Department of Secondary Education and Educational Leadership  
EDLE 6396 -- Internship for the School Superintendent  
Fall 2023

Instructor: Richard Skuza, Ed.D.  
Office: Online Course  
Cell Phone: 214.402.8954

Course Time & Location:  
Office Hours: Tuesday 10-12

Credits: 3  
Email: richard.skuza@sfasu.edu

You may expect a response to emails and phone calls within 24-48 hours.

Prerequisites: Completion of four core courses in the superintendent program.

I. Course Description:
Three semester hours of individual study. Designed to give on-the-job training under guidance of successful, experienced, practicing public school administrators and members of the university staff.

EDLE 6396 (Internship for the School Superintendent – 3 credits; fully online) spans 15 weeks or the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to complete 120 hours of on-site practicum activity under the direction of their campus mentor. Practicum requirements include at least three performance assessments preceded and followed by instructor conference. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities.

Course Rationale:
The internship is an intensive field-based experience that will provide the intern opportunity to apply theory to practice and to perfect skills essential to the day-to-day leadership responsibilities of the superintendency. To assure maximum guidance and supervision, the university supervisor forms a collaborative relationship with the mentoring superintendent and intern for planning, performance, and evaluation.

Course Topics:
The major topics that will be addressed in EDLE 5396 are:
• Values and ethics of leadership  
• District culture  
• Human resources leadership and management  
• District policy and governance  
• Communications and community relations  
• Organizational leadership and management  
• Curriculum planning and development
• Instructional leadership and management
• Budgetary planning and management

Course Eligibility:
Acceptance into the SFASU Superintendent Program, admission to Graduate School, and satisfactory completion of EDLE 6311, EDLE 6351, EDLE 6347.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

College of Education: VISION
The College of Education at Stephen F. Austin State University will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national, and international levels.

College of Education: MISSION
The mission of the College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.
To accomplish this mission, the goals of the College of Education are to:
• Provide programs at both undergraduate and graduate levels based upon sound pedagogical and clinical practice
• Prepare teachers, support personnel, and educational leaders for Texas
• Employ and support faculty members who are committed to excellence in teaching, scholarship, and service
• Provide a variety of teaching venues incorporating the latest technologies to a range of diverse student interests, backgrounds, and aspirations
• Maintain resources and facilities that allow each program to meet its expected outcomes
• Collaborate with external partners to enhance students’ knowledge, skills, and dispositions, and to influence the ongoing exchange of ideas for mutual benefit
• Engage in outreach services
  o To address specific needs in the broader community,
  o To enhance student learning,
  o To instill commitment to service, and
  o To promote the reputation of the University, and to
• Conduct research to advance knowledge and to contribute to the common good.

College of Education: VALUES
In the College of Education at Stephen F. Austin State University, we value and are committed to:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community.

Program Learning Outcomes:
1. The student will demonstrate the ability for the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community with 100% scoring a 2 or a 3 on the vision section of rubrics.
2. The student will demonstrate the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth with 100% scoring a 2 or a 3 on the rubrics.
3. The student will demonstrate the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment with 100% of the students scoring a 2 or a 3 on the rubrics.
4. The students will have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources with 100% scoring a 2 or a 3 on the rubrics.
5. The students will demonstrate the knowledge and ability to promote the success of a 2 or 3 on the rubrics.
6. The students will demonstrate the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context with 100% scoring a 2 or 3 on the rubrics.

Student Learning Outcomes:

Course Goals:
Upon completion of EDLE 5396, the student will be able to:
• Demonstrate an understanding of the major functions of the superintendent through participatory engagement.
• Be familiar with collaborative planning, delegation, decision-making, and follow-up, including planning for a school board meeting.
Demonstrate an understanding of an effective superintendent-school board team.

State Board of Educator Certification (SBEC) Standards:

Competency 001
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.
The superintendent knows how to:
• serve as an advocate for all children.
• model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
• implement policies and procedures that promote district personnel compliance with The Code of Ethics and Standard Practices for Texas Educators.
• apply knowledge of ethical issues affecting education.
- apply laws, policies, and procedures in a fair and reasonable manner.
- interact with district staff and students in a professional manner.

**Competency 002**
The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.
The superintendent knows how to:
- establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
- facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district’s vision.
- facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district’s vision and goals.
- recognize and celebrate contributions of staff and community toward realization of the district’s vision.
- maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- encourage and model innovative thinking and risk taking and view problems as learning opportunities.
- promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

**Competency 003**
The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.
The superintendent knows how to:
- serve as an articulate spokesperson for the importance of public education in a free democratic society.
- develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
- analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
- establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
• implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
• communicate and work effectively with diverse social, cultural, ethnic, and racial groups in the district and community so that all students receive appropriate resources and instructional support to ensure educational success.
• develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
• use effective consensus-building and conflict-management skills.
• articulate the district’s vision and priorities to the community and to the media.
• influence the media by using proactive communication strategies that serve to enhance and promote the district’s vision.
• communicate effectively about positions on educational issues.
• use effective and forceful writing, speaking, and active listening skills.

Competency 004
The superintendent knows how to respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

The superintendent knows how to:
• analyze and respond to political, social, economic, and cultural factors affecting students and education.
• provide leadership in defining superintendent-board roles and establishing mutual expectations.
• communicate and work effectively with board members in varied contexts, including problem-solving and decision-making contexts.
• work with the board of trustees to define mutual expectations, policies, and standards.
• access and work with local, state, and national political systems and organizations to elicit input on critical educational issues.
• use legal guidelines to protect the rights of students and staff and to improve learning opportunities.
• prepare and recommend district policies to improve student learning and district performance in compliance with state and federal requirements.

Competency 005
The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

The superintendent knows how to:
• facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
• implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
• implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
• develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure appropriate scope, sequence, content, and alignment.
• use assessment to measure student learning and diagnose student needs to ensure educational accountability.
• evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.
• integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.
• facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.
• facilitate the effective coordination of district and campus curricular and extracurricular programs.

**Competency 006**
The superintendent knows how to advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth. The superintendent knows how to:

• apply knowledge of motivational theories to create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the district’s vision.
• facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning.
• facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.
• facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.
• plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.
• establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.
• apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.
• analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
• develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.
• ensure responsiveness to diverse sociological, linguistic, cultural, psychological, and other factors that may affect student development and learning and create an environment in which all students can learn.

**Competency 007**
The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

The superintendent knows how to:
• enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.
• develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.
• facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.
• implement strategies to enhance professional capabilities at the district and campus level.
• work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.
• deliver effective presentations and facilitate learning for both small and large groups.
• implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.
• develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.
• diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

**Competency 008**
The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

The superintendent knows how to:
• apply procedures for effective budget planning and management.
• work collaboratively with stakeholders to develop district budgets.
• facilitate effective account auditing and monitoring.
establish district procedures for accurate and effective purchasing and financial record keeping and reporting.

• acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.

• use district and staff evaluation data for personnel policy development and decision making.

• apply knowledge of certification requirements and standards.

• apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.

• manage one’s own time and the time of others to maximize attainment of district goals.

• develop and implement plans for using technology and information systems to enhance school district operations.

• apply pertinent legal concepts, regulations, and codes.

**Competency 009**

The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.

The superintendent knows how to:

• apply procedures for planning, funding, renovating, and/or constructing school facilities.

• implement strategies that enable the district’s physical plant, equipment, and support systems to operate safely, efficiently, and effectively.

• apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

• develop and implement procedures for crisis planning and for responding to crises.

• apply procedures for ensuring the effective operation and maintenance of district facilities.

• implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.

• apply pertinent legal concepts, regulations, and codes.

**Competency 010**

The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

The superintendent knows how to:

• implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.

• implement processes for gathering, analyzing, and using data for informed decision making.
• frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
• use strategies for working with others, including the board of trustees, to promote collaborative decision making and problem solving, facilitate team building, and develop consensus.
• encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
• apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Assignments:

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EDLE 6396 (Internship for the School Superintendent – 3 credits; fully online) spans 15 weeks or the Summer session equivalent. The course contains extensive written content that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to complete 120 hours of on-site practicum activity under the direction of their campus mentor. Practicum requirements include at least three performance assessments preceded and followed by instructor conference. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities.

1. The student will submit a proposal listing Competencies, standards, identified activities, and timeline for completion. A minimum of 2 activities per competency. The document with the proposed activities should be submitted to Dropbox and include the candidate’s signature and the mentor’s signature acknowledging the agreed proposal.  
   Due: September 14, 2023

2. The student will keep a log of all internship activities. The log will be submitted to the university supervisor at the end of the semester and must be signed by the mentoring superintendent. A minimum of 2 activities from each of the ten (10) SBEC competencies should be included. The student will complete and log 120 hours. Qclassroom submission. Due: December 14, 2023

3. There will be four Zoom Conferences (3 Observation videos):

   Welcome Zoom – August 28
   Week of October 11-13
   Week of October 30 – Nov. 2
   Week of November 27 - 30
The student will establish agreement for the proposal with the superintendent within the first two weeks of class. The second, third, fourth meeting will be used to evaluate the observation videos.

4. All student must write a paper (10 - 15 pages) reflecting on the internship experience and complete the course evaluation on the SFA web. (Artifact for SACS) Due December 7

5. Develop a portfolio of activities (including artifacts) completed during coursework. (Qclassroom submission) Due December 14

6. Complete all required TEA trainings (Qclassroom submission) Due by December 14

**IMPORTANT: In order to receive credit for this capstone course, you must earn a B or better for this course. You will NOT receive a passing grade if the portfolio, practicum log, TEA required trainings, and mentor approval form are not submitted in Qclassroom by the dropbox date listed above. This is YOUR responsibility as a student.

IV. Evaluation and Assessments (Grading):

Students will submit a portfolio and be graded holistically. An “A” will be given to students who demonstrate academic excellence through critical, reflective, and creative thinking as demonstrated through portfolio and reflective paper. Late work will be graded at a maximum of a “B”.

Assessment Method: Capstone Assignment/Project

Students will keep a log of field based activities completed when working with a practicing superintendent. The activities and assignments are matched to the ELCC standards of vision (1.1, 1.4), applying best practice to student learning. They will then write a reflective essay specifically addressing vision.

The activities and assignments are matched to the ELCC standards of applying best practice to student learning (2.3) drawing conclusions and evaluating data (2.2, 2.4). Students will use the log of field based activities and assignments to write a reflective essay that addresses each of the listed ELCC standards and all of the Texas state certification standards.

The activities and assignments are matched to the ELCC standards of vision, managing operations (3.1,3.2,3.3). The students will use the log of field based activities and assignments to write a reflective essay that addresses each of the listed ELCC standards and the Texas state certification standards related to management of budget and facilities.

The activities and assignments are matched to the ELCC standards of vision, collaborating (4.1,4.2,4.3) The students will use the log of field based activities and assignments to write a reflective essay that addresses each of the listed ELCC standards of the Texas state certification standards for collaboration.
The activities and assignments are matched to the ELCC standards of 5.1, 5.2, 5.3. The students will use the log of field-based activities and assignments to write a reflective essay that addresses each of the listed ELCC standards and the Texas state certification standard that relates to acting with integrity, fairness, and ethically.

The activities and assignments are matched to the ELCC standards of 6.1, 6.2, 6.3 influencing the larger context. They will then write a reflective essay specifically addressing how they would influence the larger context.

Please see new NELP standards in Course Content.

Meetings established between student, mentor, and university faculty.

***A Face-to-Face meeting may be held at a time and date to be determined

Observation Video - ZOOM Conferences
You will need to be VIDEO and AUDIO recorded conducting three 45 min performance activities.

Three Zoom meetings with interns at their school sites – Observation Videos
  a. District and facility tour – Student led
  b. Student led personnel activity
  c. Student led administrative meeting

Please submit the 3 Activities you plan to Video/Audio record as a part of your identified 120 hour internship. Place an Asterisk* by your identified activities on your internship plan. The hyperlink will be submitted in Dropbox as a YouTube hyperlink (please make sure it is open to the public). A recorded Zoom session is acceptable as well.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential.
and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other

____ Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

____ Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

____ Academic Integrity – Policy 4.1
The Code of Student Conduct and Academic Integrity (https://www.sfasu.edu/docs/policies/10.4.pdf) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work
offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Additional Information Specific to Educator Preparation

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

X. Other Relevant Course Information:

Continue to check the newsfeed and your D2L course e-mails and Jacks emails. Also, refer to the online course content page for additional information.

Communication and Response Time

When communicating by e-mail, please use the e-mail within D2L. In most cases, you can expect a response within 48 hours. You can also communicate by phone/text and in most cases, you can expect a response within 24 hours. If you choose to communicate by text, please identify yourself and provide your section number.