

MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION

The Department of Educational Leadership and Policy Studies offers the Master of Education degree in Educational Administration. This degree is designed to help students improve their competencies in their field by developing new skills and in-depth knowledge, which are requisites for assuming roles of increased responsibility and leadership.

Basic Procedures

Graduate advisors are designated to assist new students and those for whom graduate committees have not been appointed. The graduate committee chair, when appointed, assists the student in developing a degree plan and, along with the committee members, assumes the responsibility for preparing the student for the comprehensive examinations.

To receive full admission to any degree program offered in the Department of Educational Leadership and Policy Studies, an applicant must meet all standards established by the College of Graduate Studies and all departmental program requirements and be recommended by the graduate advisor, committee chair, or the program admissions committee.

Students who meet the general requirements for conditional admission and are recommended by the department for full admission will be permitted to pursue one of the major areas in the department. Typically, the student admitted conditionally will be required to complete 12 semester hours with a 3.25 GPA.

To remain in good standing, students who have full admission status are expected to maintain a 3.0 GPA. Students whose GPA does not meet the minimum may not enroll for additional work without special permission from the department head.

Consideration for accepting transfer credits will be given only after a student has full admission to graduate study. Credits transferred from an approved institution must meet the guidelines outlined in Limitations on Transfer and Correspondence Courses in General Requirements for the Master's Degree.

Comprehensive Examination

The following comprehensive examination procedures apply to the majors offered in the Department of Educational Leadership and Policy Studies

Administration and Application Dates

Examinations will be administered three times per year. Examinees must have filed a degree plan and complete an application to be eligible to take the comprehensive exam according to the schedule that follows.

Test	Date Application Deadline
Second Saturday in April	March 1
Second Saturday in July	June 5
Second Saturday in November	October 1

No examination will be administered other than on a regularly scheduled administration date without permission from the graduate advisor, the department head, and the Graduate Dean.

Comprehensive examinations will be composed of objective and essay sections. A student must receive a satisfactory grade on each section in order to successfully complete the comprehensive examination.

Procedures

Section 1. This section consists of multiple-choice questions that address (1) the degree major core courses, and (2) foundation courses (Human Development, Curriculum, Design and Implementation, Educational Sociology, and Educational Research). This

section is designed to test a student's knowledge and understanding of content and concepts in the field of study.

Section 2. This section of the examination is designed to assess higher-order thinking skills. It consists of four essay questions. Each test is composed of one common question and one from each of the three committee members.

Grading Procedures. Section One is computer graded and a student is expected to satisfactorily answer a specific number of questions.

Each comprehensive examination essay question is evaluated based upon the following points system: 4 – exceptional response well above expectations; 3 – average response consistent with expectations; 2 – weak response below expectations, but still passing; 1 – inadequate response, a failing performance; and 0 – response did not address the required task, a failing performance. A student must receive a minimum score of '2' on three of the four essay questions in order to pass the essay portion of the master's comprehensive examination.

Oral examinations may be required of any candidate with a marginal performance on this section. If a test paper contains major grammar and/or composition errors, the student may be asked to repeat the examination.

EDUCATIONAL ADMINISTRATION

Degree and Certification Requirements

The Educational Administration programs at Tarleton State University are designed to prepare effective education leaders. Requirements for the master's degree (36 semester hours), the Principal's Certificate (39 semester hours), and the Superintendent's Certificate (15 semester hours) reflect the significant changes that occur in society, schools, and the roles and responsibilities of school administrators.

Tarleton's Master of Education degree in Educational Administration and the accompanying certification programs are designed to prepare administrators for a variety of roles and responsibilities. The Principal's Certificate qualifies one to hold campus-level administrative positions in the school, including the principalship. The Superintendent's Certificate qualifies one to become a superintendent. The programs are designed to support the continuing professional development of career-oriented individuals and help them to be knowledgeable decision-makers, capable of providing leadership to the district, campus, and community.

Typical Curriculum for M.Ed. in Educational Administration

Following is the typical curriculum for the Master of Education (M.Ed.) Degree in Educational Administration. A student who wishes to complete this degree and qualify for the principal's certificate should ask his/her academic advisor for information about additional requirements for the principal's certificate.

Foundations

Foundation course work prepares the student for the rigorous study in the Educational Administration core. Foundation course work is derived from three areas:

1. The following courses or the equivalent as approved by the advisor:
EDU 502, 538, 598 or EDAD 501, PSY 504
2. EDAD 500
3. Six hours of electives approved by an advisor

Educational Administration Core

EDAD 507, 509, 512, 516, 539

Thesis Option

Students pursuing the M.Ed. in educational administration may choose the thesis option. The thesis option involves an original research project under the direction of a graduate faculty member and the preparation of a thesis in addition to the prescribed course work. The 36-hour degree program includes 15 hours from the educational administration core, 6 hours of EDAD 588, and 15 hours by advisement. The student must enroll in EDAD 588 for two consecutive semesters and complete the thesis according to the standards and policies determined by the Department of Educational Leadership and Policy Studies and the College of Graduate Studies.

ADMISSION TO ADMINISTRATION PROGRAMS

Admission procedures for the Master of Education Degree in Educational Administration include the following steps:

1. **Admission to the College of Graduate Studies.** Students must complete all requirements for admission to the College of Graduate Studies listed in the current University catalog. Students must be eligible for full admission upon completion of the first 12 semester hours of course work, which includes EDU 598 or EDAD 501, to continue in the program.
2. **Admission to the Educational Administration Program.** Students will submit a formal application to the Coordinator of M.Ed./Principal Certification Programs prior to completing EDAD 500. This application serves as a basis for advising the student with regard to general graduate and certificate requirements, course work, and degree requirements. The application requires that students submit 3 letters of reference, one of which must be from a current school district administrator, and a satisfactory score on the Graduate Record Examination (GRE).
3. **Assessment of Knowledge and Skills.** Students must complete an assessment of knowledge and skills that will lead to a professional growth plan. Typically, students will initiate this requirement as a part of EDAD 500 (Foundations of Educational Administration) early in their program.
4. **Recommendation for Certification.** Recommendation for certification by Tarleton State University will be forwarded to the State Board for Educator Certification only after the student has successfully completed the designated course of study, two years of creditable teaching experience as a classroom teacher (see TAC § 241.25), and the Texas Examination of Educator Standards (TExES). Students will be allowed to register for the TExES during the last semester of the course of study and just prior to completing the professional development requirements (see #5 below). Students who fail to register and take the TExES within 24 months after the date of completing the requirements listed in this paragraph must request permission from the department head prior to registering for the TExES. The department head may require additional study to ensure that the student is current in the knowledge and skills in the learner-centered proficiencies. The additional study may include, but is not limited to, additional course work. Students who fail to satisfactorily complete the TExES must receive permission from the department head prior to registering for a subsequent attempt on the TExES. The department head may require additional study to ensure that the student is current in the knowledge and skills in the learner-centered proficiencies. The additional study may include, but is not limited to, additional course work. Students should regularly visit with advisors and the Certification Office for updates and changes in the certification process.
5. **Professional Development Requirements.** The student must complete a minimum of 70 CPE clock hours of professional development experiences related to the professional growth plan. In conjunction with an advisor, the student will develop a growth plan utilizing assessment information and needed educational experiences. The professional development units must be satisfactorily completed prior to approval by the university for the student to be eligible for SBEC standard principal certification.

PRINCIPAL'S CERTIFICATE

Typical Curriculum

Following is the typical curriculum for the Principal's Certificate. A master's degree is a prerequisite for this certificate.

Foundations

EDAD 500

Educational Administration Core

EDAD 507, 509, 512, 516, 539

Additional Requirement for the Principal's Certificate

EDAD 599 (Internship for the Principalship)

Admission to the Principal's Internship

Because the internship course work cannot be applied to the Master of Education degree, students pursuing the Principal's Certificate normally complete their master's degree requirements before doing their internships. The student must enroll each semester until the internship is satisfactorily completed. Application for admission to the principal internship must be submitted to the Coordinator of M.Ed./Principal Certification Programs no later than June 15 preceding the fall of enrollment for the internship and October 15 preceding the spring internship. Students must complete the educational administration core or be enrolled in the last of five core courses prior to enrolling in the internship. The internship course typically is a one-semester course; however, this course may be repeated so that the student can satisfactorily complete internship requirements. No more than 3 semester hours of internship course work can be used to satisfy certification plan requirements.

New Century Educational Leadership Program

The New Century Educational Leadership Program (NCELP) is an alternative principal certification program. Its purpose is to prepare highly qualified individuals to serve as public school administrators in Texas. NCELP is not designed to replace or detract from the traditional certification program at Tarleton or any other university. NCELP is a collaborative administrator program between Tarleton State University and public school districts in Texas.

The NCELP is designed for persons who have completed a baccalaureate degree or higher, who have a record of exemplary academic achievement and/or work experience, and who have demonstrated leadership qualities. Certification is earned through a combination of intensive summer course work and monthly seminars coupled with the possibility of a paid, five semester internship in an administrative position with a public school. The internship is jointly sponsored and supervised by Tarleton State University and the participating school district. Interns develop professional administrative knowledge and skills through the combination of University classes and practical administrative experiences. Persons who meet all requirements of the NCELP program but who do not have an administrative position may still be considered for the program. These persons would have fewer hours in the internship and would be required to take additional courses.

Through NCELP, interns earn a Master of Education in Educational Administration and a Principal certificate that enables the intern to accept administrative positions in Texas public schools.

NCELP Entry Requirements

Grade point requirements for entering the NCELP program are more stringent than those of most other administrator education programs. NCELP applicants must present a bachelor's degree or higher from a regionally accredited institution with a grade point average of at least 3.0 on the last 60 hours. Further, applicants with bachelor's degrees

must present evidence of at least three years of successful experience in a position with leadership responsibilities. Applicants with graduate degrees must present evidence of at least two years of such experience. All applicants must document at least three years of teaching experience.

In addition, applicants must successfully complete an intensive screening process that includes a formal presentation and input from public school administrators familiar with the applicant.

Concurrent with applying for admission to NCELP, applicants must also apply for admission to the College of Graduate Studies at Tarleton. An acceptable score on the general test of the Graduate Record Exam (GRE) is required by Tarleton for admission to graduate school.

The applicant must secure a position in a public school in Texas in which he/she executes administrative responsibilities during at least 30% of his/her duty hours within the school day.

Additional requirements also apply to NCELP applicants. Persons interested in applying for the program should contact the NCELP Director in the E.J. Howell Building Room 105 or by phone at (254) 968-9792 or by contacting the NCELP program specialist at (254) 968-9805.

ADMISSION TO THE SUPERINTENDENT'S CERTIFICATE PROGRAM

For admission to the Superintendent's Certificate Program, students must (a) have earned the principal certificate; (b) have been admitted to the College of Graduate Studies according the requirements of the current University catalog; (c) submit copies of official teacher and administration certificates and; (d) formally apply with the Coordinator of the Superintendent Certification Program for admission to the Superintendent's Certificate Program.

Admission to the program does not guarantee recommendation for certification. To be recommended for certification, students must meet all program requirements and, satisfy the requirements for recommendation for certification.

Superintendent Certification Curriculum

EDAD 601, 602, 603, 604, and 605

Fifteen (15) approved graduate hours beyond the requirements for the Principal Certificate are required for Superintendent Certification.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

Designed to prepare high quality scholar-practitioners for public school leadership, the Doctor of Education (Ed.D.) in educational leadership offers a rich theoretical knowledge base as the foundation for the development of visionary leaders for the Pk-16 environment. The Ed.D. consists of 60 semester hours of coursework and a 12 semester hour dissertation requirement combining an individualized program of study with specialized course work and research.

The program operates as a cohort model. Students are admitted annually and then matriculate through the doctoral course work as a class. At the beginning of the program, the course work is similar for all students in the cohort, but as students progress through the program, their program of study becomes more individualized and focuses on a specific area of study.

ADMISSION

The admission process is a three-stage process. Stage 1 is the screening process, which includes submission of all appropriate documents by the advertised deadline. The required documentation includes:

- Official transcripts indicating completion of a Master's degree from a regionally accredited institution of higher education
 - Indicating grade point average (GPA) on all graduate course work
 - Minimum of 18 semester credit hours of graduate or undergraduate course work in administration, management or leadership, or equivalent experience.
- A minimum of four (4) references—two references must be from persons holding a doctorate
- Recent official scores on the Graduate Record Exam (GRE)
- A leadership portfolio

Stage 2 is the evaluation stage, which consists of a review of all information submitted in the screening process, review of a writing sample, and personal interviews. Stage 3 is the selection stage of the admission process. During stage 3, the admissions committee determines the applicants most appropriate for admission to the doctoral program. Admissions are considered twice yearly; (1) an early admission period in November and (2) the normal admission period in May. An application packet may be obtained from the doctoral program web site at www.tarleton.edu/~edd or the web site for the College of Graduate Studies, www.tarleton.edu/~graduate. Please contact the College of Graduate Studies for application deadlines.

CURRICULUM

Course Work

The doctoral program curriculum consists of 72 semester hours in educational leadership, research tools, specialization area, dissertation, and electives. Thirty-six of the semester hours have a pre-requisite of doctoral standing, and must be taken with the cohort. Non-doctoral courses (i.e., specialization and electives) can be taken at the leisure of the student. However, students are advised to take the electives in the sequence listed in the typical curriculum. Students should work closely with their advisors so that an appropriate workload is established. Course work applied to a previous degree

will not be applied to the doctoral degree. Course work taken more than 10 years previous to the date of graduation will not apply toward the degree.

Educational Leadership Core

Enrollment in all courses in the educational leadership core require doctoral standing. Students will be required to take these courses with the cohort group. The year and semester of the delivery of the courses are outlined in the Typical Curriculum section. The leadership core consists of 27 semester hours.

EDAD 610 Historical and Theoretical Foundations in Educational Leadership

EDAD 611 Critical Issues in Educational Leadership

EDAD 614 Philosophy and Ethics in Educational Leadership

EDAD 621 Education Law and Policy

EDAD 622 Data Analysis and School Improvement

EDAD 623 Theory & Practice of Organizational Leadership

EDAD 624 Advanced Studies in Educational Leadership

EDAD 630 Educational Governance and Politics

EDAD 685 Advanced Seminar in Educational Leadership

Research Tools

Enrollment in the nine semester hours of research tools under the EDAD prefix require doctoral standing. Students will be required to take those courses with the cohort.

Psychology 500, Behavioral Statistics, does not require doctoral standing. The research tools consist of 12 semester hours.

PSY 500 Behavioral Statistics

EDAD 612 Methods of Educational Research

EDAD 625 Methods of Inquiry I

EDAD 631 Methods of Inquiry II

Specialization/Cognate Area

In the specialization area, the student will work with his/her doctoral advisor to establish a program supportive of his/her professional goals and doctoral objectives. A minimum of 12 hours may be selected from the educational administration electives or other appropriate graduate course work.

QUALIFYING EXAMINATION

At the completion of the leadership core, the students must take a comprehensive written and oral qualifying examination. Upon successful completion of the qualifying exam and recommendation of doctoral faculty advisors, students will be admitted to candidacy.

Dissertation

Once students have successfully passed the qualifying examination (see below), they are eligible to propose their dissertation study. Students make an oral defense of their proposal to their doctoral committee. Once the dissertation has been completed, students will defend their dissertation to the members of their graduate committee, the Graduate Dean or the Dean's representative who is a member of the Graduate Council, and invited guests. Students must continuously enroll in a dissertation course each semester until the dissertation is completed. The student must enroll in a minimum of 12 semester hours of EDAD 788.

Residency

Degree candidates will be required to complete a campus residency of at least two long semesters, and one summer session, consecutively. A minimum of six (6) hours must be taken during each of the semesters and summer session. During the residency, the student will complete a residency plan requiring the student to participate in activities related to cultural diversity, research, service, and professional development.

Internship

The completion of an internship is required prior to the awarding of the Ed.D. in Educational Leadership. Internships will be made available for students seeking principal and superintendent certification. Students who have not participated in an internship program leading to principal or superintendent certification will be required to enroll in EDAD 686, Internship in Educational Leadership. Internship course work may not be used to satisfy other degree requirements.

Typical Curriculum

The following is a typical curriculum for students in the Ed.D. program. The listed courses must be taken with the cohort group in the time frame listed below. Students should work closely with their advisors when deciding to complete electives and specialization courses.

Year 1

Summer	Fall	Spring
EDAD 610	PSY 500	EDAD 612
	EDAD 611	EDAD 621
		EDAD 611

Year 2 (Residency)

Summer	Fall	Spring
EDAD 611		
EDAD 614	EDAD 623	EDAD 622
Elec/Spec (6)	EDAD 630	EDAD 631
Year 3		
Summer	Fall	Spring
EDAD 624	EDAD 685	Elec/Spec (6)
EDAD 630	Elec/Spec (3)	
	Qualifying Exam	

Year 4

Summer
 Elec/Spec (6)
 EDAD 788

Transfer Course Work

With the approval and written request from the doctoral advisor, and at the discretion of the Dean of the College of Graduate Studies, students may transfer up to 12 semester credit hours toward the doctoral degree from another regionally-accredited university. Transfer course work may not be used to satisfy the educational leadership core requirements. Because of limitations on transfer for advanced standing, advisors should be consulted prior to making the request.