

The following can result in an intervention plan and/or dismissal from the program:

1. Insubordination to program and/or district personnel;
2. Unacceptable behavior identified in the Texas Educator’s Code of Ethics;
3. Failure to comply with a hiring entity’s rules or policies which leads to concerns by the school administrator (This applies to actions outside the classroom as well as in the classroom.);
4. Classroom or administrative incompetence based on appraisal results and evaluations by the building principal and HT PPP field supervisor;
5. Failure to pay fees in a timely manner;
6. Excessive absences or tardiness;
7. Falsification of information or documents;
8. Failure to maintain GPA requirements;
9. Failure to meet HT PPP requirements/standards during the practicum;
10. Failure to comply with instruction requirements;
11. *Termination from a position under policy of the governing board of the hiring entity;
12. *Resignation by the candidate or practicum student from the contracted position unless approved or recommended by the HT M.Ed. Director; or
13. *Failure to complete all program requirements within five (5) years of first semester of enrollment

*These areas are automatic dismissals with no intervention plan.

Although the student may be placed on probation prior to dismissal, there is no requirement for a probationary period prior to dismissal. Furthermore, completion of the intervention plan does not guarantee continued eligibility for M.Ed. candidacy. The intervention plan will be administered by the M.Ed. Director. Dismissal from and/or reinstatement to the PPP requires a recommendation from the M.Ed. Director and approval by the department chair.

Courses in Educational Leadership (MEDU)

MEDU 5204 Introduction to Research Methods **2 Credit Hours**
This course provides an overview of qualitative and quantitative research techniques. Students will utilize components of literature review, data collection and analysis to conduct an action research project that addresses an educational problem/question.

Prerequisite: None

MEDU 5221 Practicum for School Leadership A **2 Credit Hours**
This course provides individualized, sustained field experiences and clinical internship practice within a school setting, monitored by a qualified onsite mentor and University supervisor.

Prerequisite: None

MEDU 5222 Practicum for School Leadership B **2 Credit Hours**
This course provides individualized, sustained field experiences and clinical internship practice within a social setting, monitored by a qualified on-site mentor and University supervisor.

Prerequisite: MEDU 5221

MEDU 5301 Schools as Learning Communities – Organization & Culture **3 Credit Hours**
This course focuses on how organizational culture and climate intersect with diverse subcultures in the school and school community. Students will learn how to develop and understand culturally proficient leadership, collect data on school culture, climate, and community to develop action plans that address needs. Students will explore the application of organizational, communication, multicultural and cultural proficiency theories, and models of/in day-to-day practice.

Prerequisite: None

MEDU 5302 Legal, Ethical, and Social Issues in Education **3 Credit Hours**
This course provides an opportunity to become familiar with legal, ethical, and regulatory requirements and responsibilities of educational leaders. State and national education issues include school finance, school law, special programs, leadership and management, instructional issues, evaluation of programs and personnel, and changing policies at the state and national level.

Prerequisite: None

MEDU 5303 Diversity and Special Programs in Schools **3 Credit Hours**
Students will survey diverse populations and programs associated with schools. Programs reviewed include special education, state and national reading initiatives, federal programs, gifted and talented, English language learners, and others. Discussion includes the impact of these programs on student success and the connection back to various policies and documents.

Prerequisite: None

MEDU 5305 Action Research Project**3 Credit Hours**

In lieu of thesis, the student will produce a written report of the Action Research Project developed and conducted in Intro to Research Methods and present it in a professional setting.

Prerequisite: MEDU 5204

MEDU 5323 Practicum for School Leadership C**3 Credit Hours**

This course provides individualized, sustained field experiences and clinical internship practice within a school setting, monitored by a qualified onsite mentor and University supervisor. This course includes preparation for state certification exam.

Prerequisite: MEDU 5222

MEDU 5324 Introduction to Leadership in Education Settings**3 Credit Hours**

This course provides an introduction to the knowledge base of research and practice in education leadership based on the Educational Leadership Constituent Council's (ELCC's) 2011 Building Level Standards from the National Policy Board for Educational Administration (NPBEA) and the principal competencies established for the Texas Education Agency's State Board for Educator Certification. The course will focus on the role of leaders in the social, political, and legal context of schools. It will also examine the role of leadership in school improvement.

Prerequisite: None

MEDU 5325 Curriculum Leadership and Assessment**3 Credit Hours**

This course focuses on data driven decision making and examines how leaders in educational settings use data to analyze and improve student learning.

Prerequisite: None

MEDU 5326 Administrative Processes and Operations in Schools**3 Credit Hours**

This course examines critical topics such as effective resource management, facilities management, and school safety.

Prerequisite: None

MEDU 5327 Administration, Supervision, and Improvement of Instruction 3 Credit Hours

This course examines how education leaders manage human resources, addressing such topics as recruitment, supervision, and evaluation of staff. This course addresses the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, professional development, and instructional supervision.

Prerequisite: None

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