

2026-27

STUDENT HANDBOOK

M.Ed. in Administration & Supervision



College of Education

UNIVERSITY OF HOUSTON

Welcome

Congratulations on your acceptance to the Department of Educational Leadership & Policy Studies (ELPS) in the University of Houston's College of Education! By joining our graduate, certificate, and accelerated certification programs, you become part of a Tier One research community dedicated to preparing compassionate, transformative leaders who improve educational outcomes for every learner. Whether you aspire to lead a school, district, university office, community organization or policy initiative, ELPS offers the rigorous curriculum, scholarly expertise and richly diverse Houston partnerships to help you advance your career and serve the public good.

This Student Handbook complements—yet does not replace—the University of Houston and College of Education policies and procedures outlined in their official documents (including the College's Graduate Student Success Handbook). Here you will find ELPS- and program-specific expectations, milestones, resources and support services to guide your academic and professional journey. Because policies evolve, the information in this handbook is subject to change; your program will keep you informed of any updates, and individual programs may issue additional handbooks for specialized requirements.

We are thrilled to welcome you to our vibrant community of students, faculty and alumni committed to leading equitable, evidence-based change across the educational pipeline. We look forward to learning with you and celebrating your accomplishments!

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Educational Leadership & Policy Studies (ELPS) Team

The ELPS Department supports students from application to graduation—and beyond—as you grow into a transformative leader and Coog alum!

The Department of Educational Leadership & Policy Studies provides leadership and ongoing support for our graduate programs, faculty, and students. Our goal is to foster excellence in all aspects of the graduate experience, including teaching, advising, scholarship, and professional development. We serve as a hub for communication, guidance, and advocacy within the department and act as a liaison between our students, program faculty, and the College of Education. We work closely with the College's Graduate Student Success team and the UH Graduate School to help ensure our students have access to the resources, services, and support needed to achieve their academic and professional goals.

Team members

- Dr. Kristen Hassett – Department Chair & Clinical Professor, khassett@cougarnet.uh.edu
- Dr. Keith Butcher – Associate Chair for Certification & Accreditation, kbutche2@cougarnet.uh.edu
- Dr. Vincent Carales – Associate Chair for Research & Development, vcarales@cougarnet.uh.edu
- Dr. Charlotte Carp – Associate Chair for Curriculum & Student Success, clcarp@cougarnet.uh.edu
- Mr. Norquezdan Florence – Program Manager 2, njfloren@cougarnet.uh.edu
- Ms. Deborah Gary – Program Coordinator 2, dagary@cougarnet.uh.edu

Contact us

- McElhinney, Suite 3001
- Email ELPS: delps@cougarnet.uh.edu
- Email Principal Certification: elgpsprincert@cougarnet.uh.edu

Institutional and College of Education Resources

For information about university-wide and college-level resources, please refer to the Graduate Student Success (GSS) Handbook. The following section provides department-specific resources and guidance relevant to students in the Department of Educational Leadership & Policy Studies.

Departmental IRB Requirement

When submitting your IRB application, please select **Dr. Vincent Carales** as the Department-level approver for Educational Leadership & Policy Studies (ELPS). This step is required for routing and review of your application.

Grievances

Students may grieve any faculty decision or action that affects their progress through the program. If the student chooses to grieve, he or she must follow the formal grievance procedures as specified in the [ELPS Student Grievance Policy](#), the [College of Education Student Grievance Policy](#), and in the [UH Graduate Studies Catalog](#). Also see the [Complaint Policy for Certification Programs](#).

Student Benchmarks

Course Requirements and Benchmarks

The University of Houston M.Ed. in Administration and Supervision is designed to be completed in less than two years. Specifically, students will take thirty (30) credit hours of coursework across five (5) semesters to complete the degree. Since degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow the approved degree plan in place at the time in which they complete an official, approved degree plan.

Academic and Administrative Benchmarks for M.Ed. in Administration & Supervision

Semester #	Semester 1	Semester 2	Semester 3
Benchmarks	• Orientation • Submit Degree Plan • 6370 PASL 1 (1st Half)	• 7320 PASL 2 • 6302 PASL 1 (2nd Half)	• Approval for State Exam
Cohort Year 1	ELCS 6301 Introduction to School Leadership ELCS 6370 Research for Educational Leaders (<i>40 Practicum Hours</i>)	ELCS 7320 Instructional Leadership I (<i>40 Practicum Hours</i>) ELCS 6302 Data-Informed Decision Making for School Leaders	ELCS 6330 Finance and School-Based Budgeting SPEC 6367 Special Education for School Leaders
Hours	6 hrs	6 hrs	6 hrs

Semester#	Semester 4	Semester 5	University of Houston Commencement Ceremony
Benchmarks	• 7321 PASL 3 • Exam TExES 268 • PASL Exam TExES 368 • Practicum Requirements	• Verification of Practicum Requirements • Graduation Application	
Cohort Year 2	ELCS 7321 Instructional Leadership II ELCS 7391 Practicum in the Principalship (<i>80 Practicum Hours</i>)	ELCS 6310 Strategic Engagement of School and Community Stakeholders ELCS 6304 Law and Policy for School Leaders	
Hours	6 hrs	6 hrs	

Practicum Requirements

Students seeking the Standard Principal Certificate must complete a structured, field-based practicum focused on actual experiences with each of the State Board for Educator Certification (SBEC) standards. The established practicum courses are an opportunity to plan, produce, participate in, and reflect upon campus leadership. By establishing an environment of opportunities,

students learn how to self-analyze their strengths and weaknesses throughout these critical developmental stages. The design of the field-based experiences utilizes and enhances the knowledge, skills, and other attributes and attitudes (KSAs) emphasized in the courses of the Principal Certificate program components. This collaborative design encompasses the students, mentors, school community, and university supervisor to assimilate the organization and leadership essential to a schools' success.

The Practicum is limited to those students that have enrolled as students for the M.Ed. in Administration and Supervision or the Accelerated Principal Certification program. The year-long practicum experiences aim to provide the student with a deepened understanding of the year-long operations and commitment that a principal makes to the school community. The practicum serves as the cumulating experience in the Principalship program. It concludes at the end of the year with a capstone portfolio. At a minimum, the portfolio must include a cover or welcome page, resume, one-page philosophy of education, and four critical standards projects completed during the program. A pass or fail grade is recorded in MyAdvisor. Consult with the Associate Department Chair for Certification & Accreditation for eligibility, restrictions, and details. A review of the capstone portfolio during ELCS 7391, Practicum in the Principalship, serves as the comprehensive exam for the M.Ed. in Administration and Supervision.

Certification/Certification Exam

Principal certificate candidates will need to pass the TExES 268, Principal as Instructional Leader (PIL), exam and complete the TExES 368, Performance Assessment for School Leaders (PASL), to obtain a standard certification. Guidance for completion of the PASL exam is provided during ELCS 6370, ELCS 7302, ELCS 7320, and ELCS 7321. Students may submit their completed performance assessments to ETS® during the fourth or fifth semester of the program.

Upon receiving exam approval, students may register with Pearson Education, Inc. © to take the TExES 268, Principal as Instructional Leader, exam. The PIL exam is a five-hour computer-administered test (CAT) which includes 70 selected-response questions and four constructed-response questions. The PIL exam is administered throughout the year at CAT sites located in Texas and nationwide. The university provides PIL exam preparation sessions during the fall and spring semesters. Students are required to attend an exam preparation training for selected and constructed responses and pass the UH 268 practice exam to receive permission to take the TExES 268 exam. Students who do not pass the TExES 268 on their first attempt must provide a copy of their complete exam report accompanied with a study plan which must include, at a minimum, attending an internal or external 268 exam preparation training and passing the UH 268 practice exam with a 60% score or better. All certification exam questions should be directed to the Associate Department Chair for Certification & Accreditation.

Texas Principal Exam Approval

To be eligible to take the Texas Principal Certification Exam(s), a University of Houston candidate must be currently enrolled in a principal certification program and have completed:

- a bachelor's degree,
- two creditable years of teaching as defined by TEA,
- twelve (12) course hours toward completion of a principal certification program,
- eighty (80) principal practicum hours, and
- two (2) successful field supervisor observations, and

- hold a valid Texas teaching certificate.

Texas Probationary Principal Certificate

To be eligible for the Texas Probationary Principal Certificate, a University of Houston candidate must be currently enrolled in a principal certification program and hold at a minimum:

- a bachelor's degree,
- a valid Texas teaching certificate,
- two creditable years of teaching as defined by TEA,
- twelve (12) course hours toward completion of a principal certification program,
- eighty (80) principal practicum hours,
- one successful field supervisor's observation,
- employment by a school district in an administrative position, and
- have passed all required state exams for principal certification in Texas.

Having met all requirements, educators must apply for a probationary certificate through the TEA SBEC website, creating an online account, and requesting the certificate through the "Applications" menu. The educator preparation program at the University of Houston will recommend the candidate online for the appropriate certificate. The educator must pay the required fee for the recommended certificate. The probationary certificate is initially issued for one calendar year, but can be reissued for two additional calendar years, provided the candidate is enrolled in a certification program and is employed in an appropriate administrator position. An administrator with a probationary principal certificate must remain enrolled in a certification program until the degree and/or certification program has been completed. Mentoring and supervision are required throughout the validity period of the probationary certificate.

Advisor Communication

Students having difficulty communicating with their Academic Advisor should alert the department at delps@central.uh.edu. If unable to resolve communication issues, the students should bring this matter to the attention of the ELPS Department Chair.

Exit policy

19 TAC §228.20(h) requires all Educator Preparation Programs to have an exit policy for the dismissal of candidates published, reviewed, and signed by candidates when they are admitted to the program. Refer to the UH Certifications [website](#).

General Dismissal Policies and Procedures

The dismissal of a student from the program is a significant event for the student, the program, and the program faculty and represents the conclusion of the faculty that the student has not demonstrated appropriate, consistent matriculation; has engaged in academic dishonesty; has not met multiple program milestones; has been charged with or convicted of a criminal offense; has failed to demonstrate an adequate level of professional or personal competency, or for other serious reasons (e.g., has been disruptive to the education and training process). Dismissal action is typically the outcome of careful inquiry and collection of data from multiple sources as well as communication with the student regarding his or her unsatisfactory performance in basic or, where appropriate, remedial work, as outlined in a Performance Improvement Plan. However, immediate dismissal may occur under dangerous (e.g., threat of bodily harm, slander, libel), unusual, or other serious circumstances.

Dismissal from the Educator Preparation Program

A candidate may be removed from the Educator Preparation Program in the event they demonstrate behavior not consistent with the professional and ethical expectations of an educator in Texas. Dismissal from the Program may be based on grounds including but not limited to:

1. Failure to meet coursework requirements
2. Failure to abide by policies and/or procedures established by the University of Houston Educator Preparation Program and/or program requirements established by the State Board for Educator Certification as published in the Texas Administrative Code.
3. Failure to contact your field supervisor for your formal observations.
4. Any action deemed a violation of the Code of Ethics and Standard Practices for Texas Educators.
5. Any action deemed a violation of the University of Houston Student Code of Conduct.
6. Any action deemed a violation of school district and/or campus policy during the field-based experiences or clinical teaching or internship.

Dismissal from the program is determined by a committee comprised of the program faculty and program director. This may occur at any time. If a candidate is dismissed from the College of Education, they will also be automatically dismissed from the Educator Preparation Program. All decisions of dismissal can be appealed through college policies.

Withdrawal from the Educator Preparation Program

A candidate who decides to voluntarily withdraw from the Educator Preparation Program needs to send a written notice of that intent from a University of Houston email account including their PeopleSoft ID. The candidate also needs to submit a signed Withdrawal Form (see Appendix A). Withdrawal from the College of Education translates to withdrawal from the Educator Preparation Program.

Re-entry into the program will be considered on an individual basis. Program requirements change over time because of revisions in licensing rules or educator standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would have to meet.

Applicants or Candidates Convicted of an Offense

An applicant or candidate who has been convicted of an offense may be ineligible for issuance of a certificate upon completion of the Educator Preparation Program. Please refer to the current State Board for Educator Certification (SBEC) rules prescribed in [§249.16](#) of the Texas Administrative Code (relating to Eligibility of Persons with Criminal History for a Certificate under Texas Occupations Code, Chapter [53](#), and Texas Education Code, Chapter [21](#)). Applicants/candidates have the right to request a criminal history evaluation letter as provided in Chapter 227, [Subchapter B](#), of the Texas Administrative Code (relating to Preliminary Evaluation of Certification Eligibility).

Discontinued from the Educator Preparation Program

A candidate who has not attended courses for more than one long semester is automatically discontinued by the University unless a leave of absence has been granted. Candidates will need to reapply to the program to attend after being discontinued and will be subject to policies and procedures at the time of the reapplication.

Texas Educators' Code of Ethics

All students, faculty, staff, and field supervisors comply with standard practices and ethical conduct towards students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom as set forth by Texas Administrative Code §247.2, the [Texas Educators' Code of Ethics](#).

During the formal admission process, all candidates must affirm that they have read and thoroughly understand and agree to adhere to the Texas Educators' Code of Ethics.