

MASTER OF EDUCATION IN INSTRUCTIONAL LEADERSHIP

Howard Payne University was founded in 1898 and began offering teacher preparation in 1903. With HPU's excellent teacher education program as a foundation, the Master of Education in Instructional Leadership is designed to provide preparation for those who desire to become a certified principal in the State of Texas. The curriculum is aligned with the State standards for principals and provides students with an appropriate of theory with practical application. The program could be completed in a little as twenty-two months. Specific components of the program include:

- 36-hour non-thesis degree
- 100% on-line delivery; 8-week terms
- Traditional residency **not** required
- 6 hours of supervised internship in lieu of thesis
- Action research component concurrent with internship

Howard Payne University is a Christian college; the University mission statement includes, "... Howard Payne University remains dedicated to honoring Christ and serving His church by providing an educational experience that integrates faith, learning, and living." As such, the entire Instructional Leadership curriculum is delivered and presented from a Biblical world-view. Therefore, a hallmark of the program is that students will be challenged to examine and filter all instructional leadership theories through a Biblical world-view lens.

Another hallmark of the program is the attention given to the study of Professional Learning Communities (PLC). Research has shown that excellent instructional leaders are those who have learned to garner the resources of all professionals in his or her building, and beyond. Professional Learning Communities have proven to be one of the best approaches for principals to recognize, solicit, and utilize the expertise of every teacher, counselor, etcetera, to increase student achievement. Graduates of HPU's Instructional Leadership program will learn how to implement PLC tenants in his or her future role as a certified principal.

An examination of neurogenesis and brain based learning theory and practice is the final hallmark of the HPU Instructional Leadership program. Students in the program will learn the remarkable results of applying brain based learning theories. Specifically, the results include significant increased student academic success, decreased aggressive student behavior including altercations, decreased need for prescribed drugs for ADD/ADHD students, decreased child obesity, decreased student depression, and decreased excessive student anxiety.

In summary, the HPU Instructional Leadership program curriculum is completely aligned with the State of Texas standards for principal certification. Students in the program will also have the value added aspect of examining all program theories and practices from a Biblical world-view perspective. They will additionally be thoroughly knowledgeable about applying the tenants of Professional Learning Communities. Finally, HPU program graduates will understand the powerful and multifaceted impact of applying brain based learning in their schools.

Categories of Admission

Enrollment in the Master of Education in Instructional Leadership degree program falls under the following categories:

Full Admission

- 1. Applicants to the M.Ed. in Instructional Leadership Program must hold a baccalaureate degree** from a regionally-accredited college or university. Applicants must also hold a valid State of Texas teaching certification. Applicants holding valid teaching certification from another state may also be considered for the program. Prospective graduate students should contact the School of Education office to obtain an application packet or complete the application online at www.hputx.edu.
- 2. Applicants for admission to the Master of Education in Instructional Leadership program must submit the following:**
 - a. Application Form** (available online) – Applicants should possess proven ability in both oral and written communication. The application form is included in the application packet.

- b. Application Fee** (\$25.00 - currently being waived).
- c. Essay** – An essay clearly articulating why the applicant is interested in pursuing this particular degree at this point in his/her educational career. The essay should be type-written, double-spaced, and 1 to 3 pages in length.
- d. Three Reference Forms** – These forms should be completed by persons who have known the applicant in a professional capacity for a minimum of two years. The forms should affirm the applicant's moral character and academic readiness for graduate work. Recommendations are not to come from spouses or relatives. Reference forms are included in the application packet (also available online).
- e. Official Transcripts** – Official transcripts must be sent directly from each institution attended by the applicant as an undergraduate, post-baccalaureate, or graduate student. The student's prior academic performance will be an important criterion in admission to the program.
- f. School District Endorsement Form** – The School District Endorsement form must be completed by the applicant and signed by the applicant's superintendant (or his/her designee). Applicants teaching at private schools can secure the signature of the Headmaster/Principal of their school. The School District Endorsement form is included in the application packet (also available online).
- g. Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) Results** – Applicants who have performed at or above a scale score of 256 on their TExES PPR will be accepted into the program without condition. Applicants without TExES PPR results can contact the Director of the Instructional Leadership Program to provide verification of alternate test results.
3. **Each applicant to the graduate program will have a personal interview** with the Director of the Instructional Leadership Graduate Program and/or another faculty member from the School of Education. Because this program is delivered on-line, the interview will most likely be conducted by telephone.
4. Students can begin the Instructional Leadership program during any 8-week term; however, **complete applications for admission to this graduate program must be submitted six weeks prior to the start date of the term in which the applicant desires to begin enrolling in courses.**

Provisional Admission

Texas Examination of Educator Standards (TExES) Pedagogy and Professional Responsibilities (PPR) Results – Applicants who performed at a level lower than a scale score of 256, but not lower than a scale score of 250 on their TExES PPR may request provisional admission to the program. Applicants without TExES PPR results can contact the Director of the Instructional Leadership Program to provide verification of alternate test results.

Special Student Admission

A non-degree seeking student may be considered for special admission to the graduate program and allowed to take graduate courses on a case-by-case basis. Approval must be received from both the Director of the Instructional Leadership Graduate Program and the Dean of Graduate Studies.