



TEXAS A&M | UNIVERSITY
KINGSVILLE
JAVELINAS

**SUPERINTENDENT CERTIFICATION
PROGRAM**



Student Handbook

SUPERINTENDENT CERTIFICATION PROGRAM

This handbook reflects several policies that directly impact students enrolled in the Superintendent Certification program. The purpose of this handbook is to provide students with information concerning the nature and progression of the program. Changes to the handbook may occur at any time at the discretion of the program administration. The current version is posted on the website. As a general rule, these policies will be uniformly applied. However, the faculty recognizes that from time to time exceptional circumstances may arise that necessitate an exception. In such cases the core faculty reserves the right to review the matter and make a final determination.

Texas A&M University-Kingsville offers the Superintendent Certification program to eligible students with a Master's degree and principal certification. Courses emphasizing leadership at the district level in the areas of finance, facilities planning, pupil personnel management, and special programs administration as well as additional coursework related to higher level leadership. The program has been approved by TEA. The certificate is designed primarily for persons who desire to attain or who aspire to hold positions of executive leadership at the district level.

Students may apply to be accepted. Application must be made through www.applytexas.org. Once a student has been accepted to the College of Graduate Studies, the application is sent to the program level for the graduate coordinator's decision. Student may or may not be accepted at the program level. Just because the student has been accepted by the College of Graduate Studies, that doesn't necessarily mean the student will be accepted at the program level, as there are different requirements at the program level for admission. For specific admission requirements at the program level see the section below titled, "Admittance to a Specific Program."

Superintendent Certification Program in Educational Administration Features

The Superintendent Certification Program in Educational Administration degree is a 15 hour online program (see certificate plan below):

Master's Degree

EDAD 5352 Educational Facilities Planning (3)

EDAD 5381 Administration of Special Programs (3) **OR**

EDAD 5351 Staff and Pupil Personnel

EDAD 5384 Advanced Problems in the Superintendency (3)

EDAD 5313 School Finance (3)

EDAD 5385 Internship (3)

- Note: Doctoral students taking the superintendent certification courses as their cognate must complete an additional (3) hours of coursework to fulfill the 18 hour cognate requirement.

The courses in the certification plan may be taken in any order with the exception that the EDAD 5385 Internship course must be taken last. Please note the following policy:

In the beginning of the *semester prior* to enrolling in EDAD 5385, the student shall attend the TeXes review session offered through the certification office. Following the review, the student shall register for the TeXes superintendent exam. Each student shall be required to pass the certification exam prior to enrolling in EDAD 5385 (Internship) course.

***Special Note:** Courses taken at TAMUK have a longevity of 5 years. Additional requirements will be added for students delaying completion of the program beyond the 5 year limit.

For specific TEA requirements to become certified as a principal in the state of Texas, see the Texas Education Agency website:

http://www.tea.state.tx.us/index2.aspx?id=25769812520&menu_id=2147483671&menu_id2=794 for more information.

Program Outcomes (The Superintendent Certification Program is subdivision of the EDAD program and adheres to the same outcomes and goals as noted below)

The overarching goal of the program is for the student to develop a style of thinking, feeling, and behaving that centers on knowledge of professional literature; a respect for data of various kinds; careful, reflective, and constructive reasoning; effective leadership behavior; and an overall leadership vision at the district wide level of leadership. Our students exercise high levels of independent scholarship, remain current with issues of the field, and give a great deal of emphasis to educational administration theory and research. The applications of theory and research experiences impact personal and organizational change to improve educational programs.

Program Goals

TAMUK Imperatives	EDAD Program Goals and Objectives	PROGRAM SLOs
<p><i>Imperative I.</i> Broaden the Base of Productive and Educated Citizens.</p>	<p>Goal I. Broaden the Base of Productive and Educated Citizens.</p> <p>Objective 1.1: Increase the number of students in the educational administration program through a recruitment/advertising campaign.</p> <p>Assessment Measure: The Department will continue a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%.</p>	

<p>Imperative II. Enhance Student Learning Through Civic, Professional, and Research Engagement.</p>	<p>Goal II. Enhance Student Learning Through Civic, Professional, and Research Engagement.</p> <p>Objective 2.1 (Learning Outcome): Maintain or increase the number of faculty/student research presentations/publications.</p> <p>Assessment Measure: The Department will maintain or increase the number of faculty/student research presentations/publications at local, state/regional, or national levels.</p>	<p>Maintain or increase the number of faculty/student research presentations/publications.</p>
<p>Imperative III. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.</p>	<p>Goal III. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.</p> <p>Objective 3.1: High quality academic program.</p> <p>3.1.a. Understand the foundations and sources of successful leadership practices, processes, and effects.</p> <p>3.1.b. Acquire knowledge and understanding of the most recent theory and research in education.</p> <p>3.1.c. Understand psychological and philosophical foundations of curriculum design.</p> <p>3.1.d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded.</p> <p>3.1.e. Understand the unique challenges involved in leading and influencing professionals in organizations.</p> <p>3.1.f. Applying research experience and data analysis to solve school problems.</p> <p>3.1.g. Applying theory and research on personal and organizational change to improve educational programs.</p> <p>Assessment Measure: 100% of students will</p>	<p>1.Students will compare leadership theories and critique their effectiveness.</p> <p>2.Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education.</p> <p>3.Students will analyze and summarize educational data utilizing statistical software.</p> <p>4.Students will create research designs for educational problems.</p>

	<p>pass comprehensive exams.</p> <p>Note: In the event that students do not pass any section of the comprehensive exam, an individual growth plan will be developed for that student. Written exams may be re-taken one time.</p>	<p>5. Students will formulate and evaluate educational innovations.</p>
<p>Imperative IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.</p>	<p>Goal IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.</p> <p>Objective 4.1: Maintain the number of internal and external grant applications</p> <p>Assessment Measure: Maintain the number of grant applications by faculty.</p> <p>Objective 4.2: Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level.</p> <p>Assessment Measure: While maintaining current scholarly activity at the state/ regional conferences, the program will increase its activity at the national/ international level with six presentations being made (i.e., an average of one per faculty member). Additionally, 75% of manuscript submissions will be to national/ international peer reviewed journals.</p>	
<p>Imperative V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.</p>	<p>Goal V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.</p> <p>Objective 5.1: Maintain a timely and informative departmental web page.</p> <p>Assessment Measure: Web page will be maintained that contains timely information for current/potential students and the general public which includes, but is not limited to: current program news, program overviews,</p>	

	<p>curricular information, faculty information, links to faculty homepages, student activities, and faculty/student accomplishments.</p> <p>Objective 5.2: Maintain funding for faculty and staff travel and development.</p> <p>Assessment Measure: The Department will continue to financially support (at least \$2000/AY) faculty travel for (in priority order) presentation of original research (peer-review), professional learned society leadership, and professional development at the (in priority order) national/ international and state/regional levels.</p>	
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PROGRAM DESCRIPTION AND REQUIREMENTS

Superintendent Certification Program Policy

The following policies apply to all students unless otherwise stated.

Certificate Plan

Once accepted into the program, the student must file a certification plan with the program coordinator before or during the first semester of graduate course work. The student is responsible for knowing and meeting all university policy and deadlines.

Transfer of credits to the Superintendent Certification Program

Up to six credit hours of previous work from an accredited university **may be transferred** in to substitute for credit hours in the current certificate plan. The credit hours may not have been used from a previously completed degree or certificate. The grade must be a "B" or better to be considered. The coursework will not be older than 5 years old. The course content of the course being considered for substitution must be very similar to the content of the class in the Superintendent Certification Program. It is at the program coordinator's discretion as to whether or not the course(s) will or will not be transferred into the student's Superintendent Certification Program certificate plan.

Attendance

A vital part of each student's education is regular attendance at all class meetings. Every faculty member will keep a current attendance record on all students. Frequent absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member.

The administration of the Superintendent Certification Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and documented participation in an officially approved class activity. Students wishing to be excused for any other reason must obtain the approval of each instructor concerned. These should be kept to a minimum.

The professor will have the discretion to set limits on excused absences. A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. In the case of unexcused absences, the faculty member concerned will determine whether or not the student will be permitted to make up the missed work. Students with excessive absences may be dropped from the course regardless of whether or not they are passing.

Required Grades

A minimum grade point average of 3.0 on a 4.0 scale is required to be maintained while in the program. Grades of *D* or *F* do not apply toward the superintendent certification but are used to calculate grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade.

Scholastic Probation

A student will be placed on scholastic probation if, at the end of either long semester or the second summer session, the student's cumulative graduate grade point average falls below 3.0. If the probationary status is not removed during the next full semester for which the student enrolls (combined summer terms count as one full semester), the student must be reinstated before registering for further graduate work.

Reinstatement

The graduate student who is dismissed for any reason may request reinstatement through the Graduate Dean, who will consult with the graduate program coordinator and program advisee.

Professionalism when Communicating with Faculty

Communication between faculty and students through email, text, or phone is expected to be professional and courteous, as expected of educational leaders.

Academic Misconduct

See Student Handbook at <http://osa.tamuk.edu/dean/studenthandbook.pdf>.

Full-Time Status

A full-time graduate student is one registered for 9 semester credit hours in a fall or spring semester, and 6 hours in each of the two summer terms. Students wishing to register an overload, first obtain permission from the Dean of the College of Education and Human Performance.

Course Longevity

A student **must** complete all requirements for the Superintendent Certification within *seven consecutive years* of initial registration for that certificate. Graduate credits older than those stipulated are not applicable toward the certificate without written approval from the Graduate Dean. Further information can be found at the office of Graduate Studies website: <http://www.tamuk.edu/grad/>

Continuous Enrollment

Continuous enrollment consists of fall, spring semesters and summer semesters.

Graduate Readmission

Students who have been inactive in the program for two long semesters (fall and spring) must resubmit an application via www.applytexas.org. Students returning for certification must complete another application for admission (www.applytexas.org) to be admitted to the certification program.

Admittance to a Specific Program

§241.5. Minimum Requirements for Admission to a Superintendent Preparation Program.

- (a) Prior to admission to an educator preparation program leading to the Superintendent Certificate, an individual must hold a Master's degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board.
- (b) An educator preparation program may adopt requirements for admission in addition to those required in subsection (a) of this section.
- (c) The educator preparation program shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

Admittance to the College of Graduate Studies **does not guarantee acceptance into the Educational Administration graduate program.** The coordinator of the program sets standards for admittance to the program. The graduate coordinator for the program is responsible for acceptance or denial of admission of the student to the program. The program adviser will direct the degree plan. Students must therefore check the admission requirements to the program before they seek admission to the College of Graduate Studies.

Advanced study in Educational Administration provides an opportunity for individuals to prepare for leadership positions in the field of education. Degrees and/or certification are available in the Principalship and Superintendency. Included in each course of study is a one-semester supervised internship at an approved public school. All GPA requirements for a master's degree apply. Admission to the master's program requires the following

- 2.8 undergraduate GPA
- An acceptable score(s) that is not older than five years in one of the two following tests:

GRE Scores of: 142 or better in the V and 142 or better in the Q (under the new score reports for the GRE) or a MAT Score of 388 or higher.

Test must be taken, meet minimum score requirements and acceptable score(s) presented to the Office of Graduate Studies within the first semester of taking

classes. No exceptions. *For those students who don't meet the minimal score requirements, they will be considered on a case by case basis. If the Program Coordinator deems it advisable, the student will be allowed to enroll for one semester. If the student maintains a "B" or higher in each class for that semester, he or she may be allowed to register for the following semester. If the student does not maintain a "B" or higher for each class, the student will not be allowed to register for any further classes in the program.*

Program Course Descriptions:

EDUCATIONAL ADMINISTRATION (EDAD)

Course Descriptions:

5301. Behavioral and Organizational Foundation of Education. 3(3-0)

Foundations of sociological, psychological, historical and philosophical views of education; school organization, including program of study, personnel, levels and varied approaches.

5302. Elementary and Secondary Curricula. 3(3-0)

Elementary and secondary school curriculum materials, design and methods.

5305. Graduate Research Project. 3(3-0)

Designed for Plan II and Plan III students and requires completion of a research project. Prerequisite: departmental approval. May be repeated for a maximum of 6 semester hours.

5307. School Administration: Advanced Problems. 3(3-0)

Major problems of the school administrator. Each student will accept one major problem for a term paper. Administration credit.

5311. Secondary School Curriculum: Problems Course. 3(3-0)

Secondary school curriculum materials and methods problems. Lecture, discussion, library, research and seminar techniques are employed. Methods credit.

5312. Supervision: Advanced Problems. 3(3-0)

Major problems of supervision. Students explore problems related to professional development and assessment. Administration credit.

5313. School Administration: Public School Finance. 3(3-0)

Theory and practices including federal, state and local levels. Theory and practices in taxing and budgeting with emphasis on Texas system. Administration credit.

5315. Administration of the Various Special Programs in Education with Emphasis on Reading; Career Education; Vocational Technical Administration Special Education. 3(3-0)

Administration of the various special staff and pupil personnel services offered in the public schools, including guidance, health, attendance, reading, career education, vocational technical administration and special education.

5317. Workshop: Advanced School Problems. 3(3-0)

Contemporary school administration problems. Administration credit.

5320. Education: Special Problems. 3(3-0)

Study of school problems in designated areas as approved by the university. May be repeated for credit when topic changes.

5330. Multicultural Education for Educators. 3(3-0)

Examines multicultural relations in American society and explores solutions to critical political, social, economic, legal and cultural problems confronting schools into the twenty-first century.

5341. School Administration. 3(3-0)

School systems with emphasis upon decision making and problem solving of school boards, superintendents, principals and teachers to promote student success.

5342. Principalship. 3(3-0)

Administration and supervision of the elementary and secondary school; shared vision, leadership, organization, faculty functions, qualifications and selection.

5343. Managing School Resources. 3(3-0)

Administration of the school. Function, organization, physical equipment, campus budgeting, personnel, resource utilization, financial management and technology use for a safe and effective learning environment.

5344. Supervision. 3(3-0)

The purpose and methods of effective school supervision. Focus on instructional leadership development. General administration.

****5345. Internship in School Administration.** 3(3-0)

On-the-job projects for the purpose of practical application of administrative tasks.

****Note:** Student must successfully pass the Texas Principal Certification Examination prior to registering for this course.

5351. Staff and Pupil Personnel Administration. 3(3-0)

Principles and practices of administration as it concerns selecting and retaining school personnel and administering the pupil personnel program. Placement, job analysis and evaluation, salaries, fringe benefits, maintenance of morale, collective bargaining and student performance are addressed.

5352. Educational Facilities Planning. 3(3-0)

Creative and systematic planning of school facilities focusing on translation of psychological and educational needs into physical form and design. Development of educational specification, survey techniques, space allocation organization and conditioning with relationship to curriculum processes.

5381. Administration and Management of Special Programs. 3(3-0) Problems in administering and managing special programs in public schools such as vocational and technical education, special education, career education and other special areas.

5382. School Public Relations. 3(3-0) Processes and effects of communications between the public schools and their communities to respond to diverse interests and needs, and mobilize resources to promote school success.

5383. Public School Law. 3(3-0)

Federal and state legal regulations as they relate to public school administration. Integrity, fairness and ethics to promote student success.

5384. Advanced Problems in the Superintendency. 3(3-0)

Current problems in the school superintendency are studied in depth.

5385. Superintendency Internship. 3(3-0)

Practical application of tasks in the area of the superintendent.

Library Resources

The resources of the library at TAMUK in fields relevant to this program are made available to students in the program. The library holds a complete file of ERIC (the Education Resources Information Center) materials; this includes both Resources in Education and Current Index to Journals in Education. Students also have access to the on-line resources which locates references and summaries or articles in a variety of electronic and other databases.

The TAMUK library is a depository for both federal and state documents. The Jernigan library takes all state documents offered. In addition, almost all documents generated by the U.S. Department of Education, the National Center for Educational Statistics, and the National Institute of Education are available. Media material collections are provided. Faculty and students in the educational administration program at TAMUK have reciprocal borrowing/use privileges at institutions of higher education in Texas through TexShare. Jernigan Library can be accessed on the web at: <http://lib.tamuk.edu/>

EDAD STUDENT RESOURCES AND POLICIES

For the Educational Administration student, the following websites may prove to be useful:

Student handbook, faculty handbook, as well as the policies and procedures of TAMUK: <http://www.tamuk.edu/>

Library resources available online can be: <http://lib.tamuk.edu/>

The College of Graduate Studies information such as important deadlines, thesis manual and graduate school policy, and other items of important to the graduate student: <http://www.tamuk.edu/grad/>

Assistance with Black Board, computer account sign on information, email assistance, etc. can be found at the iTech website: <http://www.tamuk.edu/itech/>

The Student Handbook: http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf

For current students, various informational web links can be found at: <http://www.tamuk.edu/current/index.htm>

Disability Resource Center: <http://www.tamuk.edu/shw/drc/index.html>

Academic Testing Center: <http://www.tamuk.edu/academictesting>

- 2). www.georgetown.edu/honor/plagiarism.html
- 3). www.rbs2.com/plag.htm
- 4). www.zoology.ubc.ca/bpg/plagiarism.htm
- 5). www.aresearchguide.com/plagiar.html

Research Sites: APA Style Links: <http://education.tamuk.edu/policy/apalinks.htm>

Disability statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Six-drop policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

Academic misconduct statement:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:

- 1) Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2) Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- 4) Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
- 5) Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- 6) Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

7) Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
- 2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include

- 1) interfering with the instructor's ability to conduct the class,
- 2) causing inability of other students to profit from the instructional program, or
- 3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class,

etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment /Discrimination:

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.