Instructor: Barbara Qualls
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Course Time & Location: Online
Office Hours: Tuesday – 10 - 12
Credits: 3

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You may can expect a response to e-mails and phone calls with 24- 48 hours.

I. Course Description

EDLE 6394 Superintendent Seminar – The individual and collective study of the superintendency both from a theoretical and field-based perspective. The course presents a series of culminating scenarios that connects research-based leadership practices with recognized proficiencies of leadership achievement. A significant number of hours of field work are required with a practicing superintendent.

Course Rationale:
Recent publications concerning the American school superintendency have noted that school superintendents hold some of the most challenging, yet satisfying, positions in American public schools. Well trained, highly qualified leaders are crucial for providing the climate and conditions needed for realizing human potential. This course will provide insight into the nature of the superintendency, both practical and theoretical, and help develop the knowledge and skills needed in such positions.

II. Intended Learning Outcome

Conceptual Framework

College of Education
Theme: Preparing professional educators who positively impact learning for all students

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.
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.

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.

Texas SBEC Competencies:

**DOMAIN I – LEADERSHIP OF THE EDUCATIONAL COMMUNITY**

**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:

a. serve as an advocate for all children.
b. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
c. implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standard Practices for Texas Educators*.
d. apply knowledge of ethical issues affecting education.
e. apply laws, policies, and procedures in a fair and reasonable manner.
f. 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:

a. establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
b. facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
c. implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
d. use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
e. institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district’s vision.
f. facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district’s vision and goals.
g. recognize and celebrate contributions of staff and community toward realization of the district’s vision.
h. maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
i. encourage and model innovative thinking and risk taking and view problems as learning opportunities.
j. 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:
a. serve as an articulate spokesperson for the importance of public education in a free democratic society.
b. develop and implement an effective and comprehensive internal and external district communications plan and public relations program.
c. analyze community and district structures and identify major opinion leaders and their relationships to district goals and programs.
d. establish partnerships with families, area businesses, institutions of higher education, and community groups to strengthen programs and support district goals.
e. implement effective strategies for systematically communicating with and gathering input from all stakeholders in the district.
f. 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.
g. develop and use formal and informal techniques to gain an accurate view of the perceptions of district staff, families, and community members.
h. use effective consensus-building and conflict-management skills.
i. articulate the district’s vision and priorities to the community and to the media.
j. influence the media by using proactive communication strategies that serve to enhance and promote the district’s vision.
k. communicate effectively about positions on educational issues.
l. 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:

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

DOMAIN II – INSTRUCTIONAL LEADERSHIP

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:

a. facilitate effective curricular decision making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development.
b. implement planning procedures to develop curricula that achieve optimal student learning and that anticipate and respond to occupational and economic trends.
c. implement core curriculum design and delivery systems to ensure instructional quality and continuity across the district.
d. develop and implement collaborative processes for systematically assessing and renewing the curriculum to meet the needs of all students and ensure scope, sequence, content, and alignment.

e. use assessment to measure student learning and diagnose student needs to ensure educational accountability.

f. evaluate district curricula and provide direction for improving curricula based on sound, research-based practices.

g. integrate the use of technology, telecommunications, and information systems into the school district curriculum to enhance learning for all students.

h. facilitate the use of creative thinking, critical thinking, and problem solving by staff and other school district stakeholders involved in curriculum design and delivery.

i. 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:

a. 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.

b. 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.

c. facilitate the development of a learning organization that encourages educational excellence, supports instructional improvement, and incorporates best practice.

d. facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to district/school improvement initiatives.

e. plan and manage student services and activity programs to address developmental, scholastic, social, emotional, cultural, physical, and leadership needs.

f. establish a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results.

g. apply knowledge of special programs to ensure that students with special needs are provided with appropriate resources and effective, flexible instructional programs and services.

h. analyze instructional resource needs and deploy instructional resources effectively and equitably to enhance student learning.
i. analyze the implications of various organizational factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.

j. develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning.

k. 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:

a. enhance teaching and learning by participating in quality professional development activities and studying current professional literature and research.

b. develop, implement, and evaluate a comprehensive professional development plan to address identified areas of district, campus, and/or staff need.

c. facilitate the application of adult learning principles to all professional development activities, including the use of support and follow-up strategies to facilitate implementation.

d. implement strategies to enhance professional capabilities at the district and campus level.

e. work collaboratively with other district personnel to plan, implement, and evaluate professional growth programs.

f. deliver effective presentations and facilitate learning for both small and large groups.

g. implement effective strategies for the recruitment, selection, induction, development, evaluation, and promotion of staff.

h. develop and implement comprehensive staff evaluation models that include both formative and summative assessment and appraisal strategies.

i. diagnose organizational health and morale and implement strategies and programs to provide ongoing assistance and support to personnel.

DOMAIN III – ADMINISTRATIVE LEADERSHIP

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:
a. apply procedures for effective budget planning and management.
b. work collaboratively with stakeholders to develop district budgets.
c. facilitate effective account auditing and monitoring.
d. establish district procedures for accurate and effective purchasing and financial record keeping and reporting.
e. acquire, allocate, and manage resources according to district vision and priorities, including obtaining and using funding from various sources.
f. use district and staff evaluation data for personnel policy development and decision making.
g. apply knowledge of certification requirements and standards.
h. apply knowledge of legal requirements associated with personnel management, including requirements relating to recruiting, screening, selecting, evaluating, disciplining, reassigning, and dismissing personnel.
i. manage one’s own time and the time of others to maximize attainment of district goals.
j. develop and implement plans for using technology and information systems to enhance school district operations.
k. 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:
 a. apply procedures for planning, funding, renovating, and/or constructing school facilities.
b. implement strategies that enable the district’s physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
c. apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
d. develop and implement procedures for crisis planning and for responding to crises.
e. apply procedures for ensuring the effective operation and maintenance of district facilities.
f. implement appropriate, effective procedures in relation to district transportation services, food services, health services, and other services.
g. 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:
a. implement appropriate management techniques and group process skills to define roles, assign functions, delegate effectively, and determine accountability for goal attainment.
b. implement processes for gathering, analyzing, and using data for informed decision making.
c. frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
d. 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.
e. encourage and facilitate positive change, enlist support for change, and overcome obstacles to change in varied educational contexts.
f. apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.
g. analyze and manage internal and external political systems to benefit the educational organization.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology

Students are expected to complete all assignments according to the course schedule. If an assignment is turned in late, the assessment will reflect a grade reduction.

Assignments:

Assignment 1: Internship Proposal and Log (50 pts.)

The candidate will submit a proposal for the internship with a superintendent that includes goals and identified district. The candidate shall keep a log of hours and activities conducted as part of his/her internship experiences that are related to the various SBEC and ELCC standards matched to the ELCC standards especially (1.1, 1.4) vision, (2.3) apply best to student learning, (3.2) manage operations, (4.1, 4.2, 4.3) collaboration, and (6.1) understanding the larger context while completing field-based activities and internships with a practicing superintendent. Follow the sample in module.

Assignment 2: Curriculum Audit (100 pts.)

Vision/Mission – analyze district vision and mission statements to determine the alignment with the curriculum of a school district and write out the analysis. Further design a strategic process to articulate, implement, and steward the district vision as it relates to the curriculum.

School Culture – conduct an analysis of a school district’s school culture to determine how well the district promotes a positive school culture as it relates to the implementation of a quality curriculum. This again should be written with recommendations for changes based on the analysis.
Curriculum Audit – analyze the design and implementation of one curricular area in a school district. After the analysis is complete, make recommendations for the design, implementation of the curriculum. This recommendation must include principles of effective instruction and materials. There must also be a design for professional development related to the recommendations from the curriculum audit. Further share how your actions in the presentation of your analysis would show your actions as a superintendent who acts fairly, ethically and with integrity. This project is designed to give you the experience of completing a curriculum audit and curriculum cycle with a school district. You will learn the framework for aligning curriculum with the vision and mission of a school district as well as the professional staff development with a three-year plan. The project gives you the conceptual and experiential knowledge related to curriculum design and delivery required for determining curricular effectiveness and alliance to research-based approaches. This should engage you in the school improvement planning process from contextual data of an actual school. Minimum 20 pages in length.

Your written work should address and are aligned with the assessment for the following standards and:

(1.2 implement a vision, 1.3 steward a vision, 1.4 promote community involvement in the vision, 1.5 promote positive school culture, 2.1 provide effective instructional program, 2.2 apply best practice to student learning, 2.4 manage the organization, 5.1 acts with integrity, 5.2 acts fairly, 5.3 acts ethically)

This assignment is also a work sample for program evaluation purposes and must be submitted both through Dropbox for a course grade and in Livetext. Failure to do so will result in a grade of F for the course. In addition, you should carefully monitor/record the time you spend on this activity. You are expected to log at least 10 – 15 clock hours for this activity. These hours can be counted toward your 40 practicum hours.

Assignment 3: Student Data Analysis (50 pts.)

Student data analysis is a three-year analysis of a district’s student data and includes district intervention plans. Analyze the student data across subject areas in one school district. After the analysis is complete, you must design a district intervention plan. This intervention plan must include principles of effective instruction and materials. In the intervention plan include a design for professional related to the recommendations from the student data analysis. Further discuss how your actions in the presentation of your analysis would show your actions as a superintendent who acts fairly, ethically and with integrity. This project is designed to give you the experience of determining the priority needs of a district for student improvement. The project gives you the conceptual and experiential knowledge related to student achievement requirements. This project should engage you in the school improvement planning process from contextual data of an actual school as you would present your findings to a local school board. Minimum 20 pages in length.
The following standards need to be addressed and aligned with the assessment to addressed in your analysis and intervention plan:
(1.3 steward a vision, 2.1 provide effective instructional program, 2.2 apply best practice to student learning, 2.3 design comprehensive professional growth plans, 3.2 manage the organization, 4.1 collaborate with families and other community members, 4.2 respond to community interests and needs, 4.3 mobilize community resources, 5.1 acts with integrity, 5.2 acts fairly, 5.3 acts ethically, 6.1 understands the larger context, 6.2 respond to the larger context, and 6.3 influence the larger context).

This assignment is also a work sample for program evaluation purposes and must be submitted both through Dropbox for a course grade and in Livetext. Failure to do so will result in a grade of F for the course.

Assignment 4: Complete the quizzes

Assignment 5: Completion of Modules readings and Discussion.

Assignment 6: Complete/score the Prep Manual Practice Question Exam (25 pts.)
See instructions for the Practice Question Exam in the TExES Practice Question Module.

Assignment 7: Released Diagnostic Exam. TBA
Candidates must have a passing rate of at least 80%.
Students will come to campus or meet at an off-site location at preselected date to take the diagnostic exam. We will try to schedule a date and time when all students can meet either on campus or at their home site.

This does not apply for those students who have already passed the superintendent certification test. However, we would ask those students who have already passed the exam to share their experience with those who have not yet taken the test.

IV. Evaluation and Assessments (Grading):
All assignments shall be typed and will be graded according to the student’s ability to articulate a clear understanding of the subject being covered in the assignment. Above average grades will be given to students who demonstrate academic excellence through critical, reflective, and creative thinking regarding the topic being presented.

It is understood as educational professionals, all graduate students may at times have either professional or personal commitments, however, it is important that they set aside time to complete all activities, projects and assignments on time as directed within the online class.

V. Tentative Course Outline/Calendar:
Meetings established between student, mentor, and university faculty.
***A conference meeting may be scheduled for Zoom or other electronic means.
***Students should follow any timelines or specific dates that are included in the course content or given by the instructor during the course.

There are 10 modules and you may use a self pace. Quizzes may be taken up to five times.

EDLE 6394-Superintendent Seminar (3 credits; fully online) spans a single semester. The course contains extensive written content that includes the same information students in a similar face-to-face 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 public school administration and governance. In addition, students are required to read significant literature that is both historical and topical in nature, complete quizzes/exams over the course content, and complete multiple writing assignments that evaluate their ability to think in a managerial mode and consider multiple audiences for conclusions and plans of action. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

VI. Readings (Recommended—including texts, websites, articles, etc.):

Preparing for and Passing the School Superintendent Test of Texas; Pauline M. Sampson, Proactive Publications. (2nd Ed)

Optional:
The Superintendent as CEO: Standards-Based Performance; John R. Hoyle, Lars G. Bjork, Virginia Collier, Thomas Glass; AASA & Corwin Press.

Other Sources and Websites:
http://www.texasisd.com/
http://www.tea.state.tx.us/
http://www.tasb.org/
http://www.aasa.org/
http://www.nsba.org/site/index.asp

The First-Year Experiences of Successful Superintendents; Kerry L. Roberts, Sid T. Womack, Shellie L. Hanna; Rowman and Littlefield & AASA.

Livetext/Watermark Statements:

This course uses the Livetext/Watermark 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. Students who do not have an existing Livetext/Watermark account will receive an access code via the SFA email system within
the first week of class. You will be required to register your Livetext/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning Livetext/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your Livetext/Watermark account, call ext. 1267 or e-mail SFALiveText@jacks.sfasu.edu. Once Livetext/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail livetext@jacks.sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Livetext/Watermark system may result in course failure.

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/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

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 Code of Conduct: Policy 10.4
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.

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