

Texas Christian University
College of Education
Educational Leadership Programs

Graduate Studies in Educational Leadership Policies & Procedures

Developing teacher-scholar-leaders who make a difference for the common good.

2021-22

Contents

Part I: Overview of EDLE Graduate Studies	4
Vision, Mission, & Beliefs	4
Program History	4
Program Administration	7
Program Accreditation	7
Admissions Information	7
Additional requirements for certification-seeking students.....	8
General Graduate School Policies and Procedures	8
Part II: Programs of Study, Curricula, and Pathways to Completion	9
Non-degreed programs	9
Principal certificate	9
Superintendent certificate.....	10
EDLE Principal Certification-Only Plan of Coursework	11
EDLE Superintendent Certification-Only Plan of Coursework.....	12
M.Ed. Programs.....	13
Degree with certification.....	13
Degree without certification.....	14
M.Ed. in Educational Leadership (PK-12 Emphasis)	15
M.Ed. in Educational Leadership (Higher Education Emphasis).....	17
M.Ed. Midpoint Assessment (PK-12 Emphasis only).....	18
Ed.D. and Ph.D. Programs	19
Principal certification in conjunction with Ed.D. or Ph.D.....	19
Superintendent certification in conjunction with Ed.D.	20
Ed.D., Educational Leadership (with Principal or Superintendent certification).....	23
Program of Study, Ed.D. in Educational Leadership (with Principal or Supt Certification)	24
Ed.D. in Higher Education Leadership	27
Ph.D. in Educational Studies: Educational Leadership (PK-12 Contexts)	30
Ph.D. in Educational Studies: Educational Leadership (Higher Education)	32
Selection of the Chair for the Capstone or Dissertation Committee (Ed.D. and Ph.D. Students)	33
Process for Advancement to Candidacy (Ed.D. and Ph.D. Students)	33
Capstone Project or Dissertation?.....	35
Part III: General Programmatic Policies & Procedures	36
Academic Performance and Professionalism Interventions	36
Advising	36
Certification and Licensure Procedures	37
Certification Time Limits	37
Certification Exams—TEXES 268/PASL Waiver Policy & Procedure	37
Child Abuse Reporting.....	38
Continuous Enrollment and Requests for Furloughs	39
Field Experiences.....	39
Forms & Documents.....	39
Grading and Incomplete Grades	40
Institutional Review Board (IRB) and Departmental Review Board (DRB).....	40
Liability Insurance.....	40
Media and Social Networking Presence	40
Ongoing Program Assessment, e-surveys	41
Performance Benchmarks	41
☐ Benchmark 1: Admissions	41
☐ Benchmark 2: Advising & Coaching.....	41
☐ Benchmark 3: Midpoint Assessment.....	41

☐	Benchmark 4: Comprehensive Exams	41
☐	Benchmark 5: Completion of Program Requirements	41
	Professional Organizations	42
	State-required practicum experiences (Principal & Superintendent)	42
	Texas Educators' Code of Ethics	43
	Transfer Credit	43
	Travel Grants and Funding	43
	Appendices	43
	Appendix A. FERPA Waiver	43
	Appendix B. Assumption of Risk Form & Safety Guidelines	45
	Appendix C. Texas Educators' Code of Ethics & Ethics Statement	47
	Appendix D. Request to Schedule Capstone/Dissertation Proposal Form	50
	Appendix E. Progress Checklist, Ed.D. and Ph.D. Programs	51
	Appendix F. Request to Participate in Midpoint Assessment (M.Ed. students)	52
	Appendix G. Midpoint Assessment Rubric	53
	Appendix H. Request for Program Furlough	55
	Appendix I. §241.15. Standards Required for the Principal Certificate	56
	Appendix J. §242.15 Standards Required for the Superintendent Certificate	60



Part I: Overview of EDLE Graduate Studies

Vision, Mission, & Beliefs

Vision. We are committed to preparing individuals who will contribute to the creation of a humane and just society. To accomplish this, the TCU College of Education:

- (1) Engages students in ethical, responsible, and meaningful scholarship and practice;
- (2) Fosters community collaboration locally and globally;
- (3) Expects excellence in all college endeavors.

Mission. The mission statement of the Educational Leadership program is reflective of TCU's overall mission as well as the mission of the College of Education.

Texas Christian University's mission is "To educate individuals to think and act as ethical leaders and responsible citizens in the global community."

The TCU College of Education prepares exemplary learners for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners.

The mission of the TCU Educational Leadership programs is to develop teacher-scholar leaders who make a difference for the common good.

The TCU Educational Leadership programs are committed to the development of five overarching themes, and these themes permeate coursework throughout EDLE studies. We believe that engaging in the Educational Leadership programs at TCU will equip students in their professional settings to:

- (1) Enhance relationships within their organizations and between organizations and the broader community;
- (2) Create an organization with greater capacity and responsiveness;
- (3) Use data and evaluation to enhance the quality of people, programs, and learning within the organization;
- (4) Grow the human and social capital of the institution; and
- (5) Ensure the effectiveness and coherence of the instructional program of the institution.

Program History

Over the years the M.Ed. and Ed.D. programs have progressed through much iteration as program faculty strived to meet the needs of a diverse student population. Programs have served persons seeking principal or superintendent certification (in degreed and non-degreed programs), persons focused on leadership in independent, private, and parochial school contexts, persons focused on leadership in higher education, and even persons aiming to work in educational aspects of corporate, nonprofit, or athletics endeavors. All programs serve both full-time and part-time students.

While M.Ed. programs have been in place across the years and have undergone several revisions to better align with evidence-based standards and certification requirements, the first Ed.D. took the form of the joint MBA/Ed.D. and enrolled its first two students in 2000. Since that time, the program has continued to grow and remains one of very few MBA/Ed.D. programs in the nation.

In 2006, an Ed.D. in Educational Leadership (independent of the MBA) was approved, and the first admitted students began coursework shortly thereafter. Over the years that followed, program faculty noted that the program largely served two main groups: those persons with roots in EC-12 leadership and those pursuing leadership in higher education contexts. To ensure that all student needs were met, the Doctorate in Higher Education Leadership was instituted in 2012. These additions to the degree offerings coincided with an increase in program faculty and revisions to the Ed.D. in Educational Leadership.

In spring 2018, the University Council approved an Educational Leadership track within the Ph.D. in Educational Studies program. Two advising plans are available within that track: one focuses on leadership in PK-12 contexts, and the second focuses on leadership in higher education contexts. The Ph.D. in Educational Studies (Educational Leadership Emphasis) provides a plan of study that focuses more intently on preparing persons who intend to work in research/scholarship, and who may want to apply for tenure-track positions in their anticipated career pathways.

In 2019, the Ph.D. in Educational Studies (Educational Leadership emphasis) option for the MBA joint program was approved, adding the MBA/Ph.D. option to the slate of degrees offered.

Programs now include two certification-only programs (Principal and Superintendent), several M.Ed. offerings (certification-seeking, non-certification seeking, and higher education focused), and five doctoral offerings (MBA/Ed.D. in Educational Leadership, MBA/Ph.D. in Educational Studies (Educational Leadership emphasis); Ed.D. in Educational Leadership, Ed.D. in Higher Education Leadership, and the Ph.D. in Educational Studies-Educational Leadership Emphasis). As has been characteristic of the program throughout the years, students still work closely with an advisor to select a program of study that has fidelity to the core tenets of educational leadership while meeting the student's personal and professional goals. *Further, students in doctoral-level programs are encouraged to explore embedded certificate programs, such as the certificate in Comparative Race and Ethnic Studies (CRES) or Women and Gender Studies (WGST), both administered via the School of Interdisciplinary Studies, or the Analytics Certificate, administered through the Neeley School of Business. Interested students should work with an advisor to select courses that can count toward embedded certificates within or in conjunction with the degree plan.*

As of the most current catalog, general program descriptions are as follows (more details can be found in sections specific to these programs in later sections of the handbook and in the Graduate Catalog via the TCU Registrar's website at <http://tcu.smartcatalogiq.com/current/graduate-catalog>):

- The **M.Ed. in Educational Leadership** is a 36 credit-hour non-thesis program that prepares individuals to serve in educational leadership in a variety of educational settings. Two pathways are available in the Educational Leadership, M.Ed. The first pathway leads to certification for those wanting to serve as elementary and secondary principals, supervisors and central office staff in public and private schools (where certification may be required). The second focuses on leadership in higher education contexts. Note: Applicants seeking to enroll in the coursework leading to certification as a principal must have completed at least one full year of teaching in an accredited school prior to beginning coursework.
- The **Ed.D. in Educational Leadership (K-12 contexts)** is a 60-hour degree aimed at enabling students to successfully engage in a range of professional activities, from working as a leading practitioner in the EC-12 educational context, to the corporate training or educational world, to leadership in athletics-related endeavors. A general program of study is outlined in the following section. Students are required to take a suitable number and variety of graduate courses and field-based experiences, as described below, to prepare for the qualifying examination and the completion of a capstone project or dissertation. The Ed.D. encompasses a minimum of 60 hours of coursework, fieldwork and capstone or dissertation, though additional courses may be needed if prerequisites have not been met or if a student requires more than 12 credit hours to complete the capstone or dissertation.
- The **Ed.D. in Higher Education Leadership** is a 63-hour program combining a common core, inquiry courses, a cognate area, practical experience, and a dissertation or capstone project. The HED is designed to prepare students for leadership roles in a variety of higher education

institutional settings. The program will provide a professional degree to improve the practice of those engaged in administrative functions in higher education.

- The **Ph.D. in Educational Studies: Educational Leadership** is a 66-hour degree designed to equip graduates to engage in high-quality original scholarship. Degree recipients will have the knowledge and skills to assume positions as tenure-track college faculty tasked with engaging in research and with teaching graduate education courses, as experts with policy organizations responsible for producing or overseeing education-related research, and as high-level leaders in K-12 or higher education-related organizations with oversight and/or responsibility for research-oriented functions. Within the degree, students may opt to focus some course selections around a concentration in PK-12 leadership or leadership in higher education contexts. Students may also opt to work with an advisor to craft a program with a PK-20 perspective.
- The **MBA/EdD and MBA/PhD** are joint programs between the College of Education and the Neeley School of Business. Students complete the MBA as directed by the Neeley School of Business, though certain electives are completed within—and count toward—the EdD or PhD program. The EdD and PhD portions of the program are as stated for the standalone EdD and PhD programs.
 - The purpose of the **MBA/EdD in Educational Leadership** program is to prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems, regional, state, or federal governments, higher education institutions, research institutions, private foundations, or private sector companies.
 - The **MBA/Ph.D. in Educational Studies: Educational Leadership** prepares students to assume major leadership and research-intensive positions in a wide variety of education-related organizations, including institutions of higher education, research organizations/think tanks, private foundations and nonprofit organizations, school systems, regional, state, or federal government, or private sector companies. Degree recipients have the knowledge and skills needed to assume positions as tenure-track college faculty tasked with engaging in research and with teaching graduate education courses, as experts with policy organizations responsible for producing or overseeing education-related research, and as high-level K-12 or higher education-related organizations with oversight and/or responsibility for research-oriented functions. Within the degree, students may opt to focus doctoral-level course selections around a concentration in PK-12 or higher education contexts. The MBA/Ph.D. in Educational Studies: Educational Leadership requires a minimum of 66 hours of doctoral-level coursework (including fieldwork and dissertation) in addition to MBA requirements.

Note: In any year where revisions to programs of study are made, students will be informed about any changes that affect the shape or scope of their plans of study; in most cases, students will complete the program of study under which they are admitted, unless they request via letter to program faculty to shift to the newly-approved program of study.

Program Administration

For questions about the College of Education Educational Leadership programs, contact Dr. Taryn Ozuna Allen, Associate Professor (Higher Education) or Dr. Jo Beth Jimerson (Associate Professor, Educational Leadership-PK-12). Students may also contact Dr. Jan Lacina, Associate Dean of Graduate Studies for the College of Education, at (817) 257-7661.

Program Accreditation

Texas Christian University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, and doctoral degrees. The College of Education is also accredited by the Texas Education Agency.

Admissions Information

Students seeking admissions to any program in the TCU College of Education should pay close attention to the requirements outlined on the TCU College of Education Graduate Studies webpage (<http://www.coe.tcu.edu/graduate-students-overview.asp>). Application materials vary slightly from program to program, even within Educational Leadership, so careful attention to posted requirements is essential.

The **Principal Fellows Program at TCU** aims to enroll a cohort of 15-20 M.Ed., certification-seeking students and certification-only seeking students on an annual basis. Persons admitted to this program receive an educator discount through TCU. Because of the competitive nature of this programmatic track, students applying for admission through the Principal Fellows cohort-based program from official partner districts must complete the materials, including statements of support from the student's district superintendent, and are subject to further admissions requirements. For example, applicants who meet general admissions requirements and who are considered as potential cohort members by program faculty participate in a half-day Assessment Experience on the campus of TCU. Programmatic partners (leaders of corporations, nonprofits, and area school districts) work with College of Education faculty to assess applicants on a range of interpersonal, academic, and learning-oriented tasks to determine final offers of admission. Applicants for the Fellows program from non-partner districts must still meet admission guidelines through the regular admissions process, and may (depending on level of competition for spots among otherwise qualified applicants) be required to participate in the Assessment Experience as well.

While TCU is always seeking new partners for this program, current and/or past partners have included:

- Chase
- Amon G. Carter Foundation
- Rainwater Charitable Foundation
- The Morris Foundation
- Sid Richardson Foundation
- R4 Foundation
- Gregory A. and Laura E. Bird Foundation
- Dr. Steffen and Mrs. Betsy Palko
- Lockheed-Martin
- Fort Worth ISD
- Keller ISD
- Eagle Mountain-Saginaw ISD
- Crowley ISD

- Castleberry ISD
- Richardson ISD

Students interested in the **Ph.D. in Educational Studies-Educational Leadership, the Ed.D. in Educational Leadership, Ed.D. in Higher Education Leadership, or the M.Ed. in K-12 or Higher Education Leadership** should check the College of Education website for applicable deadlines. Students who plan to seek financial assistance or employment as a graduate assistant during the first semester of enrollment must use the February 15 deadline (and enroll for the first time in a summer or fall semester). Please note that to respond to fluctuations in capacity and to ensure that all admitted students receive appropriate attention from faculty and advisors, some doctoral programs only admit on an every-other-year basis. Contact program faculty with questions as to particular enrollment dates.

Students interested in the MBA/Ed.D. in Educational Leadership or the MBA/Ph.D. in Educational Studies (Educational Leadership emphasis) must apply to and be admitted to the Neeley School of Business at TCU prior to being considered for admission to the College of Education. These students should speak to program faculty and consult admissions requirements and deadlines for the Neeley School of Business (<https://www.neeley.tcu.edu/Page/MBA-EdD/810606b2-82d6-4c6b-b639-7fa7270250ec>) must also apply and be accepted to the doctoral portion of the degree to participate in the joint degree program. Students applying for the MBA/Ed.D. or MBA/Ph.D. program are encouraged to visit with program faculty in both Neeley and the College of Education to determine whether the joint program will meet the student's professional goals.

Additional requirements for certification-seeking students. Students seeking admission into a program associated with certification (M.Ed., Ed.D., or Ph.D.) must also meet statutory requirements for teaching experience and/or school leadership experience. Persons seeking to enroll in principal-certification programs must hold a valid teaching certificate and must have completed at least one creditable year of full-time teaching by the time of application and must be on track to have completed at least two years of creditable full-time teaching by the time of enrollment in the first course. Persons seeking to enroll in a program leading to superintendent certification must hold a Master's degree in education or a related field as well as a valid principal's certificate (or equivalent issued in another state), or must hold an official approval of substitution of management experience (issued only by the Texas Education Agency upon application) for the principal's certificate at the time of application to the program.

General Graduate School Policies and Procedures

Information specific to graduate studies at TCU may be located at <http://www.graduate.tcu.edu/>. At this site, students can explore graduate programs, obtain information about general financial aid, and link to admissions requirements. The graduate studies catalog, along with many other resources including academic calendars and class search functions, is maintained on the website of the Registrar, at <http://www.reg.tcu.edu/>.

NOTE: Students should be aware that while every effort is made to keep this handbook up to date, in the event that there is a discrepancy between this handbook and the Graduate Catalog in effect when the student first enrolls, the guidelines and requirements as set forth in the applicable Graduate Catalog take precedence.

Part II: Programs of Study, Curricula, and Pathways to Completion

Non-degreed programs

The TCU College of Education recognizes that some students will seek certification as a principal or superintendent after completing other relevant studies. For these individuals, we offer professional certification programs. Upon successful completion of the required coursework, and upon completion of a successful practice exam in the appropriate area of certification, the TCU College of Education will recommend qualified individuals to the State of Texas for certification as a principal or superintendent.

Principal certificate. The professional certification program for aspiring principals is a 21-hour program (15 hours of coursework plus 6 hours of field-based practicum). As per Texas Administrative Code Title 19, Part 7, §241.20, to be eligible to receive the Principal Certificate, a candidate must:

1. Successfully complete the appropriate certification exam(s) (i.e., the TExES);
2. Hold, at a minimum, a master's degree from an accredited institution of higher education or an institution otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB);
3. Hold a valid classroom teaching certificate;
4. Have two creditable years of teaching experience as a classroom teacher;
5. Successfully complete a principal preparation program that meets the standards outlined in the TAC and be recommended for certification by that program.

Additionally, TAC title 19, Part 7, §228.35(d)(3) requires all individuals seeking certification as a principal or superintendent to complete a supervised practicum of at least 160 clock-hours. For individuals seeking the Superintendent certificate, the candidate must demonstrate proficiency in the superintendent standards (TAC §241.15) as part of the field-based practicum.¹

NOTE: In 2019, the State of Texas transitioned to a new exam for principal certification. Persons who did not make at least one attempt on the old exam (068) by December 31, 2018, must pass the new exam (268), which includes constructed-response items as well as multiple-choice items. Additionally, those who have not passed 068 by August 31, 2019 will be required to pass the 268 exam; persons seeking principal certification will also be required to pass the Performance Assessment for School Leaders (PASL). Persons seeking principal certification need to be aware of exam costs and requirements. See the preparation handbook for the 268 exam at <http://www.tx.nesinc.com/content/docs/068PrepManual.pdf> and PASL at <https://www.ets.org/s/ppa/pdf/pasl-candidate-educator-handbook.pdf>

All persons seeking the principal certificate must also, as a condition to obtaining TCU's release to register for the 268 and PASL exams, successfully complete AEL and T-TESS training through one of the regional Texas Education Service Centers (the closest are ESC 11 and 10. These should be completed in the summer after the student's second semester of coursework (i.e., the summer following the first spring, which is roughly the midway point of the program) for the student to be able to register and complete certification exam requirements in a timely manner. Both trainings—each of which are approximately three full days in duration—are undertaken at the student's expense, and certificates of successful completion should be filed with the student's advisor.

¹ The Standards required for the Principal Certificate are included among the materials in the Appendices.

Superintendent certificate. The professional certification program for those individuals seeking the superintendent certificate is a 21-hour program (15 hours of coursework plus 6 hours of field-based practicum). As per Texas Administrative Code §242, to be eligible to receive the Superintendent Certificate, a candidate must:

1. Successfully complete the appropriate certification exam(s) (i.e., the TExES);
2. Successfully complete an approved superintendent educator preparation program that meets the standards outlined in the TAC and be recommended for certification by that program;
3. Hold, at a minimum, a master's degree from an accredited institution of higher education or an institution otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB);
4. Hold a valid principal certificate or the equivalent issued by another state or country.
5. Have at least three creditable years of managerial experience in a public school district (the experience must include responsibility for supervising or appraising faculty or staff, conducting district-level planning and coordination of programs, activities, or initiatives, and creating or maintaining a budget).

Note: Texas law allows for persons who do not hold a valid principal's certificate or the equivalent to apply to TEA for authorization to substitute managerial experience for this requirement. Though rare, TCU will consider applicants who do not hold a principal certificate, but only after the applicant has completed TEA's application process, TEA has approved the substitution, and the applicant can provide the official letter of substitution approval as part of the application materials.

Additionally, TAC title 19, Part 7, §228.35(d)(3) requires all individuals seeking certification as a principal or superintendent to complete a supervised practicum of at least 160 clock-hours. For individuals seeking the Superintendent certificate, the candidate must demonstrate proficiency in the superintendent standards (TAC §242.15) as part of the field-based practicum.²

Upon admission to TCU and the College of Education, students work with an advisor to select appropriate coursework. The plan of study and a flowchart of typical program progression are outlined below.

² The Standards required for the Superintendent Certificate are included among the materials in the Appendices.

EDLE Principal Certification-Only Plan of Coursework

Student Name

TCU ID #

Advisor

Date Plan was updated

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60043	Instructional Leadership A: Curriculum, Instruction, and Assessment				
EDLE 60033	Engaging Community & Culturally Responsive Practice				
EDLE 60053	Instructional Leadership B: Supervision				
EDLE 60063	Law & Ethics				
EDLE 60083	Data Use for Educational Leaders				
	OR				
EDLE 60043	Action Research				
	OR				
EDUC 60823	Educational Program Evaluation & Research				
EDLE 60093A	Practicum A				
EDLE 60093B	Practicum B				

Substitutions

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

AEL Training Dates/Completion Certificate: _____

T-TESS Training Dates/Completion Certificate: _____

TExES Practice Exam Passed (Date): _____

<i>Office use only</i>	<i>Notes</i>
<ul style="list-style-type: none"> ○ 2+ years full time teaching in accredited school verified ○ TExES Principal Exam & PASL passed 	

EDLE Superintendent Certification-Only Plan of Coursework

Student Name

TCU ID #

Advisor

Date Plan was updated

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70043	Educational Policy & Practice				
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership				
EDAD 70023	Theory & Management of Education Systems				
EDAD 70013	Legal & Social Environment of Education				
EDLE 70083	Issues & Trends in the Superintendency				
EDLE 70093A	Supt Practicum A				
EDLE 70093B	Supt Practicum B				

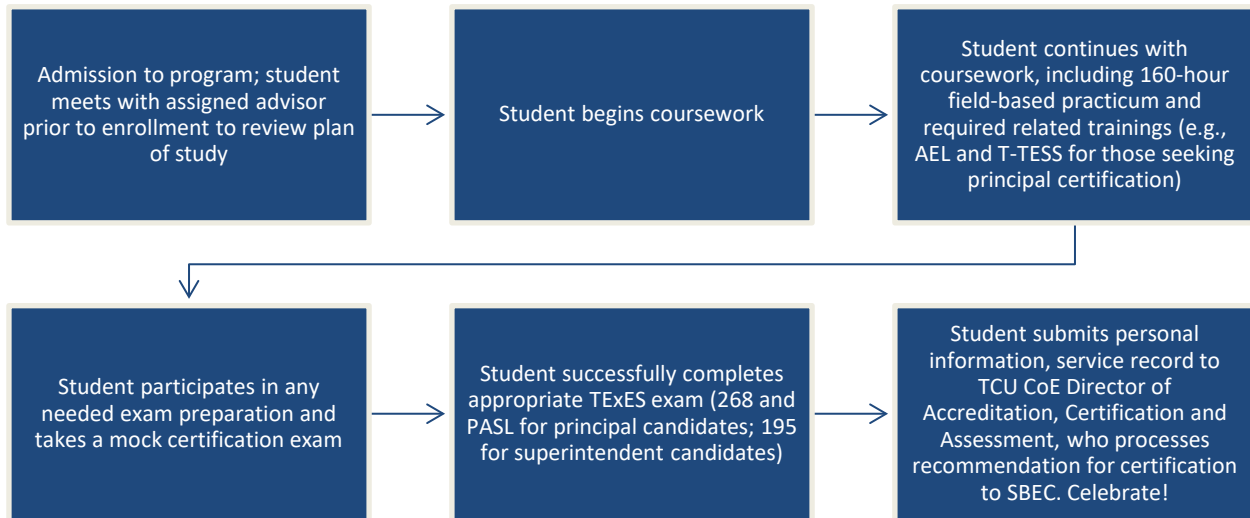
Substitutions

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

TEXES Practice Exam Passed (Date): _____

Office use only	Notes
<ul style="list-style-type: none"> ○ Applicant holds valid Principal Certificate or equivalent ○ TEXES Superintendent (064) passed 	

Progression chart for students in non-degreed (cert-only) programs.



M.Ed. Programs

The M.Ed. in Educational Leadership may be structured with either an EC-12 or higher education emphasis. The EC-12 (certification) emphasis prepares individuals to serve as elementary, middle school, and secondary principals as well as central office staff in public and private schools. Students may also elect a course of study that does not lead to certification, for those who aspire to work in a variety of contexts such as nonprofit leadership, with an entity that is associated with education, or in a higher education leadership context. The emphasis in higher education leadership prepares individuals to serve as leaders in a variety of contexts at the university level.

Degree with certification. The professional certification program for aspiring principals is a 36-hour program (30 hours of coursework plus 6 hours of field-based practicum). Upon successful completion of the required coursework, practicum, AEL and T-TESS training, and a practice exam in the appropriate area of certification, the TCU College of Education can recommend qualified individuals to the State of Texas for the Principal-as-Instructional-Leader certificate via the State Board for Educator Certification.

The College of Education serves individuals who choose TCU for the degree and certification programs, and we also serve an annual cohort of **Principal Fellows**. The Principal Fellows program aims to serve 15-20 students annually in cohort fashion; those students who meet the rigorous standards for admittance into the Principal Fellows cohort and whose districts have opted into the program as full partners receive discounted educator tuition rates. Fellows in districts participating as full program partners typically spend year two of the program working in full-time, paid administrative intern positions within their home districts.

As per Texas Administrative Code Title 19, Part 7, §241.20, to be eligible to receive the Principal Certificate, a candidate must:

1. Successfully complete the appropriate certification exam(s) (i.e., the TExES);

2. Hold, at a minimum, a master's degree from an accredited institution of higher education or an institution otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board (THECB);
3. Hold a valid classroom teaching certificate;
4. Have two creditable years of teaching experience as a classroom teacher;
5. Successfully complete a principal preparation program that meets the standards outlined in the TAC and be recommended for certification by that program.

Additionally, TAC title 19, Part 7, §228.35(d)(3) requires all individuals seeking certification as a principal to complete a campus-based, supervised practicum of at least 160 clock-hours. A degree plan and a flowchart illustrating typical pathway to completion are included below.

Degree without certification. The M.Ed. in Educational Leadership is also available for those who are not pursuing principal certification. For these persons, a combination of electives and/or internships may be substituted for the principal practicum courses.

Emphasis in Higher Education Leadership. The M.Ed. in Educational Leadership with an emphasis on Higher Education Leadership remains a 36-hour degree (30 hours of coursework and 6 hours of field-based internship practice). See the following degree plans for more information.



M.Ed. in Educational Leadership (PK-12 Emphasis)

Student Name _____

TCU ID # _____

Advisor _____

Date Plan was updated _____

Tier I Coursework (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60013	Leadership: Theory & Practice				
EDUC 70953	Research in Education				
EDLE 60033	Engaging Community & Culturally Responsive Practice				
EDLE 60043	Instructional Leadership A: Curriculum, Instruction, & Assessment				
EDLE 60053	Instructional Leadership B: Supervision				

Midpoint Assessment	Result: _____
Date: _____	

Tier II Coursework (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60063	Law & Ethics				
EDLE 60083	Data Use for Educational Leaders				
EDLE 60023	Seminar: Trends in Teaching, Learning, & Leadership*				
EDUC 60043	Action Research				
EDLE 60073 OR EDLE 60023	Educational Policy Studies Or Seminar: Trends in Teaching, Learning, & Leadership*				

*Students may take EDLE 60073 (Educational Policy Studies) or may elect to take EDLE 60023 a second time with different topical emphasis.

Tier III Coursework (6 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60093A	Practicum A				
EDLE 60093B	Practicum B				

Substitutions

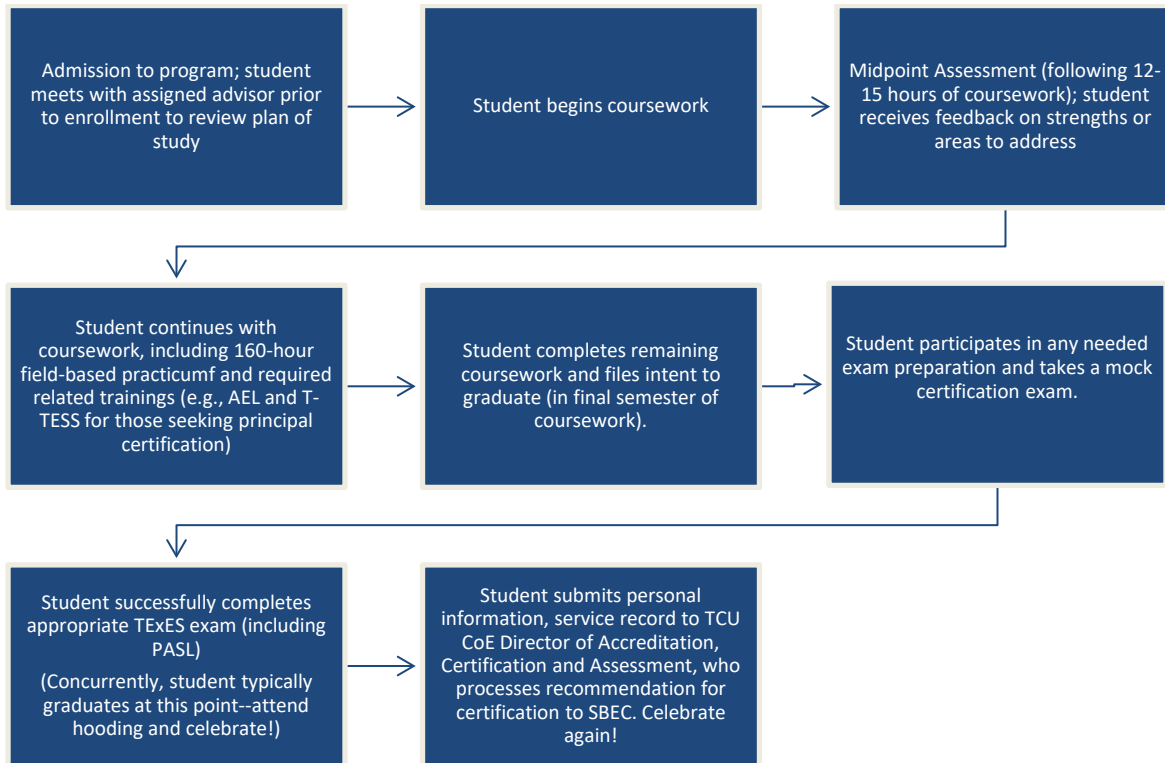
Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

Transfer coursework that counts towards degree:

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

AEL Training Dates/Completion Certificate:	_____
T-TESS Training Dates/Completion Certificate:	_____
TExES Practice Exam Passed (Date):	_____

Progression to completion for students in M.Ed. with Principal Certification.



Typical Course Sequence for M.Ed. (PK-12 Emphasis in pursuit of Principal Certification)

Though many students will work through the course sequence at their own pace or with some variations (with approval by advisors and the Associate Dean for Graduate Studies), the typical sequence of courses for Fellows and others pursuing a degree with principal certification is:

Fall 1

EDLE 60013 Leadership: Theory & Practice
EDLE 60043 Instructional Leadership A: Curriculum, Instruction, & Assessment

Spring 1

EDLE 60033 Engaging Community & Culturally Responsive Practice
EDLE 60053 Instructional Supervision B: Supervision

Summer 1

EDUC 70953 Research in Education
EDLE 60023 Seminar: Trends in Teaching, Learning, & Leadership

Fall 2

EDLE 60063 Law & Ethics
EDLE 60083 Data Use for Instructional Leaders
EDLE 60093 Principal Practicum A

Spring 2

EDLE 60023 Seminar: Trends in Teaching, Learning, & Leadership
EDUC 60043 Action Research
EDLE 60093 Principal Practicum B

M.Ed. in Educational Leadership (Higher Education Emphasis)

Student Name

TCU ID #

Advisor

Date Plan was updated

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDHE/EDAD 70200	Internship				
EDHE/EDGU 60403	Theories of Student Development				
EDHE 60423	Introduction to Student Affairs				
EDGU 50223	Helping Relationships				
EDLE/EDHE 60013	Leadership: Theory & Practice (Higher Ed emphasis)				
EDHE/EDLE 60013	Seminar: Trends in Higher Education				
EDHE 50003	Diversity in American Higher Education				
EDUC 60823	Educational Program Evaluation & Research				
EDUC 7098353	Introduction to Quantitative Research				
EDGU 50223 Or EDGU 60143	Small Group Dynamics OR Counseling Interventions				
	ELECTIVE				
	ELECTIVE				

Substitutions

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

Transfer coursework that counts towards degree:

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

M.Ed. Midpoint Assessment (PK-12 Emphasis only)

Purpose. To provide timely and constructive feedback to students pursuing the M.Ed. in Educational Leadership degree at TCU, and who aspire to leadership positions requiring the principal certification, program faculty engage with students in a midpoint (qualifying) assessment. These assessments are held once per calendar year, typically between the spring and summer semesters.

Eligibility. Students are eligible to complete the midpoint assessment after completing 12-15 hours of required coursework; most if not all of these hours should include those courses identified as “Midpoint” courses.

Process and products. Students participating in the Midpoint assessment are required to prepare two artifacts as well as a brief presentation (described below). Participants are reminded that the general purpose of these artifacts and presentation are to give the student the opportunity to demonstrate exceptional oral and written communication skills in a way that links reflective practice with coursework and professional standards.

- **Artifact one** consists of a written discussion of the student’s developing self-awareness of individual strengths and weaknesses, tied to the professional literature and coursework. The discussion should include reflection on specific assessments of the impact of their personal growth and development on their schools and their school leadership praxis (Suggested length of discussion is 500-750 words).
- **Artifact two** should be a piece of work from one of the Midpoint courses completed by the student. This artifact should be a piece of work completed as a solo venture (no group project products). This artifact should demonstrate exceptional written communication skills. For certification-seeking students, the artifact should also evidence the student’s ability to link coursework, personal/professional goals, and the principal standards (see Appendix M). For non-certification or higher education-focused students, the work should evidence the ability to link coursework, personal/professional goals, and profession-specific standards or expectations identified in collaboration with the student’s advisor. It is permissible for students to edit an assignment beyond what was considered “final” for the purposes of the course.
- The **oral portion of the midpoint assessment** will take place with a panel of professors and area school district leaders. Within the context of the oral presentation, the student should describe personal/professional growth and achievement to this point in the program, noting links to professional literature, coursework, and standards where appropriate. The student should also discuss academic, professional, and personal goals for the future, and outline a plan for achieving these goals based on deep, extensive reflection. It would also be appropriate for the student to address his/her leadership platform.

This portion of the assessment is limited to 15 minutes, and may be accompanied by visuals; the oral presentation will be followed by a question and answer session. The overall rating, agreed upon by panel consensus, will be one the following: outstanding, good, satisfactory, or unsatisfactory. Students will receive a written summary of feedback on the oral presentation as well on the written submissions, and this assessment of progress will be cc’d to the student’s program file.

A student who does not successfully complete the midpoint assessment may remain enrolled in the program for the following term. At the conclusion of the following term, the student may re-take the midpoint assessment. If the student fails the midpoint assessment for a second time,

he/she may not enroll for classes again until the assessment is completed successfully. In this event, students will not be allowed to re-take the assessment until the end of the following term, when the next general qualifying assessment is offered.

Ed.D. and Ph.D. Programs

Texas Christian University provides multiple pathways to the Ed.D. in Educational Leadership and the Ph.D. in Educational Studies (Educational Leadership emphasis).

Students focusing on an administrative career in colleges and universities typically pursue the Doctorate in Higher Education Leadership.

Those aiming for high-level leadership position in school districts typically opt for the Ed.D. in Educational Leadership (EC-12), and frequently wrap principal or superintendent certification requirements into the course of study. Some students elect to focus their time at TCU on the doctoral work, and concurrently or subsequently pursue superintendent certification via ESC 11 or other ESC program. Students pursuing careers in education-related nonprofits, businesses, or other entities may elect to pursue the Ed.D. in Educational Leadership (non-certification track) or the Ph.D. in Educational Studies track, as they determine appropriate to career goals.

As of fall 2018, TCU also began providing an opportunity for students to earn a Ph.D. in Educational Studies with an Educational Leadership emphasis (PK-12 and Higher Education advising tracks are available) for those whose goals include appointments as education faculty at institutions of higher education or in research and/or policy organizations.

Finally, TCU boasts one of the few joint MBA-doctoral programs in the country. Persons who apply to this program (either the MBA/Ed.D. or the MBA/Ph.D.) must first be admitted to the Neeley School of Business at TCU and must also meet admission requirements and be accepted for admission into the Ed.D. program in Educational Leadership or the Ph.D. program in Educational Studies (Educational Leadership emphasis). Students accepted to the MBA/Ed.D. or MBA/Ph.D. program typically complete MBA requirements then complete doctoral-level work (including work require for certification if appropriate to career goals) in the College of Education, though movement between Business and Education coursework is encouraged when possible.

Principal certification in conjunction with Ed.D. or Ph.D. Persons who are seeking initial principal certification in conjunction with the Ed.D. or Ph.D. must have at least two years of creditable full-time teaching at an accredited school (EC-12) and should work with their advisors to ensure that the following 21-hours of coursework or their equivalents are completed within or in addition to the EDLE Ed.D. or Educational Studies Ph.D.:

- EDLE 60043 (Instructional Leadership A: Curriculum, Instruction, and Assessment)
- EDLE 60033 (Engaging Community and Culturally Responsive Practice)
- EDLE 60053 (Instructional Leadership B: Supervision)
- EDLE 60083 (Data Use for Educational Leaders) OR EDAD 70063 (Data-Informed Decision Making) OR EDUC 60823 (Educational Program Evaluation & Research) OR EDUC 60043 (Action Research)
- EDLE 60063 (Law & Ethics in Educational Leadership) OR EDAD 70013 (Legal and Social Environment of Education)
- Certification-seeking students must also complete a two-semester, 160-clock hour campus-based practicum (EDLE 60093A and EDLE 60093B)

Only when these core courses and the practicum have been completed, AEL and T-TESS training have been verified, and the appropriate TExES exam passed (including, as of 2019, the PASL exam), will TCU consider recommending the applicant for the principal certificate.

NOTE: Students cannot be recommended for the Principal-as-Instructional Leader certificate in the state of Texas without a Master's degree; students interested in the MBA/doctoral degree track who do not already have a completed Master's degree should be aware that TCU will not be able to complete their recommendation until completion of both portions of the joint degree. Students who aim for administrative certification and who do not already have a Master's degree in education or a related field should visit with program faculty to determine possible pathways to certification prior to application.

Superintendent certification in conjunction with Ed.D. or Ph.D. Persons who hold the Principal Certificate and those who are seeking superintendent certification in conjunction with the Ed.D. or Ph.D. must work with their advisors to ensure that the five following courses or their equivalents are completed within or in addition to the EDLE Ed.D. or Educational Studies Ph.D.

- EDAD 70043 Education Policy and Practice
- EDAD 70033 Ethical & Moral Dimensions of Leadership
- EDAD 70023 Theory and Management of Education Systems
- EDAD 70013 Legal & Social Environments of Education
- EDLE 70083 Issues and Trends in the Superintendency

Certification-seeking students must also complete a two-semester, 160-clock hour central-office based practicum (EDLE 70093A and EDLE 70093B)

Only when these core courses and the practicum have been completed, and the appropriate TExES exam(s) passed, will TCU consider recommending the applicant for the superintendent certificate.

For each pathway to the Ed.D. and Ph.D., a degree plan and a flowchart illustrating typical progression to completion is included below. All required forms and documents alluded to in charts or narrative descriptions of programs are accessible at <https://coe.tcu.edu/forms-documents/>

Program of Study, Ed.D. in Educational Leadership (Non-Certification)

Student Name

TCU ID #

Advisor

Date Plan was updated

Module I: Leadership Core (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70003	Foundational Readings in Educational Leadership				
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership				
EDAD 70013	Legal & Social Environment of Education				
EDAD 70043	Educational Policy & Practice				
EDHE 70153	Organizational Behavior in Educ Contexts				

Module II: Inquiry Core³ (12 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDUC 60043	Action Research				
EDUC 70983	Introduction to Quantitative Research				
EDUC 70923	Introduction to Applied Qualitative Methods				
EDUC 60823	Educational Program Evaluation & Research				
EDUC 70823	Inquiry Seminar ⁴				
EDUC 70960	Apprenticeship in Research				
EDUC 70963	Qualitative Inquiry				
EDUC 70973	Advanced Qualitative Inquiry				

Module III: Specialization (15 hours)

Select from among:

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70023	Theory & Mgmt. of Education Systems				
EDAD 70063	Data-Informed Decision Making				
EDUC 60013	Curriculum Theory				
EDLE 70083	Issues & Trends in the Superintendency				
	Elective				
	Elective				
	Elective				

³ If the student has not completed EDUC 70953 (Research in Education) or the equivalent in a Master's program, EDUC 70953 may be taken as an elective and may count toward the 60-hours required of the Ed.D. in Educational Leadership.

⁴ May be taken up to three times with different emphasis

Module IV: Practicum or Internship Experiences (6 hours*)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70200	Internship				
EDAD 70200	Internship				

Module V: Capstone or Dissertation (12 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:
EDAD 70073	Capstone/Dissertation Seminar					
EDAD 90770A OR EDUC 90980	Capstone Project ----- Dissertation					
EDAD 90770B OR EDUC 90990*	Capstone Project ----- Dissertation					

**While most students will complete the capstone or dissertation within a year, others may require additional time, and students who need to take more than 12 credit hours must continue to enroll in 1-3 hours of EDAD 90880B or EDUC 90990 (Fall & Spring terms only) through the completion of the degree.*

Substitutions

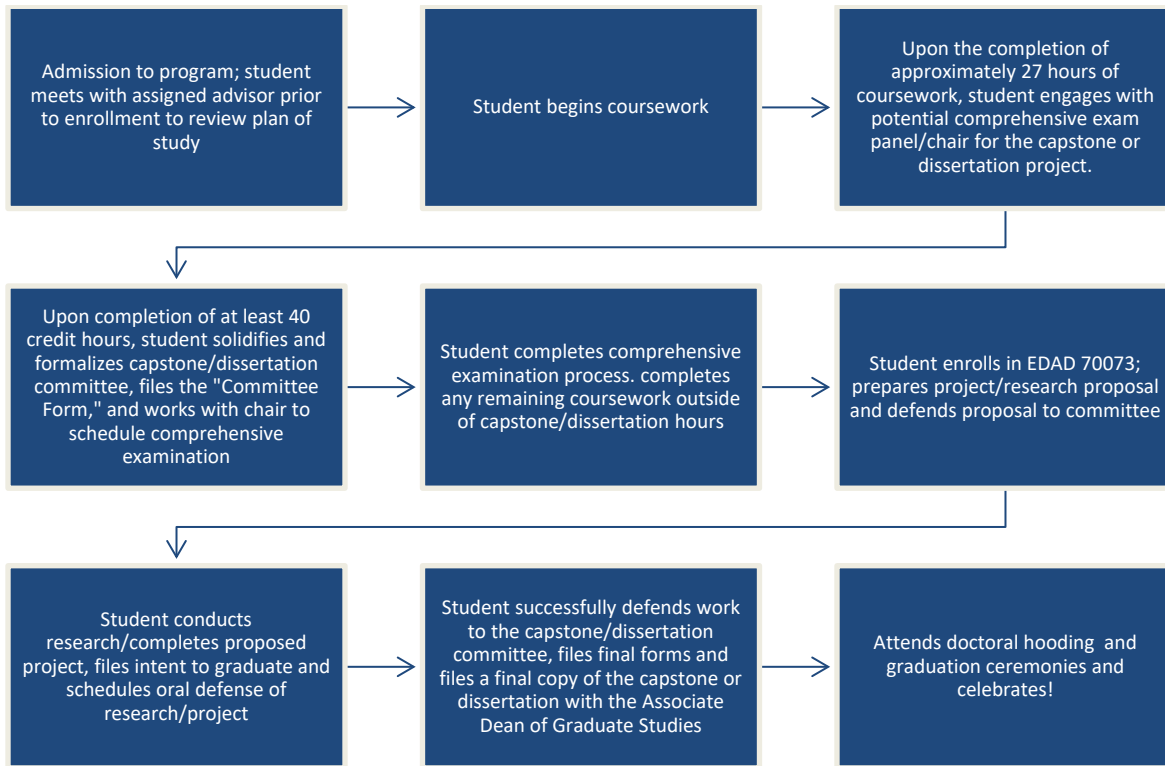
Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

Transfer coursework that counts towards degree (up to 6 hours)**

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

****Up to 6 graduate-level credit hours may be transferred from another institution for application towards this degree provided that any course under consideration: (1) has not already counted towards an awarded degree held by the student; (2) has been completed with a degree of "B-" or better; and (3) relates to the student's overall course of study in Educational Leadership. Transfer coursework cannot supplant courses or field experiences required for a recommendation to SBEC for certification (principal or superintendent) purposes.**

Progression to Completion: Ed.D., Educational Leadership (non-certification seeking students)



Ed.D., Educational Leadership (with Principal or Superintendent certification)

The degree plan for the Ed.D. in EDLE with certification (including the doctoral coursework for those seeking the MBA/Ed.D. with certification) is remarkably similar to the non-certification plan, with a few additional restrictions. For example, candidates seeking initial certification as a principal or certification as a superintendent must ensure that the courses leading to certification are included on the final degree plan, and fewer courses may be substituted on the plan leading to certification. Beyond course requirements, these students must also provide a copy of the Official Service Record to the TCU Certification Officer, in addition to successfully completing the program and passing the appropriate TExES, in order to be considered for recommendation by TCU to SBEC.

Program of Study, Ed.D. in Educational Leadership (with Principal or Supt Certification)

Student Name _____

TCU ID # _____

Advisor _____

Date Plan was updated _____

Module I: Leadership Core (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70003	Foundational Readings in Educational Leadership				
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership				
EDAD 70013	Legal & Social Environment of Education				
EDAD 70043	Education Policy & Practice				
EDHE 70153	Organizational Behavior in Educ Contexts				

Module II: Inquiry Core⁵ (12 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDUC 60043	Action Research				
EDUC 70983	Introduction to Quantitative Research				
EDUC 70923	Introduction to Applied Qualitative Methods				
EDUC 60823	Educational Program Evaluation & Research				
EDUC 70823	Inquiry Seminar ⁶				
EDUC 70960	Apprenticeship in Research				
EDUC 70963	Qualitative Inquiry				
EDUC 70973	Advanced Qualitative Inquiry				

Module III: Specialization (15 hours)

Select from among:

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70023	Theory & Mgmt. of Education Systems				
EDSP 60233	Understanding Exceptional Students				
EDAD 70063	Data-Informed Decision Making				
EDUC 60013	Curriculum Theory				
EDLE 70083	Issues & Trends in the Superintendency				
	Elective				
	Elective				
	Elective				

Module IV: Practicum or Internship Experiences (6 hours*)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 70093 OR EDLE 60093	Supt Practicum A OR Principal Practicum A				
EDLE 70093 OR EDLE 60093	Supt Practicum B OR Principal Practicum B				

Module V: Capstone or Dissertation (12 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

⁵ If the student has not completed EDUC 70953 (Research in Education) or the equivalent in a Master's program, EDUC 70953 may be taken as an elective and may count toward the 60-hours required of the Ed.D. in Educational Leadership.

⁶ May be taken up to three times with different emphasis

EDAD 70073	Capstone/Dissertation Seminar					
EDAD 90770A OR EDUC 90980	Capstone Project ----- Dissertation					
EDAD 90770B OR EDUC 90990*	Capstone Project ----- Dissertation					

**While most students will complete the capstone or dissertation within a year, others may require additional time, and students who need to take more than 12 credit hours must continue to enroll in 1-3 hours of EDAD 90880B or EDUC 90990 (Fall & Spring terms only) through the completion of the degree.*

Substitutions

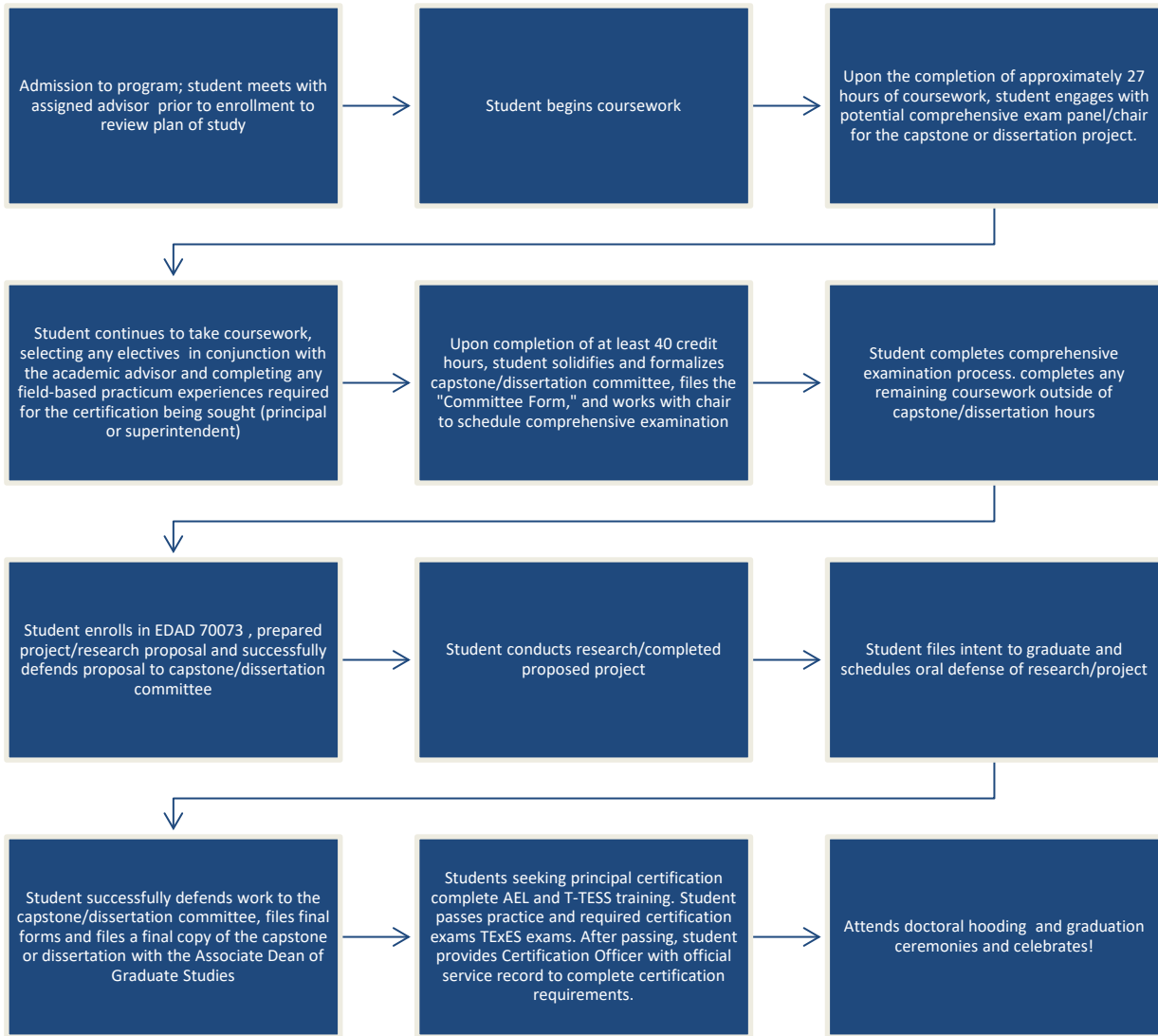
Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

Transfer coursework that counts towards degree (up to 6 hours)**

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

**Up to 6 graduate-level credit hours may be transferred from another institution for application towards this degree provided that any course under consideration: (1) has not already counted towards an awarded degree held by the student; (2) has been completed with a degree of "B-" or better; and (3) relates to the student's overall course of study in Educational Leadership. Transfer coursework cannot supplant courses or field experiences required for a recommendation to SBEC for certification (principal or superintendent) purposes.

Progression to Completion: Ed.D., Educational Leadership (Principal or Superintendent certification)



Ed.D. in Higher Education Leadership

Student Name _____

TCU ID # _____

Advisor _____

Date Plan was updated _____

Foundations (18 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70003	Foundational Readings in Educ. Administration				
EDAD 70033	Ethical & Moral Dimensions of Educ. Leadership				
EDHE 60133	Legal Issues in Higher Education				
EDHE 70133	History and Philosophy of Higher Education				
EDHE 70143	Advanced Student Development Theory: Impact of College on Students				
EDHE 70153	Organizational Behavior in Education Contexts				

Inquiry (9-12 hours)

Students must take at least 9 hours from the courses listed below. However, if a student takes EDUC 70953-Research in Education, then the student must take at least 12 hours from the courses below.

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70063	Data Informed Decision-Making				
EDUC 60043	Action Research				
EDUC 60823	Educational Program Evaluation & Research				
EDUC 70953*	Research in Education				
EDUC 70960	Apprenticeship in Research				
EDUC 70963	Qualitative Inquiry I				
EDUC 70973	Advanced Qualitative Inquiry				
EDUC 70983	Introduction to Quantitative Research				
EDUC 70923	Introduction to Applied Qualitative Methods				

Administrative Leadership in Higher Education* (18-21 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 60133	Trends & Issues in Educ. Administration				
EDAD 70043	Educational Policy and Practice				
EDGU 60403	Theories of Student Development				
EDGU 60423	Organization and Admin. of Support Programs				
EDGU 70793	Strength-Based Theories: Assessment, Research and Practice				
EDGU 71103	Field Experience in Student Affairs				
EDHE 70113	Academic Leadership & Gov. in Higher Education				
EDHE 70123	College President				
EDHE 70163	The Small College				
EDHE 70223	Intercollegiate Athletics in Higher Education				
EDHE 70233	Comparative Higher Education				
EDHE 70253	Assessment & Accred. In Post-Secondary Educ.				
EDHE 70263	Finance in Higher Education				
EDHE 70633	Challenges in Higher Education: Student Affairs				

*Up to two different topics for total of 6 hours: Strategic Planning, Environmental Theory in Higher Education, Finance and Administration in Higher Education, Athletics in Higher Education, or Development in Higher Education

Cognate Areas (6-12 hours)

- Student Affairs Administration in Higher Education
- Communication and Marketing-courses to be arranged in conjunction with the student’s advisor and the College of Communication
- Management and Leadership-courses to be arranged in conjunction with the student’s advisor and the Neeley School of Business
- Leadership in Church Related Higher Education-courses to be arranged in conjunction with the student’s advisor and Brite Divinity School
- Athletics-courses to be arranged with the student’s advisor

Field Based Experience (6 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70200	Internship in Educational Administration				
EDAD 70200	Internship in Educational Adminsitration				

The student will complete two internships in higher education settings. Each internship must be completed in separate settings that oversee different institutional responsibilities or are completed in different types of institutions.

The College of Education will endeavor to provide an assistantship in a university setting. The assistantships provide an opportunity for the student to work with practitioners to directly address theory and practice in a supervised field experience. This is a paid position designed to assist in funding for the student. There is no guarantee that an assistantship will be available for all students, but the TCU College of Education will work diligently to place all Higher Education Leadership students in an assistantship.

Capstone Project or Dissertation (12 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70073	Capstone/Doctoral Seminar				
EDAD 90770 OR EDUC 90980	Capstone Project ----- Dissertation				
EDAD 90770 OR EDUC 90980	Capstone Project ----- Dissertation				
EDAD 90770 OR EDUC 90980	Capstone Project ----- Dissertation				

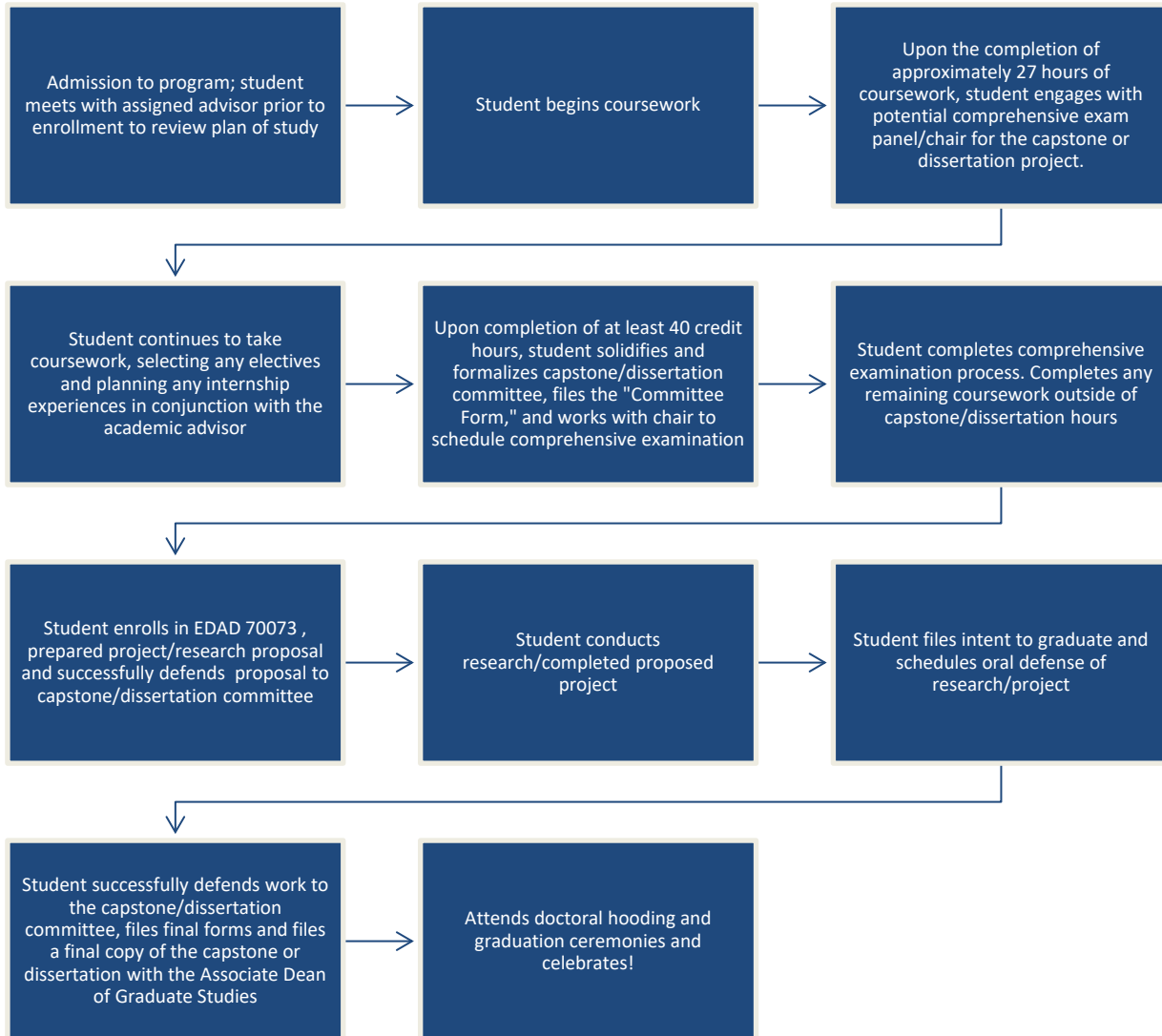
Substitutions

Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

Transfer coursework that counts towards degree (up to 6 hours)**

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

Progression to Completion: Doctorate in Higher Education Leadership



Ph.D. in Educational Studies: Educational Leadership (PK-12 Contexts)

Student Name

TCU ID #

Advisor

Date Plan was updated

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

Course	Course Title	Hours
EDAD 70003	Foundational Readings in Educational Leadership (PK-12 focus)	3
EDAD 70013	Legal & Social Environment of Education	3
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership	3
EDAD 70043	Education Policy & Practice	3
EDHE 70153	Organizational Behavior in Educ Contexts	3
EDUC 60253	Historical and Philosophical Foundations of Education	3

Research (15 hours from the following)

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 15 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

Course	Course Title	Hours
EDUC 60753	Research in Education	3
PSYC 50213	Interactive Data Analysis	3
EDUC 70983	Introduction to Quantitative Research	3
EDUC 70923	Introduction to Applied Qualitative Methods	3
EDUC 60043	Action Research	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
PSYC 60623	Regression	3
INSC 60010	Statistical Models ⁷	1.5
EDUC 70823	Inquiry Seminar ⁸	3
EDUC 70960	Apprenticeship in Research	3

⁷ INSC 60010 is a 1.5 hour course; students opting to take this course must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), though they may take another 1.5 hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

⁸ May be repeated up to three times with different emphasis with consent of advisor.

Leadership & Approaches: PK-12 Contexts (15 hours from among the following)

Additional course selections—aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership—should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

Select from among:

Course	Course Title	Hours
EDAD 70023	Theory & Management of Education Systems	3
EDAD 70063	Data-Informed Decision Making	3
EDCS 60813	Curriculum Studies Seminar ⁹	3
EDLE 70083	Issues & Trends: Superintendency	3
EDSP 60233	Exceptional Children and Youth at Risk	3
EDUC 60013	Curriculum Theory	3
EDUC 60023	Analyzing Professional Literature & Writing Professionally	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3
	Elective	3
	Elective	3

Module IV:**Practicum or Internship Experiences (6 hours¹⁰)**

The program is committed to establishing authentic supervisory learning opportunities for students, and to doing so in ways that align with certification requirements established by the Texas Education Agency. Certification-seeking students will enroll in Principal or Superintendent Practicum, as appropriate; those who are not seeking certification, or who already hold certification, engage in internship hours to explore a facet of educational leadership or policymaking OR may elect up to six hours of additional coursework.

Course	Course Title	Hours
EDLE 60093A OR EDLE 70093A OR EDAD 70200	Principal Practicum A Superintendent Practicum A Internship	3
EDLE 60093B OR EDLE 70093B OR EDAD 70200	Principal Practicum B Superintendent Practicum B Internship	3

Dissertation (12 hours)

Course	Course Title	Hours
EDAD 70073	Dissertation Seminar ¹¹	3
EDUC 90980	Dissertation	3-6
EDUC 90990	Dissertation	3-6

⁹ May be taken up to three times with different emphasis with consent of advisor.

¹⁰ For non-certification seeking students, an additional 3-hour internship may be substituted for one elective in the specialization section with approval of the student's advisor for a maximum of 9 hours of internship.

¹¹ Comprehensive exams must be completed prior to enrollment in EDAD 70073; in rare cases, a student may be allowed to enroll in EDAD 70073 while completing the comprehensive exam, but in no case will a final grade be assigned in EDAD 70073 until successful completion of the comprehensive exam.

Ph.D. in Educational Studies: Educational Leadership (Higher Education)

Student Name _____

TCU ID # _____

Advisor _____

Date Plan was updated _____

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

Course	Course Title	Hours
EDAD 70003	Foundational Readings in Educational Leadership (Higher Ed Focus)	3
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership	3
EDHE 60133	Legal Issues in Higher Education	3
EDHE 70133	History & Philosophy of Higher Education	3
EDHE 70143	Advanced Student Development Theory: Impact of College on Students	3
EDHE 70153	Organizational Behavior in Education Contexts	3

Research (15 hours from the following)

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 18 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

Course	Course Title	Hours
EDUC 60043	Action Research	3
EDUC 60753	Research in Education	3
EDUC 70823	Inquiry Seminar ¹²	3
EDUC 70960	Apprenticeship in Research	3
EDUC 70923	Introduction to Applied Qualitative Methods	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3
INSC 60010	Statistical Models ¹³	1.5
PSYC 50213	Interactive Data Analysis	3
PSYC 60623	Regression Analysis	3

Leadership & Approaches: Higher Education Contexts (21 hours from among the following)¹⁴

Additional course selections—aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership—should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

Course	Course Title	Hours
EDAD 60133	Trends & Issues in Education Administration: Higher Education ¹⁵	3

¹² May be repeated up to three times with different emphasis with consent of advisor.

¹³ INSC 60010 is a 1.5 hour course; students opting to take this course must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), though they may take another 1.5 hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

¹⁴ Students may enroll in 9-12 hours of graduate coursework at TCU outside of the College of Education with advisor approval.

¹⁵ May be taken up to twice for a total of 6 hours with different emphasis. Topics: Strategic Planning, Sustainability, Environmental Theory in Higher Education, Finance and Administration in Higher Education, Development in Higher Education

EDAD 70023	Theory and Management of Educational Systems	3
EDAD 70043	Education Policy & Practice	3
EDHE 60423	Introduction to Student Affairs	3
EDHE 70113	Academic Leadership and Governance in Higher Education	3
EDHE 70123	College President	3
EDHE 70163	The Small College	3
EDHE 70223	Intercollegiate Athletics in Higher Education	3
EDHE 70233	Comparative Higher Education ¹⁶	3
EDHE 70253	Assessment and Accreditation in Post-secondary Education	3
EDHE 70263	Finance in Higher Education	3
EDHE 70633	Challenges in Higher Education: Student Affairs	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3
	Elective	3
	Elective	3

Dissertation (12 hours)

Course	Course Title	Hours
EDAD 70073	Dissertation Seminar ¹⁷	3
EDUC 90980	Dissertation	3-6
EDUC 90990	Dissertation	3-6

Selection of the Chair for the Capstone or Dissertation Committee (Ed.D. and Ph.D. Students)

At or around the point at which a student has completed 27 hours of coursework, the student should initiate the process to select a Chair for the comps and capstone/dissertation process. Students may begin by talking with the assigned academic advisor, as well as other faculty in the College of Education.

Process for Advancement to Candidacy (Ed.D. and Ph.D. Students)

The comprehensive examination (or “qualifying exam”)¹⁸ is an exercise through which the student demonstrates competence in the doctoral curriculum. The process for comprehensive exams is as follows:

Upon completing at least 42 hours of coursework (for the Ed.D.) or 45 hours of coursework (for the Ph.D.), the student selects three professors (at least one from among Educational Leadership program faculty who will serve as the Capstone or Dissertation Chair, and two others who will serve on the capstone or dissertation committee) to serve on the comprehensive exam panel. A fourth member must be added to the committee for the full project, but this is not required for composition of the comprehensive exam committee.

Upon selection of faculty, the student should work with the Chair to schedule a dialogue with those faculty serving on the Comprehensive Exam Panel. Faculty serving on the comps panel will then meet with the student to discuss the student’s professional interests and potential topical areas for the capstone/dissertation. Within a week of that convening (or at a different time as mutually agreed upon

¹⁶ May be taken up to twice for a total of 6 hours with different emphasis. Topics: Great Britain, Central and South America, Europe and Asia

¹⁷ Comprehensive exams must be completed prior to enrollment in EDAD 70073; in rare cases, a student may be allowed to enroll in EDAD 70073 while completing the comprehensive exam, but in no case will a final grade be assigned in EDAD 70073 until successful completion of the comprehensive exam.

¹⁸ All doctoral students who enrolled in their first TCU graduate-level course during or after the Fall 2014 semester must follow the process for Comprehensive Exams as outlined in this handbook.

in the student-panel discussion), the Chair will forward one question from each committee member to the student (for a total of three questions). The student will have **30 calendar days from receipt** of these questions to return one document (containing responses to all three questions) to all comps panel members. For all responses, APA 7 formatting is expected, as are thoughtful and research-based responses. Specific directions will be provided by the panel chair. Students may not consult with or use external resources (e.g., editing services, the TCU writing center), as part of the process aims at identifying student strengths and continuing areas of need moving into the research/writing process.

Members of the comprehensive exam panel will have 30 calendar days to read all responses, and to assess the question each issued to the student. If desired, the committee may require the student sit for an oral examination to make a final determination on passing this portion of the candidacy process. A letter with the final decision (*Pass, Pass with Revisions, Revise and Resubmit, or Fail*) will be forwarded to the student and to the student's graduate file. In the event a student does not pass the comprehensive exam, the faculty panel will meet with the student to outline a plan for remediation and progression toward passing status. The student may be required to submit new responses for 1, 2 or all 3 questions, or may be required to complete other tasks (*including additional coursework*) in preparation for subsequent attempts to pass the comprehensive exam.

Students must successfully pass the comprehensive exam prior to enrolling in EDAD 70073 (Capstone/Dissertation Seminar). Students may not enroll in EDAD 70073 or for dissertation or capstone hours until the comprehensive exam has been successfully completed. Students should plan accordingly so that comps are completed successfully in a timely manner as determined by collaboration with the committee Chair.

Once students have successfully completed the comprehensive exam, they will be considered admitted to candidacy and are then considered "doctoral candidates" rather than "doctoral students."

Upon admission to candidacy, students work in concert with the capstone or dissertation chair to prepare the research or project proposal and subsequently defend the capstone or dissertation proposal to the full capstone/dissertation committee. This committee must include at least **four** members—at least two of these members must be from among educational leadership faculty. At least one member should be chosen from among College of Education faculty or from among the broader TCU faculty. A maximum of one member may be a community member or practitioner who holds a terminal degree and who has professional expertise within the discipline. If a student wishes to include such an external member (for example, a superintendent or someone working at another institution), they should consult with the dissertation/capstone chair on procedures to qualify such persons for participation on a capstone/dissertation committee. If a student is unclear about whether a faculty member or external expert can be approved to serve on a committee, the student should visit with the chair and the Associate Dean of Graduate Studies.

Completion. Upon advancement to candidacy and successful defense of the proposal, capstone students enroll in EDAD 90770 and dissertation students enroll in EDUC 90980 (initial and subsequent semesters until the final semester) and EDUC 90990 (in the final semester prior to graduation). Once students enroll in the sequence of courses leading to completion (EDAD 70073-EDAD 90770 or EDAD 70073-EDUC 90980-EDUC 90990), they must maintain continuous enrollment through the semester of graduation. Additionally, students who have successfully defended a proposal but who have not successfully completed the final defense must enroll in at least 1 hour of capstone or dissertation hours each summer through completion. **In short, students must maintain continuous enrollment (including summers) from the time of proposal defense through graduation.** Students who otherwise complete all

required program hours and are still working on completing the capstone or dissertation may elect to enroll in 1 hour of EDAD 90770 or EDUC 90990 per long semester through completion, but continuous enrollment (unless interrupted by a granted furlough) is required.

During enrollment in these courses, all students engage in the work outlined in the approved capstone or dissertation proposal.

Upon completion of **dissertation** research, the student composes the final chapters of the dissertation, consults with the committee chair regarding initial edits, and schedules a final defense. Students are strongly encouraged to consult with the TCU Writing Center (<http://www.wrt.tcu.edu>) and/or a professional editor throughout the writing process. At the time of the defense, the student conducts a public presentation of the study and findings and answers questions from the committee. The committee will consult to determine whether the dissertation: 1) meets passing requirements with no further edits; 2) meets passing requirements with minor edits; 3) does not meet passing requirements (necessitating further edits and a subsequent re-presentation of the work to the committee).

Upon completion of the **capstone project** as approved by the student's committee, the student composes the remainder of the project and schedules a final defense and presentation. Students are strongly encouraged to consult with the TCU Writing Center (<http://www.wrt.tcu.edu>) and/or a professional editor throughout the writing process. The committee will consult to determine whether the capstone: 1) meets passing requirements with no further edits; 2) meets passing requirement with minor edits; 3) does not meet passing requirements (necessitating further edits and a subsequent representation of the work to the committee).

Capstone Project or Dissertation?

Ph.D. students complete dissertations, and aim to produce original research that provides knowledge to the field. As the Ed.D. offers options for Capstone Projects or Dissertations, students should work with their respective chairs and advisors to determine which is most appropriate given personal, professional, and career goals. Both are rigorous projects that require intense effort, time and dedication, though the general shape and scope may differ. Both require doctoral candidates to demonstrate skills related to research (primary and secondary), critical thinking, problem-solving, written communication, and oral presentation.

A **dissertation** is original research that is typically broader in scope and makes an original contribution to the field of study as it addresses a research gap in a given area. Dissertations are grounded in theory (or develop theory). Outputs of the dissertation are typically presentations and articles in peer-reviewed as well as practitioner-friendly journals.

A **capstone** is an applied research project that may sometimes take the form of a “dissertation in practice, but which may also diverge from the traditional written, five-chapter model used for many dissertations. A capstone may build on existing research as a student develops a solution or plan of action responsive to a local problem. Capstone projects function as knowledge and practice portfolios, and may take a variety of formats, such as (but not limited to):

- A written evaluation of a program, or a needs evaluation relative to a recognized problem or issue;
- A series of peer-reviewed or practitioner-oriented journal articles on a noted topic;
- A book proposal to a publisher, accompanied by a requisite number of sample chapters;
- A portfolio of published articles and high-level professional (i.e., state, national or international) professional presentations.

- A film project, rooted in appropriate theoretical and empirical bases.
- The development of an electronic resource or app, rooted in appropriate theoretical and empirical bases.

The capstone will either include or be accompanied by a written report that provides an overview of the literature and underlying theories that provide context and foundation for the work, as well as a final written report detailing the scholar's background and growth throughout the project. The student completing a capstone works in concert with the doctoral capstone committee to agree upon the shape and scope of the final product(s). Some excellent models of "dissertations in practice" can be explored at <https://www.cpedinitiative.org/dissertation-in-practice>

Part III: General Programmatic Policies & Procedures

Academic Performance and Professionalism Interventions

Students must maintain acceptable academic performance (a minimum 3.0 GPA in graduate coursework completed at TCU) once admitted to any educational leadership graduate program, and must maintain high professional standards, in order to advance in the program and to remain candidates for program completion.

Because most students will eventually hold positions of authority and be responsible for the safety and well-being of many people, including children, the faculty and staff of the Educational Leadership program are committed to identifying and intervening to assist students who demonstrate difficulties maintaining expected norms in their academic progress or in terms of professionalism. Any faculty member in the College of Education who has a concern about a candidate's performance and/or professionalism may initiate the Academic performance and Professionalism Warning (APPW) process:

1. The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem(s).
2. A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties discuss the student's understanding of the concerns and the course of action required to remediate the problem(s). The APPW contract is signed by the student and faculty. If the student fails to respond or attend a conference, faculty will complete the form and notify the student via certified mail.
3. The completed form is submitted to the associate dean, the student, and the Office of Campus Life.
4. Any student receiving three notices through this process may be considered for dismissal from the College of Education. Except in an unusually severe or critical situation, no one notice will result in dismissal from the college of program.
5. These notices do not become part of a student's permanent academic record held in the registrar's office.

Advising

Upon acceptance to any TCU EDLE program, each student is assigned an academic advisor. Students should consult with the advisor each semester to plan the course schedule, and to update the plan of study whenever substitution courses are added to the plan. Any transfer coursework from other institutions should be submitted for approval within the first full semester of the student's enrollment. Further, the academic advisor may recommend approval to the Associate Dean for Graduate Studies of up to 6 hours of transfer graduate work (so long as the courses in question have not already counted

toward a degree); however, any requested application of transfer work beyond six hours must be submitted to the academic advisor and subsequently considered by the full educational leadership program faculty; the full program faculty will issue a recommendation to the Associate Dean as to whether to accept transfer work beyond six hours.

Certification and Licensure Procedures

To obtain certification as a principal or superintendent in the state of Texas, students must successfully complete all degree requirements (or course and field experience requirements on non-degreed plans of study). They must also be able to submit evidence of at least two years of full-time creditable teaching at an accredited school (generally, the Teacher Service Record), and must meet the passing standard on the Texas Examinations of Educator Standards, or TExES. As of fall 2019, candidates for the principal certificate must also complete the Performance Assessment for School Leaders (PASL). Until all of these items are complete, TCU cannot submit a final recommendation for issuance of the certificate to the State Board for Educator Certification (SBEC).

Students who are ready to take the TExES exam must request a release from the College of Education Director of Accreditation, Certification and Assessment. This barcode will only be released after the student has first demonstrated likely proficiency on the TExES; this is done by meeting the passing standard on a practice TExES exam. Further, for students enrolling in Fall 2021 and beyond, TCU program faculty will not recommend that a student be released to register for the 268 or PASL exam until such time as the student has submitted evidence of successful completion of Advanced Educational Leadership (AEL) and Texas Teacher Evaluation and Supervision System (T-TESS) training (obtained via one of Texas' Regional Education Service Centers).

Upon passing the TExES (and, for principal candidates, the PASL), students should contact the Director of Accreditation, Certification and Assessment to ensure that all required documentation has been submitted and to verify that no further information is needed for issuance of the final recommendation for certification to SBEC.

Certification Time Limits

Because state standards are updated every few years, and curricula changes as needed, graduates are highly encouraged to complete certification requirements and obtain their certification(s) within one calendar year of degree completion. If a student delays this process, and upon request for final recommendation to SBEC is unable to produce the state-required documents related to the practicum, the student will be required to repeat the practicum experience. TCU does not maintain such records in perpetuity: Persons who delay completing certification for more than five (5) calendar years post-degree completion or post-certification coursework completion will be required to repeat the practicum and may be required to complete additional coursework in order to obtain a recommendation from TCU to move forward in and complete the certification process.

Certification Exams—TExES 268/PASL Waiver Policy & Procedure

Candidates for the Principal Certificate are now limited by statute to five attempts to pass the required certification exam. If, after receiving permission from TCU to test, a student exhausts the five attempts, the student may [request a waiver through the state](#) to permit another attempt.

TCU must approve a waiver request for the state to consider granting the additional attempt.

The process TCU will follow in regards to considering/approving a waiver request (and each subsequent request) is as follows:

1. The requesting student will meet with the Director of Accreditation, Certification and Assessment and an EDLE program advisor to examine the CSEM chart and Deficiency Competency Analysis to determine appropriate remedial coursework.
2. The student will, following the plan developed by program faculty and the Director of Accreditation, Certification and Assessment, and at his/her own expense:
 - Complete additional coursework to update/refine skills and knowledge specific to current standards for the principal certificate. The required number of clock-hours is driven by the CSEM chart found in the Waiver Application; each course completed counts for 15 clock hours toward the required clock-hours related to the Waiver Application. This may include, depending on a review of the Deficit Competency Analysis (completed by examining the five most recent attempts in the student's ETS account):
 - A course in instructional leadership focusing on curriculum, instruction, and assessment;
 - A course in instructional supervision;
 - A course in either educational data use or community engagement/equity;
 - A course in educational law and the responsibilities of the campus leader
 - Re-completion of AEL and T-TESS training via a Regional Education Service Center program.
 - Any request to waive and retake an exam shall include:
 - Completion of a 160-clock hour campus-based practicum course, aligned to current principal standards, to include any activities associated with EDLE 60093 or 70093, as appropriate to addressing the Deficiency Competency Analysis.
3. The student will score at or above an established threshold on a practice exam prior to approval of the waiver request.

T.E.A. Required Training

For persons seeking certification as a principal or superintendent, there are particular areas of focus in which students must receive appropriate training within the preparation program. Areas of focus that are embedded in principal and superintendent-certification coursework include **the Texas Educator Code of Ethics, FERPA, Digital Literacy and Digital Citizenship, Dyslexia, and Mental Health/Substance Abuse/Youth Suicide Awareness and Prevention**. For some of these, students are required to complete particular training modules and submit certificates of completion to their professor and/or advisor.

Child Abuse Reporting

Sometimes, students are engaged in field experiences that place them in close proximity to children and students. Often, TCU EDLE students are working as classroom teachers, assistant principals, principals, district leaders, or in other areas that require the person to hold a valid Texas educator's certificate.

Texas Family Code §261.101 states that a person having cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report. Further, this suspicion of abuse or neglect **must be reported within 48**

hours (or less if determined by local school board policy), by the person(s) who observed the suspected abuse and neglect. School personnel may not rely on another person or administrator within the school district to report suspected child abuse or neglect for them.

From the Texas Education Agency website:

What must I do if I suspect abuse or neglect of a child?
If a child is in immediate danger, call 911 or your local police first.
Then call the Texas Abuse Hotline to make a report.
The Texas Abuse Hotline is open 24/7/365.
1-800-252-5400
www.txabusehotline.org
(Report via the online reporting system for non-urgent situations only. A non-urgent situation means that intervention is not needed within 24 hours.)

Persons who also are employed by TCU in any capacity must *also* report suspected child abuse or neglect that has taken place on the TCU campus or at any TCU function to the TCU Police Department (817-257-6777). Students may also report to the TCU police in addition to the Texas Abuse Hotline.

Continuous Enrollment and Requests for Furloughs

Because graduate programs expect that students will proceed toward completion within 4-7 years of enrollment, consistent enrollment in coursework is expected of all students. However, we recognize that oftentimes students have commitments or life events that require them to take a semester off. If a student has not yet begun the capstone/dissertation process (marked by the EDAD 70073 course and subsequent proposal), then students must miss no more than one long semester without requesting an official furlough from the program. Once a student has begun the capstone/dissertation process, the student must request a furlough if not enrolling in at least one hour of capstone/dissertation in each semester (including summers) through the semester of the defense and completion. To request a furlough, students should complete the “Request for Furlough” form and meet with an advisor. The program committee may require the student meet with the program committee or a selection of program faculty to create a plan for re-entry into the program, and to set benchmarks and timelines that help ensure program completion. If a student simply fails to enroll for more than one long semester without completing the request for furlough process, the program faculty may require the student to re-apply for admission, and may require the student to complete the most recent plan of study (as opposed to the plan in effect with the student was first admitted).

Field Experiences

Specific guidelines and expectations for practicum and field experiences are set forth in syllabi and field guides specific to those courses. For principal and superintendent certificates, TCU must abide by Texas Education Agency and statutory requirements for practicum experiences in terms of clock hours and documentation. For more information, contact the instructor of record for the course in question. See also “State required practicum experiences” in this section.

Forms & Documents

While this handbook contains several important forms and documents in the Appendices, graduate students should also be familiar with the many documents and forms posted at <https://coe.tcu.edu/forms-documents/>. Postings at this site include important forms such as the

Transfer Credit Request, the Intent to Graduate, the Graduation Checklist, and the Graduate Student Travel Application, among others.

Grading and Incomplete Grades

Students taking internship, practicum, and capstone/dissertation hours should take care to register for the appropriate number of hours for these courses; the TCU registration system permits students to select from 1-6 hours, and will default to “1” in many cases if not altered by the student at the time of registration.

An “I” grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the control of the student. The “I” grade must be removed within the first 60 days of the semester immediately following or it is automatically changed to an “F”; it is the student’s responsibility to complete all work required to effect the changing of the “I” grade and for picking up the required permit from the Registrar’s office and delivering it to the professor of record for the course within those 60 days to clear the Incomplete. This time limitation does not apply to capstone or dissertation hours.

Institutional Review Board (IRB) and Departmental Review Board (DRB)

Students conducting research (including research for a Capstone project or a Dissertation) must adhere to the requirements set forth by the Institutional Review Board. It is the student’s responsibility to become familiar with the policies, procedures, and required forms pertinent to IRB processes. Information about the processes and meeting dates for review boards may be found at www.research.tcu.edu under “Compliance” and “IRB” tabs. Students submit proposed work to the College of Education Departmental Review Board (DRB), via their project chair; information about review dates and requirements, including sample templates and tips, are available at <https://coe.tcu.edu/student-research/> Students conducting research (or who act as research assistants) must also complete the CITI training related to research involving human subjects, available at <https://research.tcu.edu/research-compliance/training/>

Liability Insurance

Most students in PK-12 EDLE programs, and all students seeking certification, will at some point participate in field experiences that require students to conduct sheltered practice on a school campus. In certain circumstances, professional educators (and practicum students) may be liable for actions leading to the injury to a child. While these instances are somewhat rare, we do recommend that TCU educational leadership students obtain liability insurance. Many professional organizations, such as the Association of Texas Professional Educators (ATPE), United Educators Association (UEA), the Texas State Teachers Association (TSTA-NEA) and the American Federation of Teachers (AFT) include liability insurance for members. All students are encouraged to research the options that exist and to take advantage of the legal benefits that accompany membership.

Media and Social Networking Presence

We encourage EDLE students to engage with technology in constructive ways, and to create and engage in professional learning networks (PLNs) via social media and other forms of technology. For in-class use, students should abide by the policies set forth in the syllabus for each course. For out-of-class use, students should consult any policies established by employers, school districts, and the Texas Educators’ Code of Ethics.



Ongoing Program Assessment, e-surveys

As part of programmatic continuous improvement efforts, the Educational Leadership programs conduct periodic e-surveys, focus groups, and interviews as part of ongoing program evaluation. Current student emails (@tcu.edu accounts) are used for current students, and when students complete the intent to graduate they will be asked to submit a non-TCU-affiliated email for use in this annual data collection. We encourage participation as this helps us make positive programmatic decisions. More information about the assessments, such as how data are used and to what degree responses are anonymous or confidential, are included on the initial screen of the survey each year.

Performance Benchmarks

The College of Education monitors each student's progress to ensure that the student is well-prepared as an educational leader, to assist the student in achieving his or her professional and personal goals, and to ensure confidence in recommending candidates for certification. While benchmarks vary slightly by program, major programmatic checkpoints include:

- **Benchmark 1: Admissions.** The role of the admissions committee (made up of the whole of the educational leadership program faculty) is to review each applicant to the CoE graduate programs in educational leadership. Each admitted candidate not only has the technical qualifications to excel in educational leadership (EC-12 or higher education) but is also perceived to have the requisite interpersonal skills to succeed in the field. As always, the committee takes program fit into consideration when making final decisions.
- **Benchmark 2: Advising & Coaching** (twice per year). Each long semester, the student will have the opportunity to dialogue with his or her advisor to discuss prior coursework and level of success, strengths and potential areas for improvement, and next steps toward successful program completion. Notes on these meetings may be kept by the student and advisor.
- **Benchmark 3: Midpoint Assessment** (M.Ed. with principal certification and certification-only students). Each graduate program in the EDLE strand has intermediary assessments of some type, aimed at providing rich feedback to the student and allowing the student to demonstrate learning to that point of the program. For M.Ed. students, this is the "Midpoint Assessment" in which the student turns in written artifacts and gives a public presentation specific to identified learning objectives. This process results in written feedback—discussed and shared with the student—that outlines strengths and any areas in need of improvement.
- **Benchmark 4: Comprehensive Exams** (Ed.D. and Ph.D. only) For Ed.D. and Ph.D. students, this benchmark takes the form of the comprehensive exams, in which student-selected members of the capstone/dissertation committee pose questions to the student that require the linkage of research, practice, and professional goals. In each case, multiple faculty members provide the student with feedback and, if needed, remedial opportunities to enhance chances of eventual program success.
- **Benchmark 5: Completion of Program Requirements.** For M.Ed. students (and Ed.D./Ph.D. students seeking initial certification), successful completion of campus-based or central-office

based field experiences, plus the successful completion of the practice and actual TExES exams, offers another opportunity for feedback and needed remediation.

For Ed.D. and Ph.D. students, the benchmark process continues into Candidacy, wherein students defend a research or project proposal to a committee of faculty and then work closely with faculty to project completion and defense. Throughout all these processes, faculty have the opportunity to coach students and gain insight into the potential effectiveness of the student as a candidate for certification as a principal or superintendent (for certification-seeking students) or as a potential leader/scholar in the field of higher education. This process culminates in the defense of the work to the capstone/dissertation committee.

Professional Organizations

We encourage all graduate students to explore membership and/or participation in leading professional organizations. Many of these organizations have graduate-student level memberships available at discounted rates. In addition to membership, we encourage students to work toward publication in association newsletters and journals and toward presentation of work at conferences. A partial listing of some of these organizations includes:

EC-12	Higher Education
<ul style="list-style-type: none"> • Texas Association of School Administrators (TASA) • University Council for Educational Administration (UCEA) • American Association of School Administrators (AASA) • Texas Association of Secondary School Principals (TASSP) • National Association of Secondary School Principals (NASPP) • Texas Elementary Principal and Supervisors Association (TEPSA) • Texas Association of School Business Officers (TASBO) • Learning Forward (formerly the National Staff Development Council) • Texas Middle School Association (TMSA) 	<ul style="list-style-type: none"> • NASPA – National Association of Student Personnel Administrators. • ACPA – American College Personnel Association • AAC&U - Association of American Colleges and Universities • AAHE - American Association of Higher Education • NAICU – National Association of Independent Colleges and Universities • ASCA - Association of Student Conduct Administration • ACUHO-I – Association of College and University Housing Officers – International • ACU-I – Association of College Unions International • NIRSA – National Intramural and Recreational Sports Association • NACE – National Association of Colleges and Employers (these are career center people) • AABHE – American Association of Blacks in Higher Education • AAHHE – American Association of Hispanics in Higher Education

State-required practicum experiences (Principal & Superintendent)

While some aspects of TCU certification programs are unique to TCU, we also must align with state requirements pertaining to our processes and content; the field-based practicum experience for those seeking principal or superintendent certification is just such an area. The state of Texas currently requires a campus-based (for principals) or district central office based (for superintendents) experience of no fewer than 160 clock hours, and these experiences must be under the supervision of a site supervisor who holds the certificate being aspired to by the student as well as under the guidance of a qualified university supervisor. Because the program team believes it is critical for students to experience the ebb and flow of educational leadership throughout a school calendar, we strongly

recommend that students pursuing the principal or superintendent certificate enroll in the practicum over two semesters (Fall-Spring). This reduces the practicum to approximately 80 hours per semester and makes the practicum do-able in a way that permits ample reflection and in-depth exploration of leadership. However, we recognize that on rare occasions a student may need to complete a practicum in one semester. Therefore, under extenuating circumstances, students may petition the EDLE program faculty to permit completion of the 160-hour practicum within a single semester. It should be noted that this does not reduce the total number of hours required for any degree; if a M.Ed. student takes one semester of practicum, the remaining three hours must be filled with additional coursework. If an Ed.D. or Ph.D. student takes one semester of practicum, the same requirements hold.

Texas Educators' Code of Ethics

All persons who hold a certificate issued by SBEC or who are involved with a program of study leading to certification as an educator in Texas should familiarize themselves thoroughly with the Texas Educators' Code of Ethics. A copy of the Code of Ethics is included in Appendix C.

Transfer Credit

Transfer credit requests must be completed at the time of admission and within the first semester of enrollment. Six hours of transfer credit is typical; on rare occasions, program faculty may recommend to the Associate Dean that nine or more transfer hours be accepted (depending on granting institution, content of course, and date of coursework). The appropriate forms with required materials (e.g., evidence of successful completion and course descriptions and/or syllabi) must be completed and are the responsibility of the graduate student. No transfer credit will be awarded for coursework over 10 years old at the time of the transfer request or for coursework that has already been counted toward a conferred degree.

Travel Grants and Funding

Sometimes students co-author papers with one another or with faculty members for presentation at statewide, national, or international conferences. Some funds are typically available to help defray the costs associated with travel to such events. Students considering such travel should file a request for travel assistance with the office of the Associate Provost of Academic Affairs (Sadler 208) and then with the office of the Associate Dean for Graduate Studies in the College of Education. Pre-planning and early application for funds is essential, as many students throughout the College and University apply for funding assistance each year. Additionally, many organizations, such as the American Educational Research Association (AERA) and the University Council for Educational Administration (UCEA) have competitive funding grants earmarked for graduate students. Again, timely planning and requests are critical to obtaining such funding.

Appendices

Appendix A. FERPA Waiver

Texas Christian University College of Education

FERPA Consent to Release Educational Records and Information

This release represents your written consent to permit Texas Christian University, College of Education to disclose educational records (as noted below) and any information contained therein to the school and other agency officials with legitimate educational interests. Further, without such a release, I am unable to participate in any field-based experiences including hours of observation, clinical teaching, practicums, student teaching, or internships. This consent covers the entire student career at TCU unless revoked in writing by the student. Please read this document carefully and fill in all blanks.

I, _____ **[print full name]** am a candidate at Texas Christian University, College of Education and hereby give my voluntary consent:

A. To disclose the following records:

- Records relating to any of my field-based experiences
- Records relating to my performance in the field
- TExES test score results in aggregate

B. To the following person(s):

- School districts or other agencies associated with field-based experiences
- School-based/Agency-based administrators
- School-based/Agency-based cooperating teachers/mentors
- Program faculty

C. These records are being released for the purpose of:

- Conversing and reviewing performance
- Acquiring feedback
- Procuring required signatures

I understand that under the Family Educational Rights and Privacy Act of 1974 (“FERPA” 20 USC 123g; 34 CFR §99; commonly known as the “Buckley Amendment”) no disclosure of my records can be made without my written consent unless otherwise provided for in legal statutes and judicial decisions. I also understand that I may revoke this consent at any time (via written request to the TCU College of Education and the TCU Registrar’s Office) except to the extent that action has already been taken upon this release.

Signature of Candidate

Date

TCU ID Number

TCU Email

Appendix B. Assumption of Risk Form & Safety Guidelines

TEXAS CHRISTIAN UNIVERSITY INFORMED CONSENT AND ASSUMPTION OF RISK IMPORTANT – READ ENTIRE AGREEMENT BEFORE SIGNING

Texas Christian University is a non-profit educational institution. References to Texas Christian University include “TCU”, its trustees, officers, officials, employees, volunteers, students, agents, and assigns.

I (print your name) _____ understand I am to participate in the _____ (henceforth referred to as the Program)

I fully understand and appreciate the dangers, hazards and risks inherent in participating in the Program, in the transportation to and from the Program, and in any independent research or activities I undertake as an adjunct to the Program.

I agree that participating in any activity is an acceptance of some risk of injury and/or loss or damage of property. I agree that my safety is primarily dependent upon my taking proper care of myself. I understand that it is my responsibility to know what I will need for the Program and to provide what I will need. I agree to make sure that I know how to safely participate in any activities, and I agree to observe any rules and practices, which may be employed to minimize the risk of injury. I agree to stop and seek assistance if I do not believe I can safely continue any activity. I will not wear or use or do anything that would pose a hazard to myself, or others, including using or ingesting any substance which could pose a hazard to myself or others. I agree that if I do not act in accordance with this agreement, I may not be permitted to continue to participate in the Program.

In consideration of my participation in this Program, I agree as follows:

SPECIFIC HAZARDS OF TRAVEL OR PROGRAM: Despite precautions, accidents and injuries can occur. I understand that traveling, doing fieldwork or being in a large city may be potentially dangerous and that I may be injured and/or lose or damage personal property as a result of participation in the Program. Therefore, I ASSUME ALL RISKS RELATED TO THE ACTIVITIES including, but not limited to:

- Death, injury or illness from accidents of any nature whatsoever, including, but not limited to, bodily injury of any nature, whether severe or not, which may occur as a result of participating in an activity or contact with physical surroundings or other persons; arising from travel by car, bus or any other means; death injury or illness including food poisoning arising from the provision of food or beverage by restaurants or other service providers.
- Theft, loss or damage of my personal property while in transit or participating in the Program.
- Natural disaster or other disturbances, and alteration or cancellation of the Program due to such causes.

Most trips to hospitals, schools and community service centers require travel through or parking in high crime areas. Please review the attached safety guidelines.

Listed below are specific dangers endemic in this Program’s area of travel or endemic to the Program.

INSTITUTIONAL

ARRANGEMENTS:

I understand that TCU is not an agent of, and has no responsibility for, any third party which may provide any services including food, lodging, travel, or other goods or services associated with the Program. I understand that TCU may provide these services only as a convenience to participants and that accordingly, TCU accepts no responsibility, in whole or in part, for delays, loss, damage or injury to persons or property whatsoever, caused to me or others prior to departure, while traveling or while staying in designated lodging. I further understand that TCU is not responsible for matters that are beyond its control. I acknowledge that TCU reserves the right to cancel the trip without penalty or to make any modifications to the itinerary and/or academic program as deemed necessary by TCU.

INDEPENDENT ACTIVITY: I understand that TCU is not responsible for any loss or damage I may suffer when I am traveling independently or I am otherwise separated or absent from any TCU activity. In addition, I understand that any travel that I do independently on my own before or after the TCU sponsored Program is entirely at my own expense and risk.

HEALTH AND SAFETY: I have been advised to consult with a medical doctor with regard to my personal medical needs. I state that there are no health-related reasons or problems that preclude or restrict my participation in this Program. I have obtained the required immunizations, if any. I recognize that TCU is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility. I agree to pay all expenses relating thereto.

TCU RULES, REGULATIONS AND POLICIES: I agree to obey and comply at all times with all of the rules, regulations, codes and policies of TCU while participating in the Program. I agree to notify my professor immediately of any injury or loss.

TRAVEL CHANGES: If I become separated from the Program group, fail to meet a departure airplane, bus, or train, or become sick or injured, I will, to a reasonable extent, and at my own expense seek out, contact, and reach the Program group at its next available destination.

SIGNATURE: I indicate that by my signature below that I have read the terms and conditions of participation and agree to abide by them. I have carefully read this Informed Consent and Assumption of Risk Form and acknowledge that I understand it. My signature below indicates that I have read and freely signed this agreement, which take effect as a sealed instrument.

Signature of Program Participant

Date

Signature of Parent or Legal Guardian (if minor)

Date

In Case of Emergency, Notify:

Name	_____
Cell	_____
Home	_____
Office	_____

Safety Guidelines

Suggestions for Your Safety Off-Campus...

Walking to and from your car...

- Have entry/ignition keys in hand before starting for your car so you're not trying to find them while you walk to the car or standing at the car door.
- Stay alert when crossing the parking lot and watch for suspicious persons.
- If you have a cell phone, have it within easy reach
- Even if your car was locked when you left it, check the interior prior to entry for uninvited guests.
- If a stranger approaches you, continue walking to your car, politely decline requests for money or information. Don't stop walking toward your car.
- If asked for help, offer to call the police or suggest they return to the business. DO NOT offer assistance yourself or allow a stranger to use your cell phone.
- If a situation seems suspicious, look for someone to help you or dial 9-1-1.

While driving...

- Follow established roadways. Use familiar streets, not back roads or "shortcuts".
- Make sure all doors are locked while driving.
- Put purses and/or other valuables out of sight, if possible, or cover item(s) with a towel.
- Stay alert at stop signs and traffic lights. If a stranger approaches your car at a traffic light, drive away.
- Don't leave your car's engine running while you're out of or away from the car.
- If your car breaks down or you have a flat, call for assistance from within your (locked) car and remain inside until help arrives.
- Don't travel to remote areas by yourself.
- Be sure you have plenty of gas before you start a trip.
- Plan your route. Get driving directions from the Internet if necessary.

If you should become involved in an accident:

- At night, drive (if possible) to a lighted area.
- If the occupants of the other car make you uncomfortable, call the police from within your (locked) car and remain inside until the police arrive.
- Jot down the description and license number of the other car while you wait for the police.

Appendix C. Texas Educators' Code of Ethics & Ethics Statement

Texas Educators' Code of Ethics

TAC Title 19, Part 7, Chapter 247: RULE §247.1 states: The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

TAC Title 19, Part 7, Chapter 247: RULE §247.2: Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- (A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- (B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- (C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- (D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- (E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- (F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- (G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- (H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- (I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- (J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- (K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- (L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- (M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

- (A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- (C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- (D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- (E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- (F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- (G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- (H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- (I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - (i) the nature, purpose, timing, and amount of the communication;

- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

I have read the above Code of Ethics and Standard Practices for Texas Educators and I agree to comply and commit myself to these practices, accepting the public trust of being an ethical educator.

Signature of Candidate

Date

TCU ID Number

Email

Appendix E. Progress Checklist, Ed.D. and Ph.D. Programs

Educational Leadership Ed.D. and Ph.D. Program Assessment Stages (Progress Checklist)

I. Complete Written Comprehensive Examination

- Upon completing 27 hours of coursework, engage faculty in dialogue to choose capstone/dissertation Chair
- Complete 42 hours of coursework (Ed.D. students) or 45 hours of coursework (Ph.D. students); finalize comprehensive exam panel membership (Chair + 2 faculty)
- Meet with the faculty comprising the comprehensive exam panel to discuss professional goals, topics of interest
- Complete the Comprehensive Exam within 30 days from the date you receive the questions from your Chair
- Return the complete Comprehensive Exam to all faculty on the comps panel

II. Prepare Dissertation/Capstone Proposal

- Work with Chair to finalize all members of dissertation/capstone committee
- Prepare Proposal
- Submit proposal to Chair of the dissertation/capstone committee for initial approval
- Schedule meeting for presentation of proposal (distribute copies to all committee members 10-14 calendar days prior to the date of the proposal)
- Reserve room, inform committee members and present your proposal to the committee members
- Prepare and submit your IRB Application, in conjunction with your chair, once your dissertation committee approves your proposal

IV. Complete Dissertation/Capstone Activities

- Enroll in dissertation/capstone hours on the schedule determined by you and your chair, keeping in mind progress toward completion and anticipated semester of graduation
- Complete all data collection and analysis activities
- Write final dissertation/capstone report, working closely with your committee chair
- Apply to graduate by submitting the "Intent to Graduate" in the first two weeks of the semester in which you plan to graduate
- Submit dissertation/capstone report draft to chair of the committee for approval
- Schedule location and time for oral defense (with approval of committee chair)
- Distribute copies of final report to committee members, at least 14 calendar days prior to your oral defense meeting.

V. Complete Final Oral Examination

- Schedule your final oral defense after consulting the timelines for submission of oral defense results (Associate Dean for Graduate Studies, CoE)
- Complete your final oral defense (Present dissertation/capstone results to your committee)

VI. Submit all Requirements to Graduate School

- Make all the necessary corrections before the deadline (check the TCU Calendar and verify dates with Lori Kimball in the office of the Associate Dean for Graduate Studies, CoE)
- Submit the final version of your dissertation/capstone to the TCU library and to the CoE Associate Dean of Graduate Studies. (See Lori Kimball for details).
- Submit the IRB Protocol Closure Report

VII. Attend Graduation Ceremonies and Celebrate!!!!!!!!!!!!

Appendix F. Request to Participate in Midpoint Assessment (M.Ed. students)
TCU College of Education
Request to Participate in Midpoint Assessment
(M.Ed., Educational Leadership with principal certification and certification-only students)

Student Name:	TCU ID:
Mailing Address:	
Email Address:	Phone:
Program: M. Ed., Educational Leadership Certification-Only (Circle one)	

COMPLETION OF REQUIREMENTS

Midpoint Courses	Hours	Date (semester & year)	Instructor
EDLE 60013 Leadership: Theory & Practice			
EDLE 60033 Engaging Community & Culturally Responsive Practice			
EDLE 60043 Instructional Leadership A: Curriculum, Instruction, & Assessment			
EDLE 60053 Instructional Leadership B: Supervision			
List Additional Courses Taken			
TOTAL CREDIT HOURS COMPLETED:		Total credit hours completed must be at least 12 hours or more to participate in the Midpoint Assessment.	

_____ Academic Advisor (Please Print) Academic Advisor Signature Date

I have attached the following documents as required for participation in the Midpoint Assessment:

Artifacts: Personal reflection (Artifact #1)	Written work sample (Artifact #2)
---	-----------------------------------

_____ Student Signature Date

Office Use Only	12-15 hours coursework completed	Artifacts attached	Invitation to Assessment issued	Results Letter Issued to Student & cc'd to Student Program File

Appendix G. Midpoint Assessment Rubric

Name: _____

Overall Rating (Average) _____

Measure	4-Outstanding	3-Good	2-Satisfactory	1-Unsatisfactory
Examples of Coursework	Hard copy course work examples are present and accompanied by written reflections on each example, indicating not only that expected learning has taken place, but also that the student has extended and applied his or her learning beyond basic course requirements.	Hard copy course work examples are present and accompanied by written reflections on each example, indicating that expected learning has taken place, but that there was no extension of learning beyond basic course requirements.	Hard copy course work examples and written reflections on each example are present, but the written reflections were inadequate.	Course work examples and/or written reflections on each example not present.

Comments:

Measure	4-Outstanding	3-Good	2-Satisfactory	1-Unsatisfactory
Interrelations of Concepts	High level of theorizing and thematically linking interrelationships among concepts from each of the Level I courses (content from each course considered and artifact used to make sophisticated thematic links among the concepts. Written treatment accompanies artifact such as art, essay, case study.	Adequate use of artifact and written treatment theorizing commonalities among concepts from each of the Level I courses through essay, art, case study.	Some mention of the concepts from some (not all) of the Level I courses	Fails to make connections among course concepts

Comments:

Name: _____
 Overall Rating (Average) _____

Measure	4-Outstanding	3-Good	2-Satisfactory	1-Unsatisfactory
Student Self Evaluation	The student provides an insightful, balanced and comprehensive articulation of individual strengths and challenges. Specific and meaningful examples tied to professional literature and course work are freely and openly shared. The student's evaluation reflects a deep and clear understanding of the impact of personal development and growth on schools and school leadership.	The student provides a well-rounded articulation of individual strengths and challenges. Examples are provided and are tied to the professional literature and course work. The student's evaluation reflects some understanding of the impact of personal development and growth on schools and school leadership.	The student provides a list of individual strengths and challenges. Examples are provided and are loosely tied to the professional literature and/or course work. The student's evaluation reflects a scant understanding of the relationship of the impact of personal development and growth on schools and school leadership.	The student fails to mention strengths and challenges. The student does not appear to understand the relationship of personal development and growth on schools and school leadership.

Comments:

Measure	4-Outstanding	3-Good	2-Satisfactory	1-Unsatisfactory
Goals for Future	Establishes clear goals and articulates explicit details of a clearly achievable plan for accomplishing those goals based on deep, extensive reflection informed by multiple feedback sources.	Establishes likely achievable goals and articulates a plan for accomplishing those goals based on at least one feedback source.	Establishes at least one (1) goal and articulates a plan for achieving it (no mention of feedback sources)	Fails to adequately articulate any goals or a plan for achieving them.

Comments:

Appendix H. Request for Program Furlough

Student Name

TCU ID #

Advisor

Date Furlough Request Completed

Attach an updated degree plan that documents all coursework through the date of this furlough request.

In the space below (attach pages if needed), please explain the reasons behind the current request for furlough, your anticipated re-start date, and any other information pertinent to this request.

I understand that if my furlough is granted, I will be required to meet with an advisory committee to establish a program re-entry plan and target dates for re-entry. If I do not complete this step of the process, the furlough will be considered invalid. I understand that opting not to enroll for two consecutive long semesters without a valid, granted furlough request is grounds for administrative removal from the program, in which case I would be required to reapply to the program and obtain readmission prior to progressing toward program completion.

Student Signature

Date

Appendix I. §241.15. Standards Required for the Principal Certificate

(a) Principal as Instructional Leader Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program (EPP) in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal as Instructional Leader Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal as Instructional Leader Certificate).

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;
- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;

- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and
- (11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

- (1) invests and manages time to prioritize the development, support, and supervision of the staff to enhance student outcomes;
- (2) ensures all staff have clear expectations that guide them and by which they are assessed, including the use of and familiarity with evidence-based appraisal rubrics, where applicable;
- (3) uses data from multiple points of the year to complete accurate appraisals of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff;
- (4) coaches and develops educators by conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities;
- (5) facilitates the campus's professional learning community to review data, processes, and policies in order to improve teaching and learning in the school;
- (6) creates opportunities for effective staff to take on a variety of leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team;
- (7) collaboratively develops, implements, and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information;
- (8) ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources;
- (9) implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff; and
- (10) plans for and adopts early hiring practices.

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;

- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;
- (4) develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies;
- (5) establishes partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals;
- (6) demonstrates awareness of social and economic issues that exist within the school and community that could impact campus operations and student learning;
- (7) gathers and organizes information from a variety of sources for use in creative and effective campus decision making;
- (8) frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions;
- (9) develops, implements, and evaluates change processes for organizational effectiveness;
- (10) uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals; and
- (11) keeps staff inspired and focused on the campus vision while supporting effective change management.

(f) Strategic Operations. The principal:

- (1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;
- (2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;
- (3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;
- (4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;
- (5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
- (6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
- (7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;
- (8) collaboratively plans and effectively manages the campus budget;
- (9) uses technology to enhance school management;
- (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
- (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

(g) Ethics, Equity, and Diversity. The principal:

- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

- (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
- (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
- (4) models and promotes the continuous and appropriate development of all learners in the campus community;
- (5) ensures all students have access to effective educators and continuous learning opportunities;
- (6) promotes awareness and appreciation of diversity throughout the campus community;
- (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
- (8) articulates the importance of education in creating engaged citizens in a free democratic society;
- (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
- (10) treats all members of the community with respect and develops strong, positive relationships with them.

Source: The provisions of this §241.15 adopted to be effective December 23, 2018, 43 TexReg 8114.

Appendix J. §242.15 Standards Required for the Superintendent Certificate

- (a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).
- (b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:
- (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (3) serve as an articulate spokesperson for the importance of education in a free democratic society;
 - (4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;
 - (5) maintain personal physical and emotional wellness; and
 - (6) demonstrate the courage to be a champion for children.
- (c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:
- (1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
 - (2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
 - (3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
 - (4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
 - (5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
 - (6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
 - (7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
 - (8) demonstrate an awareness of emerging issues and trends affecting the education community;
 - (9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
 - (10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.
- (d) Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

- (1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;
 - (2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;
 - (3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;
 - (4) deliver effective presentations and facilitate the learning of both small and large groups;
 - (5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;
 - (6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;
 - (7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;
 - (8) demonstrate and apply knowledge of certification requirements and standards; and
 - (9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.
- (e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:
- (1) define and apply the general characteristics of internal and external political systems to the educational organization;
 - (2) demonstrate and apply appropriate knowledge of legal issues affecting education;
 - (3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;
 - (4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;
 - (5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;
 - (6) use legal systems to protect the rights of students and staff and to improve learning opportunities;
 - (7) apply laws, policies, and procedures fairly, wisely, and considerately; and
 - (8) access state and national political systems to provide input on critical educational issues.
- (f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:
- (1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;
 - (2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;
 - (3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;
 - (4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;
 - (5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;
 - (6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;

- (7) use effective consensus-building and conflict-management skills;
 - (8) articulate the school district's vision and priorities to the community and to the media;
 - (9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;
 - (10) communicate an articulate position on educational issues; and
 - (11) demonstrate effective and forceful writing, speaking, and active listening skills.
- (g) **Learner-Centered Organizational Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:
- (1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;
 - (2) implement processes for gathering, analyzing, and using data for informed decision making;
 - (3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;
 - (4) develop, implement, and evaluate change processes for organizational effectiveness;
 - (5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;
 - (6) apply legal concepts, regulations, and codes for school district operations;
 - (7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;
 - (8) acquire, allocate, and manage resources according to school district vision and priorities;
 - (9) manage one's own time and the time of others to maximize attainment of school district goals; and
 - (10) use technology to enhance school district operations.
- (h) **Learner-Centered Curriculum Planning and Development.** A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:
- (1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;
 - (2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;
 - (3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;
 - (4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;
 - (5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;
 - (6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;
 - (7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and
 - (8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.
- (i) **Learner-Centered Instructional Leadership and Management.** A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district

culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:

- (1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;
- (2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
- (3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;
- (4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;
- (5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);
- (6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;
- (7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;
- (8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;
- (9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and
- (10) create an environment in which all students can learn.

Source Note: The provisions of this §242.15 adopted to be effective March 14, 1999, 24 TexReg 1617; amended to be effective September 2, 1999, 24 TexReg 6751; amended to be effective October 25, 2009, 34 TexReg 7202

