

HANDBOOK - M.ED. IN EDUC LEADERSHIP PRINCIPAL/SUPERINTENDENT CERTIFICATION

Academic Year 2022 - 2023

OUR MISSION

The Educational Leadership Program (Master of Education in Educational Leadership with Principal Certification/Superintendent Certification) is offered by the Department of Educational Leadership and Human Development within the College of Education and Human Development at Texas A&M University-Central Texas (A&M-Central Texas). The Educational Leadership Program will prepare school and/or district leaders who are capable of facilitating the intentional work of school communities leading to student and school success in the midst of a constantly changing environment.

A HANDBOOK TO SCHOOL LEADERSHIP PREPARATION

The purpose of this guide is to provide direction and support for those aspiring to educational leadership, candidates engaged in the MEd in Educational Leadership with Principal Certification Program or Superintendent Certification at A&M-Central Texas, campus principals who serve as mentors to school leadership candidates, district administrators who serve as mentors to district leadership candidates, field supervisors who assist with the principal/superintendent practicum, and university faculty and administrators who facilitate high levels of learning and support throughout the program.

A NEED FOR AUTHENTIC SCHOOL LEADERSHIP PREPARATION

Meeting the diverse challenges ahead for Texas elementary and secondary schools requires intentional effort and deep change – altering the current prek-12 educational system in fundamental ways, generating a dramatic shift in direction, and creating new ways of thinking and working. Standards-based accountability demands transformation of learning processes and realignment of responsibility levels for both children and adults. Teachers, students, and parents must be involved in meaningful ways, presenting a complex challenge for school and district leaders.

From the moment school and district leaders are hired in Texas, they are expected to mobilize the school community in improvement efforts focused on success for all students. Leading schools and districts today requires developing a culture of joint responsibility for high expectations and continuous learning. It means growing student, teacher, staff, parent, community leaders, and school boards who are engaged in shared inquiry about learning challenges across the community of practice. Crucial to each leader's success in this complex environment is development of knowledge and skill in a real-world, research-based preparation program.

Educational leadership preparation programs hold a key position in the development of such a potentially powerful resource – aspiring principals and superintendents who hold the experience, ideas, creativity, and capacity to lead campus and campus communities. Facilitated by the Institute for Educational Leadership in 2001, a distinguished task force concluded that there are many thousands of accomplished teachers who “possess, in abundance... some of the very characteristics that shape informed leadership.” These special qualities – knowledge of children and subject matter, empathy, dedication, technique, sensitivity to communities and families, readiness to help, team spirit, and the ability to communicate and build systems capacity – “are an essential side of school leadership.”

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SCHOOL/DISTRICT LEADERSHIP PREPARATION AT TAMUCT

A&M-Central Texas candidates for educational leadership, earn a master's degree in educational leadership and are able to exhibit readiness for state principal certification. Designed for self-starters who are already stepping up as teacher leaders in Texas schools, the rigorous 30-hour educational leadership master's degree is designed to engage candidates in collaborative learning to develop the knowledge and skills that define the exciting and complex leadership roles in preK-12 education. The superintendent certification program is a practitioner-based program that features five content area courses and one practicum course (18 semester hours) that is focused on the standards for the superintendent certificate.

All program activities are rooted in reality, acquired through hands-on experiences, and anchored by a combination of online and face-to-face learning formats with the master's degree completed in a little as 4 semesters. Practicum experiences with "real" process and product development in every course prepare candidates for a customized two-semester-long practicum. The superintendent preparation sequence also features the combination of online and face-to-face learning.

The following broad stroke learning outcomes anchor the program along with the state standards for the principalship:

- Organize for excellence through continuous improvement while ensuring equity for all students. Initiate flexibility and growth through a capacity-building culture of inquiry anchored by learning for all. Employ ethical decision making while tapping the "common ground" perspectives of all stakeholders.
- Engage community stakeholders – especially parents – through intentional, student-focused partnerships.
- Plan strategically and lead creatively through development and utilization of scarce resources.
- Sustain a learning program that ensures high expectations in meeting each student's unique learning needs.
- Facilitate professional growth for faculty and staff that ensures capacity to meet P-12 student's needs.
- Tackle complex school issues from a systems perspective to create generative, equitable and focused solutions.
- Develop and utilize high performance teams to maximize collaborative efforts of students, parents, and staff.

The following broad outcomes outline learning expectations for the superintendent certificate:

- Acts with integrity and fairness and in an ethical manner.
- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Implements a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.
- Understands, responds to, and influences the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.
- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

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- Leads and manages the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Facilitates the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.
- Advocates, nurtures, and sustains a district culture and instructional program conducive to student learning and staff professional growth.

A&M-Central Texas candidates enjoy the flexibility and convenience of online learning without sacrificing the face-to-face relationship connection, building a tight community of inquiry with other cohort participants. A&M-Central Texas's Educational Leadership Program offers a high level of excellence with a cohort-based, online and online-blended program.

GETTING STARTED

Candidates are recruited from school districts across Texas to join cohorts forming for upcoming semesters. The MEd in Educational Leadership with Principal Certification Program and Superintendent Certification Program application process includes the following steps: 1) apply to A&M-Central Texas Graduate School by completing the on-line *ApplyTexas* Admissions Application, 2) apply to the Educational Leadership with Principal Certification Program or Superintendent Certification Program, and 3) complete the interview process (Principal Program only). Applicants must meet both A&M-Central Texas Graduate School and the Educational Leadership Program criteria for selection.

Admission to Graduate School

Applicants who are US citizens must have/submit the following A&M-Central Texas graduate school criteria for full admission:

1. Submit a completed application for graduate admissions by visiting <https://applytexas.org/>. Applications must be received by the deadlines indicated in the current university calendar.
2. Submit official transcript(s). Provide official copies of transcript(s) from each previously attended college or university. Transcripts must indicate the date of degree conferral for the baccalaureate and/or graduate degree and must convey good standing. Official transcripts must be delivered in sealed envelopes to the Office of the Graduate School, or emailed by secure electronic transcripts exchange (e.g. eScrip-Safe, National Student Clearing House, Parchment, or Credentials Solutions) from participating institutions directly to graduateschool@tamuct.edu
3. Provide proof of bacterial meningitis vaccination for students aged 21 and under.

CRIMINAL HISTORY INFORMATION

TEA conducts a national criminal history check on all applicants for certification. Texas Education Code (TEC) §22.0831 states, "The board shall review the national criminal history record information of a person who has not previously submitted fingerprints to the department or been subject to a national criminal history record information review." The State Board of Educator Certification (SBEC) may require disclosure of previous arrest, conviction, and/or deferred adjudication. SBEC may refuse to issue an educator certificate to a person who has been convicted of a felony or misdemeanor for a moral turpitude crime which relates to the teaching function. Pursuant to TEC §22.083 the SBEC may refuse to confer state certification based on such criminal history information. Pursuant to TEC §22.083 a school district or private school may access any criminal history information pertaining to teachers and teacher

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candidates held by any law enforcement or criminal justice agency. A school district or private school may refuse to provide a placement for field experience or employ a candidate based on the candidate's criminal history. A school district or private school must report to the SBEC if the school district or private school obtains or has knowledge that a candidate, applicant, or holder of an educator certificate has a criminal history. Candidates with a conviction or deferred adjudication for a felony or misdemeanor offense are required to obtain a Preliminary Criminal History Evaluation, which is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains the candidate's name-based Texas criminal history information. The service is provided to the requester for a nonrefundable fee. The requester will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. If you believe you may need to complete a Preliminary Criminal History Evaluation (PCHE) to be eligible for Texas educator certificate based on your self-reported criminal history, please review the information found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/ While A&M-Central Texas-Central Texas does not perform criminal history background checks, Texas public schools are permitted by state law to conduct criminal history background checks on a person intended for hire or a person who has requested a volunteer position. As a participant in field experiences, clinical teaching, internship, or practicum in a Texas public school, you will be subject to a criminal history background check and must be able to provide the required documentation.

Admission to Educational Leadership-Principal Certificate Program

Once admitted into the graduate school, students apply for admission into the MEd in Educational Leadership with Principal Certification program. Students will be admitted into the M.Ed. Educational Leadership major by the faculty once the following application criteria are met:

- A minimum 2.50 grade point average (GPA) overall or in the last 60 hours to include semester where the 60th hour occurred
- Graduate School admission
- Completed application packet
- Interview
- Valid Teaching Certificate
- One year creditable service as a teacher of record at a TEA approved site (Note: one year creditable service to enter program, two years creditable service required for certification)
- Letter of Intent to pursue certification
- Letter of Reference from principal or immediate supervisor
- Professional Response Essay.

Admission to Educational Leadership-Superintendent Certificate Program

Once admitted into the graduate school, students apply for admission into the Superintendent Certification program. Students will be admitted into the Superintendent Certification Program by the faculty once the following application criteria are met:

- A minimum 2.50 grade point average (GPA) overall or in the last 60 hours to include semester where the 60th hour occurred
- Graduate School admission
- Completed application packet
- Conferred master's degree
- Valid Teaching Certificate with two years as teacher of record
- Three years creditable service and Principal Certification

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- Letter of Intent to pursue certification
- Letter of Reference from immediate supervisor
- Essay with artifacts showing personal and professional leadership responsibilities and future career goals as an educational leader

NOTE: If your degree is out of the country, the university will review your transcripts for translations. Also, TEA will require verification of minimum scaled scores on the Test of English as a Foreign Language internet-Based Test (TOEFL iBT) of 24 for speaking, 22 for listening, 22 for reading, and 21 for writing.

Admission to either certification program does not guarantee recommendation for certification. To be recommended for certification, students must meet all program requirements and satisfy the requirements for recommendation for certification.

NOTE: After formal admission, a Candidate who leaves the program must complete a Non-Participation form and turn it in to the Program Coordinator in addition to withdrawing from the university through the university registrar's office.

SETTING A STANDARD OF EXCELLENCE AS A CANDIDATE FOR SCHOOL LEADERSHIP

Every candidate accepted into TAMUCT MEd in Educational Leadership with Principal Certification Program or Superintendent Certification Program is required to maintain a high level of performance and comply fully with the policies of the university and educator preparation. The university reserves the right to suspend any graduate student who does not maintain satisfactory academic standing or fails to conform to university regulations.

Candidates are expected to maintain a minimum 3.0 GPA in principal/superintendent certificate program coursework. Any Candidate who earns lower than a grade of B in a program course must meet with the Program Coordinator to discuss performance, progress, and program continuation. Additionally, the Candidate is required to meet the standards delineated in the TAMUCT Student Handbook and the Texas Educator's Code of Ethics.

SHARED PROCESS AND TEAM FOR GROWTH AND SUPPORT

Candidates are successful because of their commitment to work diligently as they build the skills needed to succeed as educational leaders. Important to the learning process is the support of an expert, experienced team that provides the mentoring and coaching necessary to guide the Candidate's learning. Each Candidate will benefit from a support team composed of the Program Coordinator, Cohort Candidate Members, the Principal/Superintendent Site Supervisor, Program Faculty, and the Principal/Superintendent Practicum Field Supervisor. Each role is defined below.

The School Leadership Candidate

Engagement, authenticity, and responsibility to lead learning belong to the Candidate. All course questions should be directed first to the course instructor. Any program issues or concerns should be addressed to the Program Coordinator.

The Program Coordinator

Guidance for the cohort as a whole and for each Candidate in the cohort is provided by the Program Coordinator, a fulltime faculty member for either the MEd in Educational Leadership with Principal Certification Program or Superintendent Certification Program in A&M-Central Texas' College of

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Education and Human Development.

The Principal/Superintendent Site Supervisor (Mentor)

The Principal/Superintendent Site Supervisor is available to support the success of the Candidate by providing coaching support at the school or district setting. Candidates confirm their campus principals' or superintendent's (or designee) willingness to serve in the mentor position. If unavailable, the Program Coordinator will work with the Candidate and Campus Principal to designate another Site Supervisor.

The School Leadership Program Faculty

Key to the success of school leadership candidates is the time and effort expended by Program Faculty who serve as course instructors. Their role is to create relevant, engaging, and challenging learning opportunities and performance assessments in each course. All Program Faculty have a terminal degree in educational leadership or a related field, hold valid principal, and are credentialed by the university to teach specific program courses based on certification, degrees, experience, and expertise.

The University Field Supervisor

Candidate field-based practicum activities are supported by the University Field Supervisor. University Field Supervisors are highly experienced and successful former campus administrators who are carefully chosen based on fully meeting a set of six qualifications. Each University Field Supervisor must: 1) hold a valid principal certificate, 2) have a terminal degree in educational leadership or related field, 3) have experience in successfully leading campus/district improvement in the principal/central office role, 4) exhibit exceptional interpersonal skills, 5) remain current in research and best practice related to campus leadership and school improvement, and 6) be able to make the substantial time commitment to guide student practicum experiences.

ASSURANCE OF ONLINE LEARNING CAPABILITY

IT CONSTRUCTING HARDWARE/SOFTWARE CAPABILITIES NEEDS, CANVAS INTERFACE EXPLANATION, E-PORTFOLIO DIRECTIONS

All program coursework will be anchored to the A&M-Central Texas Canvas Learn learning management system for class communications, content distribution, and assessments. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the A&M-Central Texas Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password

For all coursework, you will need reliable and frequent access to a computer and to the Internet.

We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer. Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor. For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week.

Email: helpdesk@tamu.edu; Phone: (254) 519-5466; Web Chat: <http://hdc.tamu.edu>. *Please let the support technician know you are an A&M-Central Texas student.*

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LEARNING FRAMEWORK - EDUCATIONAL LEADERSHIP PREPARATION

Relevant and aligned curriculum, instructional relevance, and expert faculty provide the ingredients for an effective learning framework for educational leadership candidates

THE PROGRAM CURRICULUM

Program curriculum is aligned with Texas principal standards (19TAC 241.15), the Principal TExES domains and competencies, and the nationally-recognized Professional Standards for Educational Leadership and the National Educational Leadership Program Standards, both from the National Policy Board for Educational Administration (NPBEA). The superintendent preparation program is aligned to the Texas superintendent standards (19TAC 242.15) and the Superintendent TExES domains and competencies. Every course has a standards-based learning plan with course learning objectives, knowledge and skill building learning activities, and assessments of learning. Mastery of learning objectives that are practiced in learning activities, performed in course assessments, and evidenced by course products remains the goal. Performance on benchmark practicum projects serves as the foundational guide for advising students concerning their progress in the program.

THE COURSE LEARNING SEQUENCE

Streamlined to include only the most important and relevant learning outcomes, the course sequence represents 30 hours of course content and field-based practicum experiences (superintendent program-18 hours). All program learning is cohort-based and delivered in either an online or online-blended format. Candidates can enter/begin the Educational Leadership Program with a unique Fall, Spring, or Summer start date and sequence of courses. Below is the Educational Leadership Program.

COURSE SCHEDULE – M.Ed. in Educational Leadership with Principal Certification

Fall Course Offerings

EDLD 5339. Processes of Educational Leadership. (3 Semester Credit Hours)

EDLD 5345. Leadership of Curriculum Systems. (3 Semester Credit Hours)

EDLD 5392. Practicum for Principalship 1. (3 Semester Credit Hours)

Spring Course Offerings

EDLD 5316. Leadership of Effective Instruction, with T-TESS. (3 Semester Credit Hours)

EDLD 5342. Leadership of Campus Resources. (3 Semester Credit Hours)

EDLD 5393. Practicum for Principalship 2. (3 Semester Credit Hours)

Summer Course Offerings

EDLD 5300. Foundations of Educational Leadership, with AEL. (3 Semester Credit Hours)

EDLD 5301. Research in Educational Leadership. (3 Semester Credit Hours)

EDLD 5309. Legal Issues in School Leadership. (3 Semester Credit Hours)

EDLD 5355. Leadership of Diverse Learning Communities. (3 Semester Credit Hours)

EDLD 5090. Comprehensive Examination/Portfolio Presentation

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COURSE SCHEDULE – Superintendent Certification Program

EDLD 5317. Public School Finance and Fiscal Management. (3 Semester Credit Hours)
EDLD 5318. Administrative Law and Personnel Administration. (3 Semester Credit Hours)
EDLD 5319. The School Superintendency. (3 Semester Credit Hours)
EDLD 5335. Educational Planning and Resource Development. (3 Semester Credit Hours)
EDLD 5336. Instructional Development and School Improvement. (3 Semester Credit Hours)
EDLD 5391. Superintendency Practicum. (3 Semester Credit Hours)

INSTRUCTIONAL DELIVERY

Designed for those who are serious about leading dynamic learning organizations that effectively meet the needs of all involved in prek-12 campus communities, the 30-hour educational leadership program or 18-hour superintendent program will engage candidates in in-depth learning across all of the Texas principal standards to develop the knowledge and skills demanded of prek-12 school or district leaders.

The courses are grounded by leadership and learning theory and utilize hands-on practicum activities in every course. Each course is delivered in either an Online or Online-Blended instructional format. Progress through the program is tracked using the MEd in Educational Leadership with Principal Certification Program degree plan or Superintendent Certification Program.

PROGRAM COMPLETION

THE MASTER'S DEGREE COMPREHENSIVE EXAMINATION AND GRADUATION (Principal Program)

The Master's Degree Comprehensive Exam/Portfolio Presentation is completed by Principal Program Candidates late in the final semester of coursework. Candidates must register for the EDLD 5090 Course. The exam/portfolio presentation must be successfully completed for graduation.

Graduation and degree conferral follow completion of all coursework with at least a 3.0 GPA and successful performance on the Master's Comprehensive Exam/Portfolio Presentation. Students apply to graduate in the final semester of master's degree coursework. All students are required to submit a graduation application and a university fee. Students who miss the published deadline for the current semester are eligible to submit the graduation application for the next term. Late applications will NOT be accepted. "Hooding" of Candidates is part of degree conferral at commencement and should not be missed. For more information about graduation, class rings, diplomas, commencement, and regalia, please contact the A&M-Central Texas Graduate School.

THE SUPERINTENDENT CERTIFICATION PROGRAM COMPLETION

To be eligible to receive the standard Superintendent Certificate, a candidate must:

satisfactorily complete an examination based on the standards identified in §242.15; and

- (1) successfully complete a State Board for Educator Certification-approved superintendent preparation program and be recommended for certification by that program; and
- (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; and
- (3) hold, at a minimum, a principal certificate or the equivalent issued under this title or by another state or country; or

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- (4) have at least three creditable years of managerial experience in a public school district.
 - (A) The managerial experience must include responsibility for:
 - (i) supervising or appraising faculty or staff;
 - (ii) conducting district-level planning and coordination of programs, activities, or initiatives; and
 - (iii) creating or maintaining a budget.
 - (B) The candidate must submit an application to Texas Education Agency (TEA) staff for the substitution of managerial experience as defined in this paragraph. The TEA staff will review the application and will notify the applicant, in writing, of approval or denial within 60 calendar days from date of receipt.

PROGRAM COMPLETION and CERTIFICATION STEPS

1. Candidate schedules exit interview with Program Coordinator.
2. Candidate requests service record from school district human resources office to be emailed directly to the Program Coordinator if not completed at time of application.
3. Candidate finalizes completer's exit survey.
4. Candidate successfully completes TExES [Principal as Instruction Leader 268](#) exam and the [Performance Assessment for School Leaders \(PASL\) 368](#) or TExES [Superintendent 195](#) exam
5. Candidate creates a TEA/TEAL account and applies for standard principal certification. Notify "CT Educator Prep" <educatorprep@tamuct.edu> when this step is complete.
6. Candidate is recommended for standard principal or superintendent certification.

PRACTICUM COMPLETION REQUIREMENTS

1. 160 hours during EDLD 5392 and 5393 courses/EDLD Superintendency Practicum
2. Formal Observations following current TEA guidelines
3. Field Supervisor and Site Supervisor Recommendation

NOTE: Application may be made by a Candidate to SBEC for a probationary principal certificate if the Candidate has completed 12 semester hours of coursework, has been a teacher of record for a minimum of two years, and has received a letter of intent to hire from an accredited school district for a role that requires principal certification. If probationary certification is granted by SBEC, the Candidate must enroll in the Principal Practicum every semester until all coursework has been completed, the master's degree has been awarded, the principal TExES has been passed, and standard principal certification has been confirmed. Any Candidate interested in pursuing probationary certification should contact the Program Coordinator for guidance.

PROGRAM ENTRY-EXIT-WITHDRAW POLICY

All Educational Leadership (EDLD) candidates will:

1. Remain professional with CEHD faculty and EPP staff at all times.
2. Adhere to program policies within TEA guidelines as established by the CEHD including, but not limited to:
 - i) Ensure that I am prepared to receive a standard PAIL certificate, CEHD shall establish benchmarks and structured assessments to track my progress and ensure that I am adequately prepared to pass the appropriate content exams required for certification.
 - ii) CEHD shall determine my readiness to take the appropriate certification exams based on the EPP's data-informed protocols.
 - iii) I understand that the CEHD evaluates the design and delivery of components in the EPP based on performance data and research practices and uses these data to continuously

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- improve the program, which may result in changes to certification exam approval policy at any time.
- iv) CEHD retains documents showing evidence of my eligibility for admission to the program and evidence of completion of program requirements for a period of five (5) years after I complete, withdraw from, or am discharged or released from the program.
3. Adhere to the plans established by CEHD faculty and EPP staff to ensure completion of program requirements; I will not exceed established timelines established to acquire the PAIL certificate.
 4. If applicable, attend prescribed courses/trainings as required by TEA for certificate issuance.
 5. Participate in self-tracked test preparation on TCERT, Certify Teacher, Pearson Interactive Practice exams¹ for TExES Principal as Instructional Leader (TExES 268) exam, and program seminar sessions related to TExES 268 & 368, or Superintendent (TExES 195).
 6. Develop and maintain self-established timelines to be successful in submitting and passing the Performance Assessment for School Leaders (PASL 368) exam.
 7. Notify EPP staff if I voluntary withdrawal from the program.
 - i) If I am inactive from the A&M-Central Texas coursework for greater than 12 months, I may be removed from the EPP as a Principal/Superintendent candidate and will no longer have TExES Principal/Superintendent Exam eligibilities.
 - ii) If I am removed from the EPP, I will be required to reapply to continue in the program and I understand that policies in effect at that time of will apply to the new admission.

COMPLAINTS AND GRIEVANCES PROCEDURES

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c) (1) of this section, a complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M-Central Texas student, you must follow the University Student Complaint Procedure.

For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education and Human Development - Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M-Central Texas College of Education and Human Development-Educator Preparation Program Complaint Form to the College of Education and Human Development-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education and Human Development

1001 Leadership Place Warrior Hall 322 G

Killeen, TX 76549

Phone: (254) 519-8737

Fax: (254) 519-5788

Email: educatorprep@tamuct.edu