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.

2016-17

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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 with 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.

Programs now include two certification-only programs, several M.Ed. offerings (certification-seeking, non-certification seeking, and higher education focused), and three doctoral offerings (MBA/Ed.D., Ed.D. in Educational Leadership, and the Ed.D. in Higher Education Leadership). 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.

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://www.reg.tcu.edu/):

- The **M.Ed. in Educational Leadership** is a 36 credit-hour non-thesis program that prepares individuals to serve in roles of educational leadership. The program includes a pathway to certification for those persons wanting to serve as elementary and secondary principals, supervisors and central office staff in public and private schools. The program also includes a pathway that is not inclusive of Texas administrator certification.

- The **Ed.D. in Educational Leadership** 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 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 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 Ed.D. in Higher Education Leadership would be similar in construct to the existing Ed.D. programs, but would vary in some significant ways.

Program Administration

For questions about the College of Education Educational Leadership programs, contact Dr. Jan Lacina, Associate Dean for Graduate Studies in the College of Education, at (817) 257-6786.

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.

Students interested in TCU's **Educational Leadership** programs must complete the application process by November 1 (for those seeking initial enrollment in a spring semester) or February 15 (for those seeking initial enrollment in a summer or fall semester). NOTE:

The **Principal Fellows Program** at TCU aims to enroll a cohort of 8-12 M.Ed., certification-seeking students on an annual basis. Persons admitted to this selective program receive discounted tuition due to the generosity of program partners. Because of the competitive nature of this programmatic track, students applying for admission through the Principal Fellows cohort-based program must complete the materials, including statements of support from the student's district superintendent, by February 15, 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.

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

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

Students interested in the **Ed.D. in Educational Leadership** or the **Ed.D. in Higher Education Leadership** who wish to first enroll in a summer or fall semester must complete all application requirements by February 15 of the year in which they wish to enroll. Students who wish to enroll beginning with a spring semester must complete all application requirements by November 1 of the preceding year. 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).

Students interested in the MBA/Ed.D. in Educational Leadership 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 (http://neeley.tcu.edu/Academics/MBA_Programs.aspx)

Additional requirements for certification-seeking students. Students seeking admission into a program associated with certification (M.Ed. or Ed.D.) must also meet statutory requirements for teaching experience. Persons seeking to enroll in principal-certification programs 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 completion of the program. Persons seeking to enroll in a program leading to superintendent certification must hold a valid principal's certificate (or equivalent issued in another state) 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 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 enrolled, 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]

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);

[1] The Standards Required for the Principal Certificate are included among the materials in the Appendices.

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.

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 60033	Engaging Community & Culturally Responsive Practice				
EDLE 60043	Instructional Leadership A: Curriculum, Instruction, & Assessment				
EDLE 60053	Instructional Leadership B: Supervision				
EDLE 60063	Law & Ethics				
EDUC 60043 *OR* EDUC 60823 *OR* EDLE 60083	Action Research[3] *Or* Educational Program Evaluation *Or* Data Use for Educational Leaders				
EDLE 60093A	Practicum A				
EDLE 60093B	Practicum B				

Substitutions

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

Summer Seminar Completion Date: _____ ***TExES Practice Exam Passed (Date):*** _____

Office use only	***Notes***
o *2+ years full time teaching in accredited school verified* o *TExES Principal Exam (068) passed*	

[3] Students taking EDUC 60043 must have successfully completed EDUC 70953 (Research in Education) or an acceptable equivalent.

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	Ed 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	Special Problems in Education: PK-12 Superintendency				
EDLE 70093A	Supt Practicum A				
EDLE 70093B	Supt Practicum B				

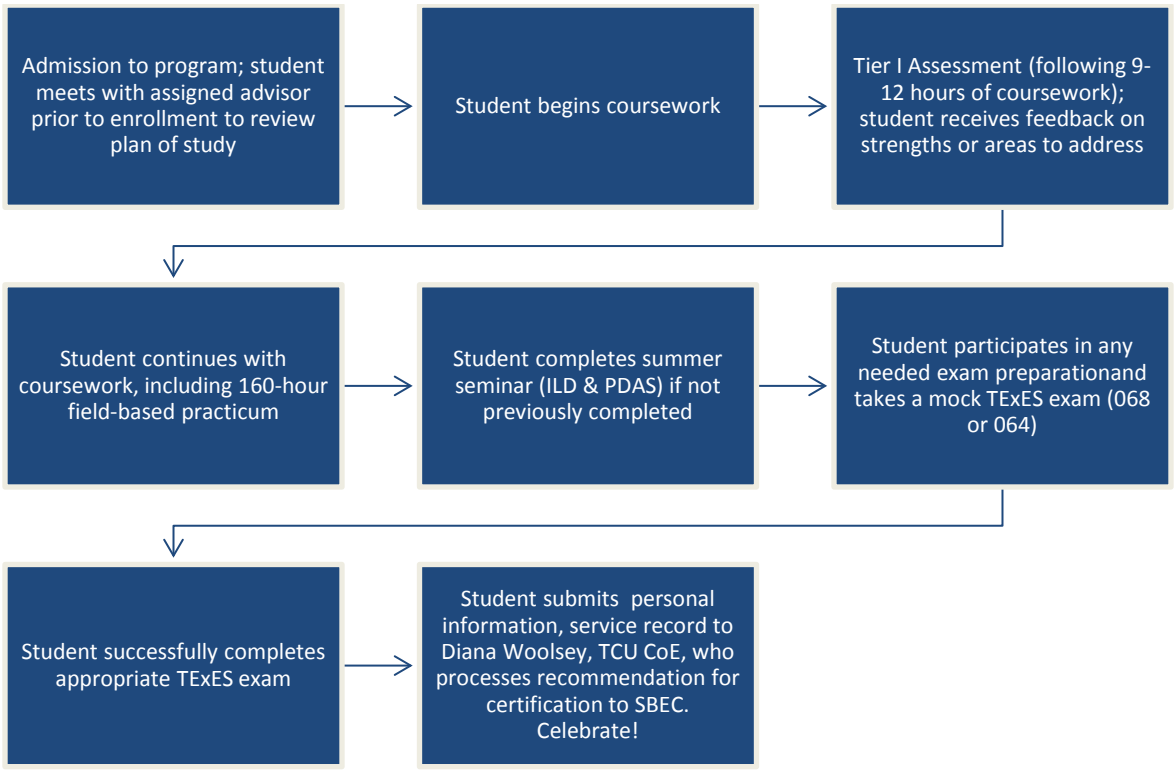
Substitutions

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

Summer Seminar Completion Date: _____ ***TExES Practice Exam Passed (Date):*** _____

Office use only	***Notes***
o *Applicant holds valid Principal Certificate or equivalent* o *TExES Superintendent (064) passed*	

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



M.Ed. Programs

The M.Ed. with a major in Educational Leadership (certification track) prepares individuals to serve as elementary, middle school, and secondary principals as well as central office staff in public and private schools. The College of Education also provides a non-certification track for those who are not seeking EC-12 certification as a school leader, but 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.

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, 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.

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 serves 10-14 students 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 receive discounted tuition through the generosity of corporate, nonprofit, and other partners. Fellows also spend year two of the program working in full-time, paid administrative intern positions within their home districts. Principal Fellows follow the same certification-oriented degree plan as other M.Ed.-seeking students, though some deadlines prior to and during the admissions process vary. These are noted in the sections on "Admissions".

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 supervised practicum of at least 160 clock-hours. A degree plan and a flowchart illustrating typical pathway to completion are included below.

M.Ed. in Educational Leadership (with Principal certification)

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				

Tier I Assessment
Date: _____ ***Result:*** _____

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:

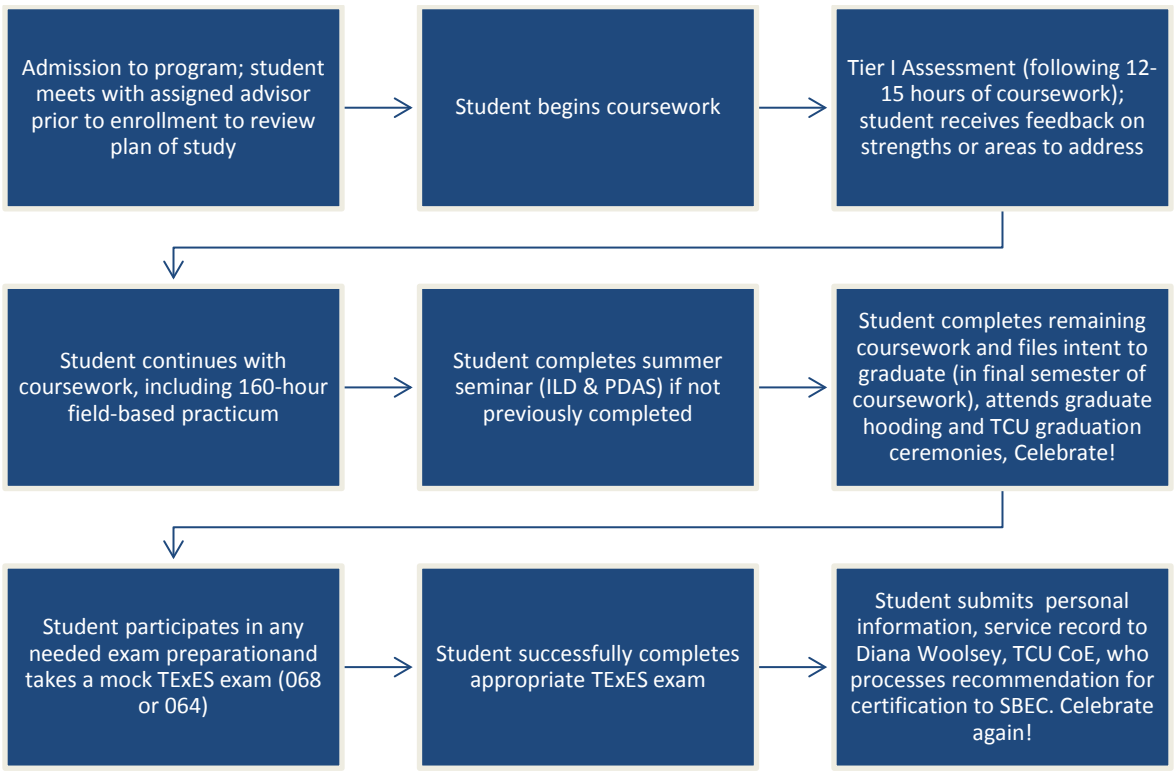
Course	Course Title	Term Enrolled	Instructor	Hours	Grade

Summer Seminar Completion Date: _____ ***TExES Practice Exam Passed (Date):*** _____

Culminating Product (Leadership Portfolio)

Presentation date: _____

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



Typical Course Sequence for M.Ed. with 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

Degrees without certification. Non-certification seeking students (including those pursuing an area of study involving leadership in higher education) should complete one of the two following plans of study. Relevant degree plans and a flowchart illustrating typical progression to completion and relevant degree plans are included below.

M.Ed. in Educational Leadership: Higher Education 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 60023	Seminar: Trends in Teaching, Learning, & Leadership				
EDGU 60423	Organization & Administration of Support Programs				
	ELECTIVE #1				

Tier I Assessment

Date: _____ ***Result:*** _____

Tier II Coursework (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60063	Law & Ethics				
EDLE 60083	Data Use for Educational Leaders				
EDUC 60043 *Or* EDUC 60823	Action Research *Or* Educational Program Evaluation				
EDGU 60403	Theories of Student Development				
	ELECTIVE #2				

Tier III Coursework* (6 hours)

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

**Students may take up to 6 hours of internship, or may opt for additional coursework in lieu of one or more internships.*

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

Culminating Product (Leadership Portfolio)

Presentation date: _____ ***Result:*** _____

M.Ed. in Educational Leadership (non-certification)

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 60023	Seminar: Trends in Teaching, Learning, & Leadership				
	ELECTIVE #1				
	ELECTIVE #2				

Tier I Assessment

Date: _____ ***Result:*** _____

Tier II Coursework (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDLE 60063	Law & Ethics				
EDLE 60083	Data Use for Educational Leaders				
EDUC 60043 *Or* EDUC 60823	Action Research *Or* Educational Program Evaluation				
	ELECTIVE #3				
	ELECTIVE #4				

Tier III Coursework* (6 hours)

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

**Students may take up to 6 hours of internship, or may opt for additional coursework in lieu of one or more internships.*

Substitutions

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

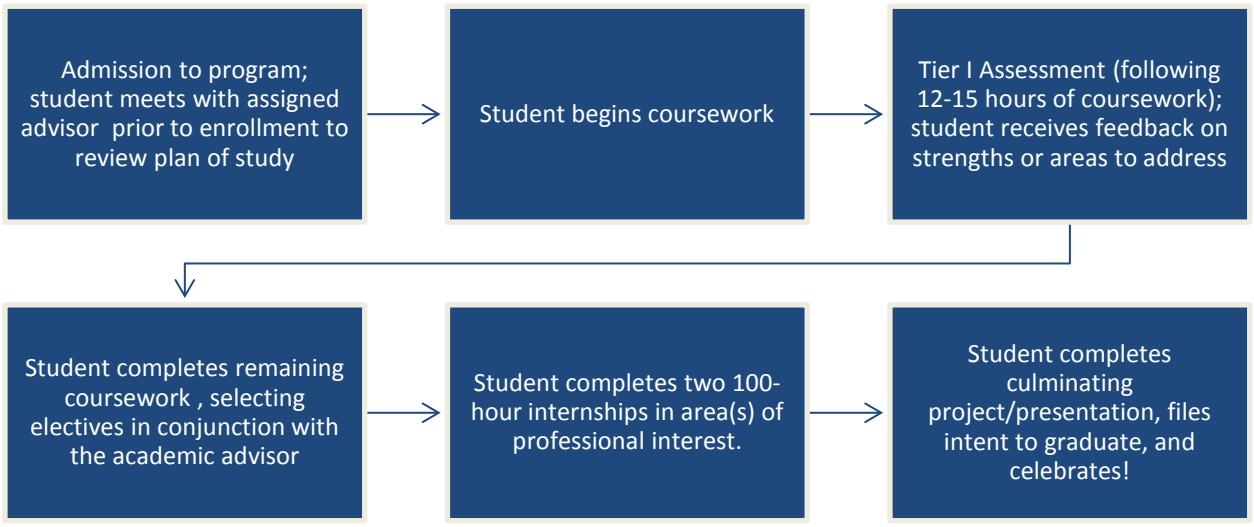
Transfer coursework that counts towards degree:

Course	Course Title	Term Enrolled	Instructor	Hours	Grade

Culminating Product (Leadership Portfolio)

Presentation date: _____ ***Result*** _____

Progression to completion for students in M.Ed. (Higher Education emphasis, non-certification).



M.Ed. Tier I Assessment

Purpose. To provide timely and constructive feedback to students pursuing the M.Ed. in Educational Leadership degree at TCU, program faculty engage with students in a midpoint ("Tier I") assessment. These assessments are held twice per calendar year—once in the summer, and once in late fall. Dates are posted on the Educational Leadership page of the College of Education website and on the bulletin board outside the advising area on the third floor of Bailey/Palko.

Eligibility. Students are eligible to complete the Tier I assessment after completing 12-15 hours of required coursework; most if not all of these hours should include those courses identified as "Tier I" courses. Eligible students should complete the "Request for Tier I Assessment" form and turn it in to the College of Education Graduate Studies office at least 30 days prior to the scheduled assessment date.

Process and products. Students participating in the Tier I assessment are required to turn in two artifacts along with the "Request for Tier I Assessment" at least 30 days prior to the desired assessment date. Then, on the assessment date, the student completes the oral assessment, which takes the form of a public presentation. The artifacts and presentation are 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 Tier I 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 N). 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 qualifying assessment** will take place with a panel of professors (one of whom is the student's academic advisor). 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 qualifying assessment may remain enrolled in the program for the following term. At the conclusion of the following term, the student may re-take the qualifying assessment. If the student fails the qualifying 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.

M.Ed. Portfolio Assessment/Culminating Project

Purpose. The purpose of the M.Ed. portfolio assessment/culminating project is to provide students on the cusp of completion of the M.Ed. a platform to present their work and to reflect on their development as an educational leader over the course of the program.

Eligibility. Students complete the portfolio assessment/culminating project in the last semester prior to graduation. Immediately after filing the "Intent to Graduate" form, students should file the "Request for portfolio assessment" form with their academic advisor. The portfolio must be completed no later than six weeks prior to graduation.

Process and products. As of the 2014-15 school year, all TCU students will have access to Digication, which will be used as the vehicle for compiling a digital portfolio. As students complete coursework, they will ensure to include ***at least*** the following 10 products from various courses[4]:

M.Ed. EDLE, Certification track

- "This I Believe about Leadership" essay and digital recording (EDLE 60013-Leadership: Theory & Practice)
- Educational Platform on Community Engagement (EDLE 60033-Engaging Community & Culturally Responsive Practice)
- Curriculum Design & Forensic Evaluation & Curriculum Development UBD (EDLE 60043-Instructional Leadership A: Curriculum, Instruction, & Assessment)

[4] Specific projects on lists subject to change.

- Supervisory Platform *or* Clinical Supervision Cycle Activity (EDLE 60053-Instructional Leadership B: Supervision)
- Case Study/Problem of Practice Analysis (EDLE 60063-Law & Ethics)
- Data Use Interviews OR Analysis of a Problem of Practice (EDLE 60083-Data Use for Educational Leaders)
- Action Research Proposal (EDUC 60043-Action Research)
- Choice of Completed Project (EDLE 60023-Seminar: Trends in Teaching, Learning, & Leadership)
- Policymaker Interviews *or* Policy Analysis (EDLE 60073-Educational Policy Studies)
- "I Used to Think, but Now I Think" Practicum & Program Reflection [essay & digital recording] Practicum Experience (EDLE 60093-Practicum in Educational Leadership)

M.Ed., EDLE, Non-certification track

- "This I Believe" Leadership Essay and Digital Recording (EDLE 60013-Leadership: Theory & Practice)
- Case Study/Problem of Practice Analysis (EDLE 60063-Law & Ethics)
- Data Use Interviews OR Analysis of a Problem of Practice (EDLE 60083-Data Use for Educational Leaders)
- Action Research Proposal (EDUC 60043-Action Research) OR Critique of an Evaluation (EDUC 60823-Educational Program Evaluation)
- Choice of Completed Project (EDLE 60023-Seminar: Trends in Teaching, Learning, & Leadership)
- "I Used to Think, but Now I Think" Program Reflection [essay & digital recording] (EDAD 70200-Internship in Educational Administration)

  For students on the non-certification track, the remainder of portfolio items will depend on electives selected by the student. If any of the following courses are selected as electives, the noted products from those classes must be included. For courses taken outside of this scope, the student should work with the advisor to select exemplars from four courses taken in addition to the six pieces noted above.
- Educational Platform on Community Engagement (EDLE 60033-Engaging Community & Culturally Responsive Practice)
- Curriculum Design & Forensic Evaluation & Curriculum Development UBD (EDLE 60043-Instructional Leadership A: Curriculum, Instruction, & Assessment)
- Supervisory Platform *or* Clinical Supervision Cycle Activity (EDLE 60053-Instructional Leadership B: Supervision)
- Policymaker Interviews *or* Policy Analysis (EDLE 60073-Educational Policy Studies)

M.Ed., EDLE, Higher Education Leadership track

- "This I Believe" Leadership Essay and Digital Recording (EDLE 60013-Leadership: Theory & Practice)
- Case Study/Problem of Practice Analysis (EDLE 60063-Law & Ethics)
- Data Use Interviews OR Analysis of a Problem of Practice (EDLE 60083-Data Use for Educational Leaders)
- Action Research Proposal (EDUC 60043-Action Research) OR Critique of an Evaluation (EDUC 60823-Educational Program Evaluation)
- Choice of Completed Project (EDLE 60023-Seminar: Trends in Teaching, Learning, & Leadership)
- Future Issues Paper (EDGU 60423-Organization and Administration of Support Programs)
- Project of Choice (EDGU 60403-Theories of Student Development)
- "I Used to Think, but Now I Think" Program Reflection [essay & digital recording] (EDAD 70200-Internship in Educational Administration)

  For students on the track emphasizing leadership in higher education, the remainder of portfolio items will depend on electives selected by the student. If any of the following courses are selected as electives, the noted products from those classes must be included. For courses taken outside of this scope, the student should work with the advisor to select exemplars from two courses taken in addition to the eight pieces noted above.
- Educational Platform on Community Engagement (EDLE 60033-Engaging Community & Culturally Responsive Practice)
- Curriculum Design & Forensic Evaluation & Curriculum Development UBD (EDLE 60043-Instructional Leadership A: Curriculum, Instruction, & Assessment)

- Supervisory Platform (EDLE 60053-Instructional Leadership B: Supervision)
- Policymaker Interviews OR Policy Analysis (EDLE 60073-Educational Policy Studies)

Upon filing the "Intent to Graduate," a panel of professors in the College of Education will review the portfolio (in Digication) with whom they have had at least one course and schedule a time and place for the Portfolio Presentation. Upon completing the assessment, the panel will provide written summative feedback to the student, and the feedback will be cc'd to the student's program file.

Ed.D. Programs

Texas Christian University provides three basic pathways to the Ed.D. Students focusing on a career in colleges and universities pursue the Doctorate in Higher Education Leadership. Students focusing on a career in EC-12 institutions pursue the Ed.D. in Educational Leadership with Principal or Superintendent Certification. Students pursuing careers in education-related nonprofits, businesses, or other entities may elect to pursue the Ed.D. in Educational Leadership (non-certification track). Some students aim to obtain appointments as education faculty at institutions of higher education; these students may work through the HED or EDLE Ed.D. programs, as appropriate to the intended field of expertise, but should also work with their advisors to identify opportunities for involvement with state, national, and international research and teaching organizations.

Also, TCU boasts one of the few MBA-Ed.D. programs in the country. Persons who apply to this program must first be admitted to the Neeley School of Business at TCU. The TCU College of Education will only review applicants already accepted through Neeley for this joint program. Students accepted to the MBA-Ed.D. program typically complete MBA requirements then complete Ed.D. (certification or non-certification, as is appropriate to career goals) coursework in the College of Education.

Principal certification in conjunction with Ed.D. Persons who are seeking initial principal certification in conjunction with the Ed.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 courses or their equivalents are completed within or in addition to the EDLE Ed.D.:

- Students must complete the following four courses:
  - EDLE 60033 (Engaging Community and Culturally Responsive Practice)
  - EDLE 60053 (Instructional Leadership B: Supervision)
  - EDUC 60013 (Curriculum Theory)
  - EDAD 70013 (Legal and Social Environment of Education)
- Plus **one** of the following:
  - EDUC 60043 (Action Research)
  - EDUC 60823 (Educational Program Evaluation)
  - EDAD 70063 (Data-Informed Decision Making)
  - EDLE 60083 (Data Use for Educational Leaders)
- 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, and the appropriate TExES exam passed, will TCU consider recommending the applicant for the principal certificate.

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

within or in addition to the EDLE Ed.D. For persons seeking the Superintendent Certificate, these courses may not be substituted.

- EDAD 70043 Education Policy and Practice
- EDAD 70033 Ethical & Moral Dimensions of Leadership
- EDHE 70153 Organizational Behavior in Educational Contexts
- EDAD 70013 Legal & Social Environments of Education
- EDLE 70083 Special Problems in Education: PK-12 Superintendency

- Certification-seeking students must also complete a two-semester, 160-clock hour central-office based practicum (EDLE 60093A and EDLE 60093B)

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

For each pathway to the Ed.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 http://www.coe.tcu.edu/graduate-students-forms-and-documents.asp

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	Education Policy & Practice				
EDHE 70153	Organizational Behavior in Educ Contexts				

Module II: Inquiry Core[5] (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				

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	Special Problems in Education: PK-12 Superintendency				
	Elective*				
	Elective				

[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.

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

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

*****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.

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

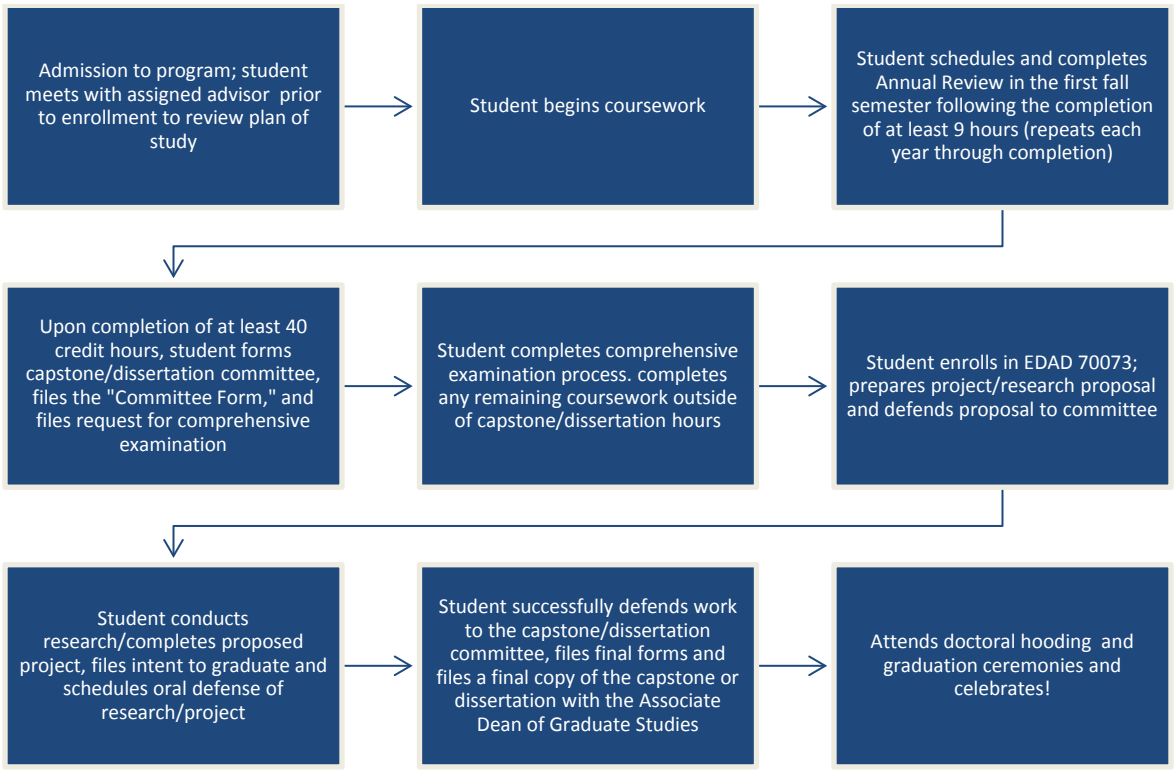
Course	Course Title	Term Enrolled	Instructor	Hours	Grade	Accepted in lieu of:

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 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 (pp. 20-21) 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 (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 Core[6] (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				

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	Special Problems in Education: PK-12 Superintendency				
	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 A				

*****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.

[6] 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.

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 (Principal or Superintendent certification

Typical Course Sequence for Ed.D. (K-12 Cohort)

In each odd-numbered year (e.g., 2015, 2017, etc.), the College of Education admits a cohort of 12-15 doctoral students whose career focus is specific or related to K-12 education. Though many students will work through the course sequence with some variation (with approval by advisors and the Associate Dean for Graduate Studies), and while inquiry-oriented coursework may be adjusted to best support the student's research interests, the typical sequence of courses for Ed.D. K-12 Cohort members, beginning in the summer following admission, is:

Summer I
EDAD 70003 Foundational Readings in Ed Leadership

Fall I
EDAD 70033 Ethical & Moral Dimensions of Educational Leadership
EDHE 70153 Organizational Behavior in Education Contexts (**S**)[7]

Spring I
EDAD 70013 Legal & Social Environment of Education **(S)**
EDAD 70023: Theory & Management of Education Systems

Summer II
Elective: Seminar in Civil Rights and Education

Fall II
EDAD 70983 (Intro to Quant)
EDUC 60823 Educational Program Evaluation **(S)**

Spring II
EDUC 70923 (Intro to Applied Qual)
EDLE 70083 (Special Problems in Education: PK-12 Superintendency) **(S)**

Summer III
EDLE 70093 (6 hours) Superintendency Practicum

Fall III
EDAD 70063 (Data-Informed Decision Making) **(S)**
EDUC 60013 (Curriculum Theory)

Spring III
EDUC 60043: Action Research OR Mixed Methods Or other Inquiry-oriented elective
EDAD 70043: Education Policy & Practice **(S)**

Summer IV
STUDENTS COMPLETE COMPS this summer

Fall IV[8]
EDAD 70073 Dissertation Seminar

Spring IV
EDUC 90980 Dissertation Hours (3 or as needed) with Chair of Committee + PROPOSE/Submit IRB

Summer V
EDUC 90990 Dissertation hours 3 or as needed

Fall V
EDUC 90990 Dissertation hours (3 or as needed)

Spring V
EDUC 90990 Dissertation hours (3 or as needed)
DEFEND & GRADUATE

[7] Courses with an "**S**" are typically scheduled on Saturdays (for example, eight Saturdays over the course of a long semester). Other courses are typically scheduled on weeknights unless otherwise noted in the TCU Registrar's course schedule.

[8] Please note that once a student enters the dissertation phase of the program, the program is highly individualized, so the time to completion varies depending on the scope and plan for research (capstone or dissertation). Some students may take longer than this plan indicates to complete the doctorate, and others may finish more quickly than this course sequence indicates.

Ed.D. in Higher Education Leadership

Student Name **TCU ID #**

Advisor **Date Plan was updated**

Foundations (15 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 70033	Ethical & Moral Dimensions of Educational Leadership				
EDLE 60063	Law and Ethics in Educational Leadership				
EDHE 70133	History and Philosophy of Higher Education				
EDHE 70143	Impact of College on Students				
EDHE 70153	Organizational Behavior in Educ Contexts				

Inquiry (9-12 hours)

Students may take 9-12 hours from the courses listed below (or equivalent courses from outside the program or College of Education with permission). However, EDUC 70953 may not count toward the initial 12 hours.

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDUC 60043	Action Research				
EDUC 60823	Educational Program Evaluation				
EDUC 70953	Research in Education				
EDUC 70960	Apprenticeship in Research				
EDUC 70963	Qualitative Inquiry I				
EDUC 70973	Qualitative Inquiry II				

Administrative Leadership in Higher Education (18-21 hours)

Course	Course Title	Term Enrolled	Instructor	Hours	Grade
EDAD 60133	Trends & Issues in Education Administration-Student Affairs				
EDAD 60143	Administrative Life				
EDAD 70043	Educational Policy and Practice				
EDGU 60403	Theories of Student Development				
EDGU 60423	Organization and Administration of Support Programs				
EDGU 70793	Strength-Based Theories: Assessment, Research and Practice				
EDGU 71103	Program Development in Student Affairs				
EDHE 70113	Organization and Administration of Academic Affairs				
EDHE 70123	College President				
EDHE 70163	The Small College				

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

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

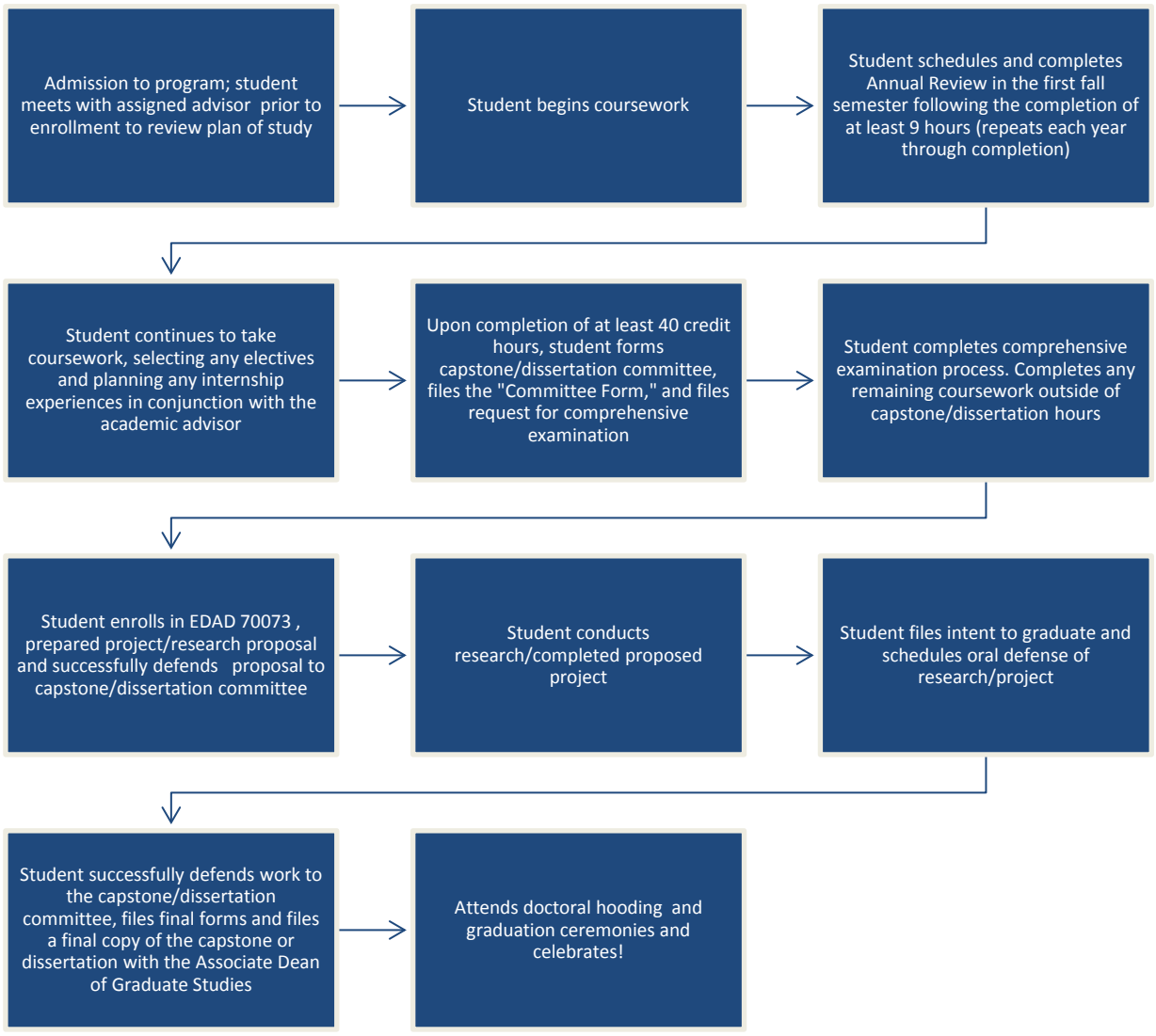
Substitutions

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



Annual Review

Each doctoral student will participate in an annual review process. The annual review is a process of student self-assessment and faculty assessment designed to help students achieve their educational and professional goals. During the fall semester following the first full year of enrollment, and each fall thereafter until the semester in which a student files an intent to graduate, Ed.D. students will be required to meet with the advisor plus one other member of the EDLE faculty. Students must submit a piece of writing completed in connection with a course taken since the prior Annual Review, and should be prepared to discuss the following questions: (1) What has gone well for you thus far in the

program? (2) What has not gone well for you, and how might we all work to address those issues? In addition, panel members will examine course grades/progress and professional goals with the student.

Written feedback, in the form of a letter signed by the advisor and the secondary reviewer (i.e., the second EDLE faculty member), will be issued to the student within 30 days of the Annual Review, and a copy will be submitted to the student's file. If any remedial or additional action is required of the student, in order to maintain successful progression toward degree completion, this will be detailed in the written feedback and discussed with the student.

Process for Advancement to Candidacy

Comprehensive Examinations.[9] The first step in the progression toward candidacy for all students 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, the student should select three professors (at least one from among Educational Leadership program faculty who will serve as the Dissertation Chair, and two others who will serve on the dissertation committee) to serve on the comprehensive exam panel (a fourth member must be added to the Dissertation Committee, but this is not required for composition of the comprehensive exam committee).

Upon selection of faculty, the student should file the "Request for Comprehensive Exam" form with the academic advisor, who forwards the request to: (1) the Associate Dean for Graduate Studies in the College of Education; and (2) all 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, the Chair will forward one question from each committee member to the student (for a total of three questions) that requires the student to connect some aspect of coursework to the common topic. The student will have **30 days from receipt** of these questions to return one document (containing responses to all three questions) to all comps panel members. For all comps, APA 6 formatting is expected, as are thoughtful and research-based responses.

Members of the comprehensive exam panel will then have 30 days to read all student 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 advancement to candidacy. A letter with the final decision 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 in preparation for attempting the comprehensive exam a second time.

> **No student will be allowed to enroll in EDAD 70073 until comprehensive exams have been successfully completed, so students are encouraged to plan accordingly so that comps are completed in a timely manner as determined by collaboration with the committee Chair.**

Once students have successfully completed the comprehensive exam and have prepared the research or project proposal in EDAD 70073, they will schedule the defense of 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

[9] 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.

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. Students may have more than three members on a committee, though all must be qualified either through TCU faculty status or through the external vetting process.

Upon successful defense of the capstone or dissertation proposal, the student files the "Request for Advancement to Candidacy" form; this is the last step in transitioning from a "doctoral student" to a "doctoral candidate."

Completion. Upon advancement to candidacy, capstone students enroll in EDAD 90770 and dissertation students enroll in EDUC 90980 (initial semester) and EDUC 90990 (continuing semesters). 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 during long semesters 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).

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 of our 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 members 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 (that has 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. In no circumstances will work completed at other institutions prior to the beginning of graduate work at TCU be accepted in excess of nine hours.

Background Checks

It is the student's responsibility to maintain an up-to-date (i.e., within the last year) background check on file with the graduate studies office in the CoE. Background checks are performed via Fort Worth ISD's procedures, and may take up to 10 business days to process, so students are encouraged to complete this process by the end of August each year. Information, required forms, and guidance on

completing the required background check can be found at http://tinyurl.com/mwm72o7 . This requirement applies to *all* students, including those who may already have a background check on file because they are employed by a school district.

Child Abuse Reporting

Sometimes, our 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.)

Composition of Doctoral Committees

Each doctoral student will complete a capstone project or dissertation. Part of this work includes choosing a chair from among Educational Leadership program faculty and working with the chair to select the remaining members of the doctoral committee. In many instances, this will be done prior to the comprehensive exam, so that persons involved with the comprehensive exam process can be involved with both aspects of the student's progress. The doctoral 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. Students may have more than three members on a committee, though all must be qualified either through TCU faculty status or through the external vetting process

Continuous Enrollment and Requests for Furloughs

Because graduate programs expect that students will proceed toward completion within 5-7 years of enrollment, consistent enrollment in coursework is expected of all students. However, we recognize that oftentimes our 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 practica and field experiences are set forth in syllabi and field guides specific to those courses. 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 http://www.coe.tcu.edu/graduate-students-forms-and-documents.asp 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)
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 conducting research (or who act as research assistants) must also complete the National Institutes of Health (NIH) Training for Human Subjects Researchers, available at http://phrp.nihtraining.com/users/login.php

Liability Insurance
Most students in 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.

Licensure and Certification 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. 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 barcode release from the College of Education Certification Officer (Diana Woolsey). 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. Practice exams are scheduled at least three times each calendar year, and dates for practice exams are posted on the College of Education programmatic webpage at http://www.coe.tcu.edu/graduate-students-masters-in-leadership.asp.
Upon passing the TExES, students should contact Diana Woolsey (817) 257-7202 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.

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 annual e-surveys and periodic 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 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/Annual Review.** 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 "Tier I Assessment" in which the student turns in written artifacts and gives a public presentation specific to identified learning objectives. For Ed.D. students, this takes the form of an "Annual Review," during with the student sits with 3 EDLE program faculty to review the past year's coursework, what went well for the student, and what areas might need to be addressed for continued success. In both the M.Ed. and Ed.D. programs, this process results in written feedback—discussed and shared with the student—that outlines strengths and any areas in need of improvement.

- **Benchmark 4 (Ed.D. only): Comprehensive Exams**. For Ed.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. 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. The portfolio assessment is the last stage for M.Ed. students prior to graduation, and provides an opportunity for final feedback and for the student to demonstrate competency in oral and written expression and to share—in a public venue—the ways in which the student has worked to bridge research to practice.

For Ed.D. students, the benchmark process continues into the Advancement to 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.

Portfolio Requirements

M.Ed. students maintain a professional portfolio that includes specific pieces of work in addition to other items they deem pertinent to their development as school leaders; at the culmination of their graduate studies, M.Ed. students engage in a public presentation that stems from this portfolio. Ed.D. students are encouraged to also maintain a portfolio of items they deem pertinent to their development as school leaders. All students compiling a portfolio will use the Digication platform (http://www.digication.com/).

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
• Texas Association of School Administrators (TASA) • American Association of School Administrators (AASA) • Texas Association of Secondary School Principals (TASSP) • National Association of Secondary School Principals (NASSP) • 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)	• 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 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 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. student takes one semester of practicum, the same requirements hold.

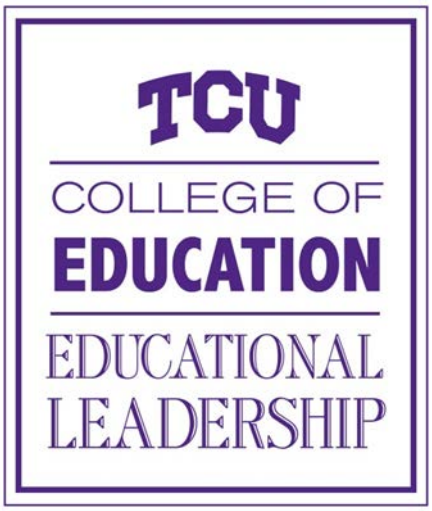
Summer Workshop (ILD & PDAS Certification)
To evaluate teachers in any district using the PDAS system (which includes the vast majority of districts in the state), school leaders must hold proof of successful completion of Instructional Leadership Development (ILD) and Professional Development Appraisal System (PDAS) training. ILD is a prerequisite to PDAS. Because many districts hire new administrators in the summer, this puts novice administrators in the position of having to miss several days of school in August-September (ILD is a 5-day training; PDAS is a 3-day training) to complete the required certification.

Texas Educators' Code of Ethics
All persons who hold a certificate issued 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 transfer hours be accepted. 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.
As a service to our students at TCU, we offer a Summer Workshop series in May/June that allows TCU students nearing the completion of their studies and TCU EDLE graduates to complete ILD and PDAS on the TCU campus, at a reduced rate, through TCU's Extended Education (http://www.lifelong.tcu.edu/). Information will be sent out in early and mid-spring of each year so that interested persons can make plans to attend.

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 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.

In Case of Emergency, Notify:

Name _____
Cell _____
Home _____
Office _____

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

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.

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 knowingly 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 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not 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.

(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 *Texas Administrative Code §247.2* were 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.

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 D. Request to Schedule Capstone/Dissertation Proposal Form

Texas Christian University College of Education
Educational Leadership
Request to Schedule Capstone/Dissertation Proposal

Name	Last	First	Middle	TCU ID	Date

Degree Sought: ☐ Ed.D

Product Proposed: ☐ Dissertation ☐ Capstone

Educational Leadership
Graduate Major — Area of Specialization

Date of Admission in Graduate School — Previous Degree(s)

Current Address — E-mail Address

Permanent Address

Telephone Numbers	Current	Office	Permanent

TO BE COMPLETED AFTER CONSULTATION WITH THE ACADEMIC ADVISOR

The following persons have agreed to serve on the capstone/dissertation committee:

Name, Chair	Department	Rank	email	Signature
Name	Department	Rank	email	Signature
Name	Department	Rank	email	Signature
Name	Department	Rank	email	Signature

The defense will occur at _____ (Time) on _____ (Date) in _____ (Room/Location*).

All committee members have been consulted in determining this time and date.

_____ Student Signature

_____ Date

*It is the student's responsibility to reserve the room and location.

Appendix E. Advancement to Candidacy Form

Texas Christian University
College of Education
Educational Leadership
Capstone/Dissertation Proposal Defense
Certificate of Approval

The following members of the committee have approved _____ as qualifying for Advancement to Candidacy:

Examining Committee _____
Chair

_____
Co-Chair (if applicable)

_____
Member

_____
Member

_____
Member

Date of Committee Meeting_____

Doctoral Program Requirements (except capstone/dissertation) satisfied:

REQUIREMENT	DATE COMPLETED	ACADEMIC ADVISOR INITIALS
Academic Requirements		
Annual Review #1		
Annual Review #2		
Annual Review #3		
Other Annual Reviews (if applicable)		
Comprehensive Examination		

Coursework yet to be completed: _____
_____

_____
Signature of Academic Advisor

_____
To the Graduate Advisor:
I hereby make formal application for advancement to Candidacy for a doctoral degree. In partial fulfillment of the requirements for this degree I shall submit a capstone/dissertation (circle one) in the general area of:

_____

_____
Signature of Student/Date

One-Page Proposal Abstract
(to be included with the Advancement to Candidacy form)

Tentative Title:

Statement of the Problem:

Definition of the Area for Research:

Research questions:

Methodology:

Significance of Study:

_____ _____
Signature of Supervisor Signature of Applicant

Appendix F. Progress Checklist, Ed.D. Programs

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

I. Complete Written Comprehensive Examination
___ Complete 42 hours of course work (including all core courses and research requirements)
___ Submit the request to take this exam to the academic advisor and faculty on the comps panel
___ Meet with the faculty panel to discuss professional goals, topics of interest
___ Complete the Comprehensive Exam in 30 days from the date you receive the questions
___ Return the complete Comprehensive Exam to all faculty on the comps panel

II. Prepare Dissertation/Capstone Proposal
___ Select Chair and members for dissertation/capstone committee
___ Prepare Proposal (3 Chapters and one page proposal abstract)
___ Submit proposal to Chair of the dissertation/capstone committee for initial approval
___ Schedule meeting for presentation of proposal (distribute copies to all committee members)
___ 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. Apply for Advancement to Doctoral Candidacy
___ Work with CoE Graduate Studies to qualify any non-TCU committee members
___ Complete and submit the Advancement to Doctoral Candidacy Application. This must be submitted through the academic advisor to the Associate Dean for Graduate Studies in the CoE

V. Complete Dissertation/Capstone Activities
___ Enroll in 3 dissertation/capstone hours for two consecutive semesters (more if necessary)
___ Complete all data collection and analysis activities
___ Write final dissertation/capstone report, working closely with your committee chair
___ 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 one month prior to your final oral defense meeting.

VI. Complete Final Oral Examination
___ Apply to graduate by submitting the "Intent to Graduate" in the first two weeks of the semester in which you plan to graduate
___ 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)

VII. 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

VIII. Attend Graduation Ceremonies and Celebrate!!!!!!!!!!

Appendix G. Request to Participate in Tier I Assessment (M.Ed. students)

TCU College of Education

Request to Participate in Tier I Assessment (M.Ed., Educational Leadership)

Student Name:	**TCU ID**:
Mailing Address:	
Email Address:	**Phone**:
Program: M. Ed., Educational Leadership	
Program Emphasis: EC-12 (Principal Certification) Higher Ed General, non-cert	

COMPLETION OF REQUIREMENTS

Tier I Courses	Hours	Date (semester & year)	Instructor
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			
EDLE 60023: Seminar: Trends in Teaching, Learning, & Leadership[10]			
EDGU 60423 Organization & Administration of Support Programs[11]			
List Additional Courses Taken (Tier II or Electives)			
TOTAL CREDIT HOURS COMPLETED:		Total credit hours completed must be at least 12 hours or more to participate in the Tier I Assessment.	

Academic Advisor (Please Print) Academic Advisor Signature Date

I have attached the following documents as required for participation in the Tier I 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

[10] Tier I course for non-certification students and for higher-education students; Tier II course for certification-seeking students.

[11] Tier I course for higher-education focused students only.

Appendix H. Tier I 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 I. Request to Schedule Portfolio Assessment/Culminating Presentation

TCU College of Education
Request to Schedule Portfolio Assessment/Culminating Presentation

Student Name:	**TCU ID**:
Mailing Address:	
Email Address:	**Phone**:
Program: M. Ed., Educational Leadership	
Program Emphasis: EC-12 (Principal Certification) Higher Ed General, non-cert	

COMPLETION OF REQUIREMENTS

- ☐ **The student must attach an updated and complete program of study that clearly details all completed coursework and practicum/internship experiences as well as any coursework in progress and due to be completed by the end of the current semester.**

I hereby certify that my portfolio assessment is complete and updated in Digication:
_____ at _____ in _____.
(Date) (Time) (Location)

The following TCU College of Education faculty have agreed to serve as assessment panelists:

Faculty Name	Faculty Signature

_____ _____ _____
Academic Advisor (Please Print) Academic Advisor Signature Date

I understand that the portfolio assessment is open to the public. I will be notified of results within 10 working days of the date of the assessment.

_____ _____
Student Signature Date

Office Use Only	Date/Time/Place of Presentation posted on TCU website	Digication submissions verified	

Appendix J. Request to Participate in Annual Review (Ed.D. Students)

TCU College of Education
Request to Participate in Annual Review (EDLE Ed.D. Students)

Student Name:	**TCU ID**:
Mailing Address:	
Email Address:	**Phone**:
Program: Ed.D., Educational Leadership	
Program Emphasis: EC-12 (Principal Certification) Higher Ed General, non-cert	

- ☐ **Attach an up-to-date Plan of Study, approved by the academic advisor, and an up-to-date unofficial transcript to this form.**
- ☐ **Attach a piece of writing completed in connection with a course taken in the past academic year (for the 1st Annual Review) or from a course taken since the past Annual Review (for students beyond year one of the program)**

At the annual review, the student will be expected to meet with the academic advisor and one other member of the EDLE faculty to discuss:

- What has gone well for you thus far in the program?
- What has not gone well for you, and how might we all work to address those issues?
- Course grades/progress and professional goals.

The student should be aware that the advisor and second reviewer may seek input from other faculty in assessing programmatic process and information on student strengths/weaknesses.

Upon completion of the annual review dialogue, the advisor and second reviewer will determine final areas of feedback. Written feedback, in the form of a letter, will be issued to the student within 30 days of the Annual Review, and a copy will be submitted to the student's program file.

Students whose progress indicates remediation or additional improvements in any area(s) may be required to complete particular coursework or other courses of action deemed necessary to promote successful progress toward degree completion. If necessary, these requirements will be included in the Annual Review letter and discussed with the student.

Academic Advisor (Please Print)	Academic Advisor Signature	Date
Second Reviewer (EDLE faculty) (Please Print)	Second Reviewer Signature	Date

I have attached the following documents as required for participation in the Annual Review:

Unofficial transcript:	**Plan of Study:**	**Writing Sample:**

Student Signature _____ Date _____

Office Use Only	Unofficial Transcript	Plan of Study	Date/Time/Place of Annual Review	Results Letter Issued to Student & cc'd to Student Program File

Appendix K. Request to Complete Comprehensive Examination Form (Ed.D.)

TCU College of Education
Request to Complete Comprehensive Examination Form

Student Name:	**TCU ID**:
Mailing Address:	
Email Address:	**Phone**:
Program: EC-12 (Principal Certification) EC-12 (Supt Certification) General, non-cert	

COMPLETION OF REQUIREMENTS

Core Courses	**Hours**	**Date (semester & year)**	**Instructor**
EDAD 70003 Foundational Readings in Ed Leadership			
EDAD 70033 Ethical & Moral Dimensions of Ed Leadership			
EDAD 70013 Legal & Social Environment of Education			
EDAD 70043 Education Policy & Practice			
EDHE 70153 Organizational Behavior in Ed Contexts			
Inquiry Courses			
EDUC 60043 Action Research			
EDUC 70983 Intro to Quantitative Research			
EDUC 70923 Intro to Applied Qualitative Methods			
EDUC 60823 Educational Program Evaluation			
List Additional Courses Taken			
TOTAL CREDIT HOURS COMPLETED:		Total credit hours completed must be at least 30 hours or more to take the Comprehensive Examination.	

Academic Advisor (Please Print) Academic Advisor Signature Date

I understand that I have 30 days to submit my Comprehensive Written Examination paper.

Student Signature Date

Office Use Only	Date Exam Questions Issued:	Deadline to Return Exam	Actual Return Date

Appendix L. Request to Complete Comprehensive Examination Form (HED)

TCU College of Education
Request to Complete Comprehensive Examination Form

Student Name:	**TCU ID**:
Mailing Address:	
Email Address:	**Phone**:
Program: Doctorate in Higher Education Leadership	

COMPLETION OF REQUIREMENTS

Core Courses (Required by Program)	**Hours**	**Date (semester & year)**	**Instructor**
EDAD 70033 Ethical & Moral Dimensions of Ed Leadership			
EDLE 60063 Law and Ethics in Ed Leadership			
EDHE 70133 History and Philosophy of Higher Education			
EDHE 70143 Impact of College on Students			
EDHE 70153 Organizational Behavior in Ed Contexts			
Inquiry Courses (6 hours are required)			
EDUC 60043 Action Research			
EDUC 60823 Educational Program Evaluation			
EDUC 70953 Research in Education			
EDUC 70960 Apprenticeship in Research			
EDUC 70963 Qualitative Inquiry I			
EDUC 70973 Qualitative Inquiry II			
List Additional Courses Taken			
TOTAL CREDIT HOURS COMPLETED:		Total credit hours completed must be at least 42 hours or more to take the Comprehensive Examination.	

Academic Advisor (Please Print) Academic Advisor Signature Date

I understand that I have 30 days to submit my Comprehensive Written Examination paper.

Student Signature Date

Office Use Only	Date Exam Questions Issued:	Deadline to Return Exam	Actual Return Date

Appendix M. Request for 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 N. Standards Required for the Principal Certificate [UPDATED 1-2015]

Texas Administrative Code

(NOTE: These standards became official in October 2014, but as of this printing have not been updated within the Texas Administrative Code. As soon as those are published, this text will be updated to reflect the exact text from TAC Title 19, Part 7, Chapter 241

Standard 1: Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.

Standard 2: Human Capital. The leader is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

Standard 3: Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes**.**

Standard 4: School Culture. The leader is responsible for establishing and implementing a shared vision and culture of high expectations for all students.

Standard 5: Strategic Operations. The leader is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

Appendix O. Standards Required for the Superintendent Certificate

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 242	SUPERINTENDENT CERTIFICATE
RULE §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.

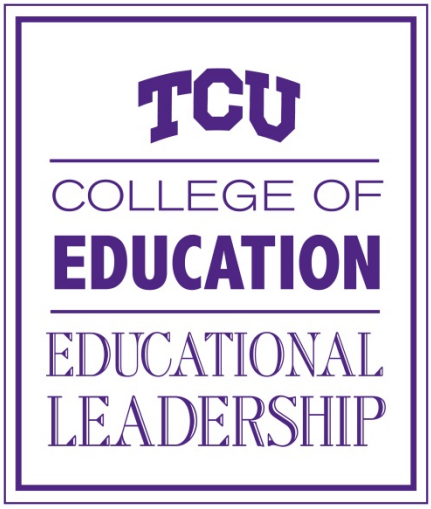
(f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent 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