



A Member of the Texas State University System

**College of Education Professional Certification Program
Handbook
2021/2022**

PRINCIPAL CERTIFICATION PROGRAM

**Sam Houston State
University College of
Education
Educational Leadership Department**

Note: It is a student's responsibility to read this handbook, be knowledgeable of its contents, and comply with the standards set forth herein.

COE Professional Educator Certification Programs Overview

Sam Houston State University's professional educator certification programs are designed to prepare current educators to assume advanced roles in Texas public schools. These programs aim to provide educators with the skills to serve students, parents, and teachers by providing expertise in the chosen field of study. Each program consists of coursework aligned to rigorous state and national standards along with opportunities to engage in field experiences in authentic school settings. Upon completion of training, candidates are prepared to apply for certification in one of the six professional certification fields offered at SHSU. All professional certification programs are accredited by the Texas Education Agency and either the Council for the Accreditation of Educator Preparation or the Council for Accreditation of Counseling and Related Educational Programs.

Principal Program Overview

The Master of Education in School Leadership is a thirty-hour program designed specifically for educators who wish to work towards [Principal Certification](#). The program complies with existing standards for professional certification to produce proficient school administrators who are well educated in school leadership and administration; effective leadership strategies; campus business management; and federal, state, and local school regulations. Students in this program will also possess the skills necessary to evaluate programs for overall school improvement, improve instruction and curricula, and understand how diverse populations and special programs affect a school and its community. A comprehensive examination is required toward the end of the program coursework. The study plan originates in the Department of Educational Leadership.

Admission Requirements

1. Complete [Graduate Application](#)
2. Pay [Application fee](#)
3. Official transcript from the baccalaureate degree-granting institution with a GPA of 3.0 OR an official transcript from the **master's degree** granting institution with a GPA of a 3.5 or higher. If an applicant does not meet the minimum GPA expectations, official GRE scores must be submitted that meet the requirements. (See table below.)
4. Copy of Teacher Service Record from your school district's Human Resource Department with 2 years of creditable teaching experience preferred; however, we will consider applicants with 1 year of creditable teaching experience. Applicant must be working at a Texas Education Agency accredited school.
5. Two Reference Forms, one from your school principal and one from your assistant principal
6. [Professional Statement/Document of Intent](#)
7. Current Resume
8. [Interview Video](#)

Preferred Application Deadlines:

Fall - June 15

Spring - October 15

Summer - March 15

Final Application Deadlines:

Fall - July 1

Spring - November 1

Summer - April 1

GRE revised General Test Score Bands to be used for Admission to an Educator Preparation Program under the 10% Exception Rule in 19 TAC §227.10(a)(3)(D)

Self-reported Undergraduate GPA	GRE Verbal Reasoning ¹	GRE Quantitative Reasoning ¹	GRE Analytical Writing ²
B-(2.7 GPA)	143-157	140-155	3.0-4.5

¹ GRE Verbal and Quantitative scores are reported on a 130 to 170 scale.

² GRE Analytical Writing scores are reported on a 0 to 6 scale in half-point increments.

Under these circumstances, the GRE may not be waived.

Admission Process

1. Complete [Graduate Application](#)
2. Pay [Application fee](#)
3. Pay the \$35 [Texas Education Accountability System for Educator Preparation Programs Fee](#) (paid to the TEA as required by [Texas Administrative Code \(state.tx.us\)TAC 229.9.7](#)) if seeking Texas Principal certification
4. Complete Certification Program Application with all required documents
 - a. Official transcript from the baccalaureate degree-granting institution with a GPA of 3.0 OR and official transcript from the **master's degree** granting institution with a GPA of a 3.5 or higher. If an applicant does not meet the minimum GPA expectations, official GRE scores must be submitted that meet the requirements. (See table below.)
 - b. Copy of Teacher Service Record from your school district's Human Resource Department with 2 years of creditable teaching experience preferred; however, we will consider applicants with 1 year of certified teaching experience. Applicant must be working at a Texas Education Agency accredited school.
 - c. Copy of valid Teacher Certificate
 - d. Two recommendations, one from the school principal and one from an assistant principal
 - e. [Professional Statement/Document of Intent](#)
 - f. Current Resume
 - g. [Interview Video](#)
5. Indicate your intention to enter the program by completing and returning the emailed Reciprocal Agreement
6. Review, sign, and return via email your official Principal Certification Degree Plan
7. Register for courses as approved by Program Advisor and sent via email

GRE revised General Test Score Bands to be used for Admission to an Educator Preparation Program under the 10% Exception Rule in 19 TAC §227.10(a)(3)(D)

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² GRE Analytical Writing scores are reported on a 0 to 6 scale in half-point increments.

Under these circumstances, the GRE may not be waived.

Course Titles and Descriptions

The following courses must be completed AFTER being accepted into the Principal certification program. Any courses taken prior to Principal certification program acceptance will count toward certification requirements only if approved by the program coordinator.

Master of Education in School Leadership

EDAD 5332. School Leadership. 3 Hours.

Students are introduced to the basic activities of educational management, theories and concepts, organization and governance of the Texas public schools.

EDAD 5372. Fed-State-Local Sch Law. 3 Hours.

The course provides a study of the legal basis of school control; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education.

EDAD 5386. Special Populations & Special Programs. 3 Hours.

Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education.

EDAD 6370. Campus Business Management. 3 Hours.

This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant. This course deals with basic concepts of management of campus activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education.

EDAD 6371. Role of the Principal In School Administration. 3 Hours.

This course is designed for school administrators and supervisors. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle, or senior high school level.

EDAD 6378. Instructional Supervision. 3 Hours.

Students explore effective leadership strategies to improve student achievement through teacher selection and hiring, curriculum, instruction, assessment, and professional development.

EDAD 6379. Prog Eval For School Improvement. 3 Hours.

Students explore the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, and professional development.

EDAD 6310. School Culture & Communication. 3 Hours.

Students explore effective leadership strategies and practices to improve the school culture, student learning, and teacher growth and to ensure the development of collegial relationships and effective collaboration.

EDAD 6362. Campus Leadership Practicum/Internship. 6 Hours.

This laboratory course is designed to provide intensive study and field experience in problems relating to a specific job at the elementary, middle, or senior high school level. Last course to be taken in the sequence of courses. May be taken with one other course.

Total Hours: 30

Post Master's Principal Certification (Principal Certification Only)

EDAD 5332. School Leadership. 3 Hours.

This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools.

EDAD 5372. Fed-State-Local School Law. 3 Hours.

The course provides a study of the legal basis of school control; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education.

EDAD 5386. Special Populations & Special Programs. 3 Hours.

Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education.

EDAD 6370. Campus Business Management. 3 Hours.

This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant. This course deals with basic concepts of management of campus activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education.

EDAD 6371. Role of the Principal in School Admin. 3 Hours.

This course is designed for school administrators and supervisors. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle, or senior high school level.

EDAD 6378. Instructional Supervision. 3 Hours.

Students explore the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, and professional development.

EDAD 6362. Campus Leadership Practicum/Internship. 6 Hours.

This laboratory course is designed to provide intensive study and field experience in problems relating to a specific job at the elementary, middle, or senior high school level. Last course to be taken in the sequence of courses. May be taken with one other course.

TOTAL HOURS NEEDED FOR CERTIFICATION RECOMMENDATION – 24 hours

Practicum Requirements

SHSU's certification programs adhere to the rules set forth in the Texas Administrative Code, which govern educator preparation and certification. Rules concerning practicum requirements for professional certifications can be found in [Texas Administrative Code \(state.tx.us\) §228.20](http://www.state.tx.us) and [Texas Administrative Code \(state.tx.us\) §228.35](http://www.state.tx.us).

For your convenience, we have outlined the requirements below.

1. 160 hours of activities that are aligned to educator standards for the certification program
2. Experiences with diverse types of students, grade levels, and campuses
3. Guidance from a school-based site supervisor and a university-based field supervisor
4. Time log with date, time, location, and activity
5. Written reflection (instructions given by program)
6. Contact with the field supervisor within the first 3 weeks of practicum assignment
7. 135 minutes of observation by the field supervisor with written feedback and conferencing
8. First observation conducted by the field supervisor within the first 6 weeks of practicum assignment
9. At least 3 observations by the field supervisor during the term of the practicum
10. Practicum activities aligned to the educator standards for the certification program
11. Informal observations and coaching provided by the field supervisor throughout practicum
12. ADDITIONAL PROGRAM SPECIFIC REQUIREMENTS

Certification Requirements

1. Complete coursework and Practicum outlined above
2. Score 80% or above on the TExES 268 (IPE): Practice exam
3. Request TExES 268 certification exam approval
4. Register for the TExES 268: Principal as Instructional Leader Certification exam
5. Receive passing score on the TExES 268: Principal as Instructional Leader Certification Exam

6. Request TExES 368 (PASL) Performance Assessment for School Leaders Certification Exam approval
7. Register for TExES 368 (PASL) Performance Assessment for School Leaders Certification Exam
8. Receive passing score on the TExES 368 (PASL): Performance Assessment for School Leaders Certification Exam

Apply for the Principal as Instructional Leader Certification (Standard Certification) through the State Board for Educator Certification

Comprehensive Exams

All graduate students at SHSU must successfully pass a comprehensive exam in order to graduate. All Department of Educational Leadership Master of Education in School Leadership with Principal Certification candidates are required to take and pass the Interactive Practice Exam (IPE). The IPE is conducted online and is available anytime. The Program Coordinator will share more information when candidates register for Practicum.

If a student is not successful in their first attempt taking the comprehensive exam, a second attempt will be allowed. However, a remediation plan may be required as determined by the faculty and the program coordinator. As per Graduate School policy, a third examination may be permitted only with the approval of the Dean of the College of Education and the Chair of the Department of Educational Leadership.

Note: Candidates must successfully pass the comprehensive exam to be eligible to graduate and take the TExES 268 Certification exam.

Professional Dispositions and Diversity Proficiencies

The Department of Educational Leadership expects students to adhere to the highest standards for professional comportment (see Professional Comportment, below) at all times throughout their enrollment in this program. It is the professional responsibility of the Educational Leadership faculty to ensure that students not only exhibit the knowledge and skills required of a professional educator but also have the disposition and relationship capacities to utilize those skills.

These dispositions are expected to be in place throughout the program as well as at the completion of the program.

0 Not meeting expectations	1 Meets expectations	2 Exceeds expectations	Disposition Behaviors
			1. Engaged Learner (Participates appropriately in coursework and discussions, remains focused)
			2. Observes Ethical Standards (Avoids plagiarism, contributes fair share to group work/discussion boards)
			3. Respects Diverse Viewpoints (Student exhibits respectful behaviors when diverse perspectives are shared)
			4. Submits Assignments by Deadlines (Student submits assignments on or before deadline; student communicates with professor on assignment state, if needed)
			5. Demonstrates an Attitude of Professional Growth (Uses feedback, seeks out resources when needed, demonstrates independence by taking responsibility for learning needs)

Disposition rubric will be completed after the completion of 6 semester hours and again after 24 semester hours.

Professional Dispositions Review

The Educational Leadership faculty meets regularly and discusses individual students' progress at various times throughout the semester. Students are expected to model professional behavior throughout the program. Additionally, students are required to engage in exemplary behavior at their campus as well as within each course; each student should review the Student Guidelines at:

<https://www.shsu.edu/dept/dean-of-students/guidelines/student-guidelines>

Code of Ethics and Standard Practices for Texas Educators

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y)

TAC Requirements for Principal Certification

19 TAC Chapter 241. Certification as Principal

Subchapter A. Principal as Instructional Leader Certificate and Endorsement

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §§21.003(a); 21.040(4); 21.041(b)(1)-(4); 21.046(b)-(d); and 21.054(a), (e), and (e-2).

§241.1. General Provisions.

(a) The Principal as Instructional Leader Certificate may be issued no earlier than December 1, 2018, and Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.

(b) The holder of the Principal as Instructional Leader Certificate issued under the provisions of this chapter may serve as a principal or assistant principal in a Texas public school.

Source: The provisions of this §241.1 adopted to be effective December 23, 2018, 43 TexReg 8114.

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

(a) Prior to admission to an educator preparation program (EPP) leading to the Principal as Instructional Leader Certificate, an individual must hold a baccalaureate 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 EPP may adopt requirements for admission in addition to those required in subsection (a) of this section.

(c) The EPP shall implement procedures that include screening activities to determine the candidate's appropriateness for the Principal as Instructional Leader Certificate as identified in Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates).

Source: The provisions of this §241.5 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.10. Preparation Program Requirements for Principal as Instructional Leader Certificate.

(a) The standards identified in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate) and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs) shall be the curricular basis for an educator preparation program (EPP) preparing candidates to be principals. The EPP shall establish benchmarks and structured assessments of the candidate's progress and needed growth throughout the EPP based on the standards identified in §241.15 of this title.

(b) The principal preparation program shall include a field-based practicum whereby a candidate must demonstrate proficiency in each of the standards identified in §241.15 of this title.

(c) An EPP may develop and implement specific criteria and procedures that allow a candidate to substitute related experience and/or professional training directly related to the standards identified in §241.15 of this title for part of the preparation requirements.

(d) The calculation determining an EPP's accountability rating in accordance with Chapter 229 of this title shall not include a candidate's performance on the Principal as Instructional Leader pilot examination.

Source: The provisions of this §241.10 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.15. Standards Required for the Principal as Instructional Leader Certificate.

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

(b) School Culture. The principal:

- (1) ensures that a positive, collaborative, and collegial school culture facilitates and enhances the implementation of campus initiatives and the achievement of campus goals;
- (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;
- (3) facilitates the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
- (4) supports the implementation of the campus vision by aligning financial, human, and material resources;
- (5) establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
- (6) acknowledges, recognizes, and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision;
- (7) models and promotes the continuous and appropriate development of all learners, including faculty and staff, in the campus community;
- (8) uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
- (9) develops and uses effective conflict-management and consensus-building skills;

- (10) establishes and communicates consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;
- (11) implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture;
- (12) creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students; and
- (13) ensures that parents and other members of the community are an integral part of the campus culture.

(c) Leading Learning. The principal:

- (1) creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
- (2) prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research;
- (3) routinely monitors and improves instruction by visiting classrooms, engaging in formative, evidence-based appraisal processes and conferences with teachers, and attending grade or team meetings;
- (4) facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;
- (5) facilitates campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
- (6) implements a rigorous curriculum aligned with state standards, including college and career readiness standards;
- (7) analyzes the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
- (8) monitors and ensures staff uses multiple forms of student data to inform instruction and intervention decisions to maximize instructional effectiveness and student achievement;
- (9) ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;
- (10) ensures staff have the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions; and

(11) facilitates the use and integration of technology, telecommunications, and information systems that enhance learning.

(d) Human Capital. The principal:

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

(e) Executive Leadership. The principal:

- (1) reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow;
- (2) engages in ongoing and meaningful professional growth activities to further develop knowledge and skills and to model lifelong learning;
- (3) uses strong communication skills, understands how to communicate a message in different ways to meet the needs of various audiences, and develops and implements strategies for effective internal and external communications;

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

(f) Strategic Operations. The principal:

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

- (8) collaboratively plans and effectively manages the campus budget;
 - (9) uses technology to enhance school management;
 - (10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and
 - (11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.
- (g) Ethics, Equity, and Diversity. The principal:
- (1) implements policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 - (2) models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 - (3) ensures that reports of educator misconduct, including inappropriate relationships between educators and students, are properly reported so appropriate investigations can be conducted;
 - (4) models and promotes the continuous and appropriate development of all learners in the campus community;
 - (5) ensures all students have access to effective educators and continuous learning opportunities;
 - (6) promotes awareness and appreciation of diversity throughout the campus community;
 - (7) implements special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs;
 - (8) articulates the importance of education in creating engaged citizens in a free democratic society;
 - (9) communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences; and
 - (10) treats all members of the community with respect and develops strong, positive relationships with them.

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

§241.20. Requirements for the Issuance of the Standard Principal as Instructional Leader Certificate.

To be eligible to receive the standard Principal as Instructional Leader Certificate, a candidate must:

- (1) successfully complete either the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators), or a piloted examination developed for the Principal as Instructional Leader Certificate;
- (2) hold, at a minimum, 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;
- (3) hold a valid classroom teaching certificate;
- (4) have two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2); and
- (5) successfully complete a principal preparation program that meets the requirements of §241.10 of this title (relating to Preparation Program Requirements for the Principal as Instructional Leader Certificate), §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate), Chapter 227 of this title (relating to Provisions for Educator Preparation Candidates), and Chapter 228 of this title (relating to Requirements for Educator Preparation Programs).

Source: The provisions of this §241.20 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.25. Requirements for the First-Time Principal in Texas.

- (a) A principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state) shall participate in an induction period of at least one year.
- (b) The induction period should be a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role. Mentoring support must be an integral component of the induction period.

Source: The provisions of this §241.25 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.30. Requirements to Renew the Standard Principal as Instructional Leader Certificate.

- (a) An individual who holds a standard Principal as Instructional Leader Certificate is subject to Chapter 232, Subchapter A, of this title (relating to Certificate Renewal and Continuing Professional Education Requirements).

(b) To satisfy the requirements of this section, an individual must complete 200 clock-hours of continuing professional education every five years directly related to the standards in §241.15 of this title (relating to Standards Required for the Principal as Instructional Leader Certificate).

(c) An individual who holds a valid Texas professional administrator certificate issued prior to September 1, 1999, may voluntarily comply with the requirements for continuing professional education in this section.

Source: The provisions of this §241.30 adopted to be effective December 23, 2018, 43 TexReg 8114.

§241.35. Requirements for the Issuance of the Principal as Instructional Leader Endorsement.

(a) The Principal as Instructional Leader Endorsement may be issued no earlier than September 1, 2019.

(b) To be eligible to receive the Principal as Instructional Leader Endorsement, a candidate must:

- (1) hold a valid certificate to serve in the role of principal; and
- (2) successfully complete the appropriate examinations required under Chapter 230, Subchapter C, of this title (relating to Assessment of Educators).

Source: The provisions of this §241.35 adopted to be effective December 23, 2018, 43 TexReg 8114.

Expectation for Ethical and Professional Behavior

Students are expected to demonstrate exemplary behavior in the classroom and field settings. To understand the university's definition of "exemplary behavior in the classroom" and field settings, each student should review the *Code of Student Conduct and Discipline*, specifically Section 5.2, examples 3, 4, 10, and 19, and Section 5.3 at: <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

Professional Comportment

The College of Education expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To this end, those associated with the College of Education must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the field and educational setting.

Some attitudinal or behavioral patterns may elicit concerns as to the student's ability to continue in their graduate program. Such attitudinal patterns or behaviors may include, but are not limited to, breaching client confidentiality; becoming sexually involved with a client; performing field skills outside of one's scope of ability; academic dishonesty; revealing a lack of concern or compassion in the field; disobeying directives received from faculty or field placement supervisory staff; inappropriate, adversarial, or unprofessional behavior towards faculty, supervisors, field clients, and/or colleagues that does not improve following direct intervention; and/or intentionally misrepresenting facts or misleading others (e.g., faculty, professional colleagues, fellow students). Students should demonstrate regard for the feelings, rights, and traditions of others. Students should conduct

themselves in a manner that exemplifies characteristics befitting a mature professional at all times. Such professionalism shall be demonstrated by displaying professional maturity and appropriateness in their dress, both in-class and in all field settings. Failure to adhere to professional standards may result in dismissal from the program.

Professionalism is an integral part of the curriculum and is considered to be a component of all courses, including clinical and field placements. Failure of the professionalism domain shall be considered sufficient reason to fail an entire course or clinical/field training, regardless of performance on assessments. The College Academic Review Committee shall review students' professional behavior in and out of class and retains the right to invoke appropriate disciplinary measures for breeches, up to and including dismissal.

Remediation Protocol

The faculty make every reasonable effort to facilitate a candidate's progress toward degree completion and/or certification. Once accepted into the program, it is anticipated that principal certification candidates will develop the skills necessary for rendering school leadership knowledge, skills and appropriate professionalism/behavior. However, if the Faculty Advisor or other faculty identify limitations regarding a candidate, and it is the judgment of the faculty that the candidate is not capable or does not have the potential for rendering the desired school leadership knowledge, skills, and/or appropriate professionalism/behavior, two alternatives will be available to the candidate: (a) repetition of coursework and/or other remediation to be satisfactorily completed before graduation, or (b) denial of further enrollment until the candidates remediates the weaknesses or problems to the satisfaction of the faculty.

The following protocol will be followed, with the potential for additions depending on the individual needs of the principal candidate, for any principal candidate who has been identified as having a concern or non-support from one or more faculty members during the completion of the core school leadership courses. Issues of concern or non-support must include a full description regarding the student's performance prior to remediation. For all remediation plans the initial step will include a conversation between the faculty and the program coordinator to discuss and develop a possible plan that addresses the candidate's individual challenges and then the course instructor faculty will contact the candidate via email to develop a final remediation plan. The following areas for concern were developed to specifically address requirements outlined in the master's program handbook in that: **It is the professional responsibility of the Master of Education in School Leadership faculty to ensure that candidates not only exhibit the knowledge and skills required of a schoolleader but also have the disposition and relationship capacities to utilize those skills.**

1. **Knowledge Deficit:** the student struggles with retaining or understanding content knowledge associated with program courses. This must be evidenced by grades below a B.
 - a. Students with GPA below 3.0 are automatically removed from the program at the time their GPA falls 3.0 and will be required to reapply for admission to the program. They will also be required to complete a remediation plan and will have the option of requesting that a committee be formed to review the fairness of the plan developed with their advisor and the program coordinator as well as to review the completion of their plan.

- b. SHSU Academic Policy statement 910312 allows programs to establish additional program-specific requirements. Candidates enrolled in the School Leadership/Principal Certification program may not earn more than one (1) grade of C while enrolled in the program. Candidates who earn two (2) grades of C will be terminated.
 - c. Remediation plans may include the completion of a written assignment associated with the topic area(s) where a deficit exists to be reviewed, at minimum, by her/his advisor and the program coordinator. The written assignment must address all areas of knowledge/content deficit therefore, if multiple deficits exist then a topic must be proposed that integrates multiple areas or multiple papers must be written.
 - d. The student will not be allowed to enroll in courses until the remediation plan is complete.
 - e. If a faculty member or members express concern regarding this area but the student has excellent or acceptable grades, a preponderance of evidence must be gathered to justify remediation (i.e. multiple assignments, discussion postings, etc. in the problem areas identified).
2. **Skill Deficit:** a concern is present that indicates the student struggles with application of content knowledge in school leadership situations as evidenced by case study assignments, review of practice, or other application-oriented activities and written work.
- a. Remediation plans may include leadership application and reflection of leadership work. The specific nature of the skill demonstrated will be determined by the candidate and the program coordinator.
3. **Professionalism/Behavioral Issue:** One or more Department faculty voice concerns regarding the student's Professional Comportment inside or outside of class in situations associated with the program. Behavioral issues may include one or more of the following: *frequent late assignments; any violation of the Code of Ethics and Standard Practices for Texas Educators; lack of involvement in coursework and/or reflection; discriminatory language or behaviors that would interfere with her/his role as a school leader; disrespectful behavior towards faculty, supervisors, and/or colleagues, or does not improve following direct intervention.* It is the responsibility of faculty and instructors to address behavioral issues as they are identified so that students can make corrections prior to the completion of the course and before applying for candidacy. Remediation plans may include a reflection that sufficiently addresses how the student has improved the behavioral/professional issue identified. This plan should be reflected in writing and address the thoughts, feelings, and actions the student took to develop as a professional in the area(s) delineated in the plan.

If a student has an issue in more than one of the areas listed above, they must complete a remediation outlined in each category. The student will have one semester to complete the plan unless otherwise agreed upon by those involved in the development of the initial plan. Students with skill or knowledge deficits may not take more than one class (if any) in the semester of their remediation. If he or she does not complete her or his plan in one semester, or by the agreed upon date of completion, he/she will not be able to register for classes until the plan is complete.

This protocol is designed to work in congruence with requirements outlined in the master's program handbook. Updates regarding student progress will be monitored regularly.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. See the [810213 Procedures in Cases of Academic Dishonesty 2018 \(shsu.edu\)](#)

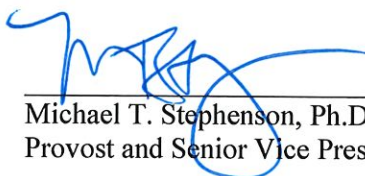
Students with Disabilities Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their instructors so that appropriate strategies can be considered, and helpful procedures developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. See the University's [Students with Disabilities Policy](#).

ACADEMIC GRIEVANCE POLICY

As a student, you have a right to grieve an academic decision. The program utilizes the same appeal process for academic and nonacademic dismissal. A student who believes they have been wrongly dismissed or terminated from graduate studies may appeal using the procedures outlined in Academic Policy Statement 900823. Under the provisions of this policy academic grievances include disputes over: (a) course and/or assignment grades, except cases of academic dishonesty (see Academic Policy Statement 810213 for procedures in cases of academic dishonesty); (b) unauthorized class absences or tardiness; (c) an instructor's alleged unprofessional conduct related to academic matters; (d) withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

APPROVED BY:


Michael T. Stephenson, Ph.D.
Provost and Senior Vice President for Academic Affairs


Date