



Secondary Education and Educational Leadership

STEPHEN F. AUSTIN STATE UNIVERSITY

Superintendent Preparation Cohort Program

Graduate instruction is designed to assist professional, qualified persons to prepare for strong superintendent leadership roles. The Superintendent Preparation Program consists of 15 semester hours of courses and experiences that are built upon the Texas Professional Standards for the Superintendency.

Admission Requirements

Obtain necessary forms from the Department of Secondary Education and Educational Leadership and the SFA Graduate School.

Applicants should possess:

- master's degree from an accredited college or university
- mid-management or principal certification
- passing score on mid-management or principal Examination for Certification of Educators in Texas
- a minimum composite score of 800 on the verbal and quantitative sections of the Graduate Record Exam, with scores of at least 300 on each section
- and three years of teaching experience.

Applicants must submit to the SFA Graduate School:

- online application and \$25 fee at www.applytexas.org
- GRE scores
- and official transcripts.

Please send the above items to the following:

SFA Graduate School
P.O. Box 13024 - SFA Station
Nacogdoches, TX 75962-3024
Phone 936.468.2807 Fax 936.468.7369
E-mail: gschool@sfasu.edu

Applicants must submit to the Department of Secondary Education and Educational Leadership:

- Superintendent Preparation Program application (last page of packet)
- professional profile (instructions enclosed) or résumé
- and a list of six references.

Please send the above items to the following:

Dr. Pauline Sampson
Department of Secondary Education and Educational Leadership
P. O. Box 13018 – SFA Station
Nacogdoches, TX 75962-3018
Phone 936.468.2908 Fax 936.468.1573
E-mail: sampsonp@sfasu.edu

As of August 1, 2011, the GRE is changing. If an applicant takes the test on or after that date, he or she may have to wait until November 2011 for the scores since the new test will go through a period of being renormed (establishing the new equivalents of the present scores). To set up an appointment to take the GRE at SFA, call Counseling and Career Services, located in the Rusk Building, Room 328, at (936) 468-3958. Otherwise, contact the GRE Registration Center at **(866) 473-4373** or www.ets.org/gre.

Additional Application Procedures

There are two options to consider in completing the application to the Superintendent Preparation Program.

- option 1: principal/mid-management ExCET score of 80 or higher, GRE score of at least 800 overall, no part less than 300 and holistic assessment by graduate faculty
- option 2: principal/mid-management ExCET score of 70-79, GRE score of at least 800 overall within the past five years, no part less than 300 and holistic assessment by graduate faculty

Program Structure

Cohort Membership

The Superintendent Preparation Program is offered in an online or face-to-face cohort design that precludes self-selection into any required course related to the program of study. All students granted admission to the program will be members of a cohort and are expected to complete all coursework as a member of the cohort for which they were admitted. In the event of withdrawal from the cohort program by a student, and upon election by the student to seek reentry to the program, a student will meet with Graduate Faculty Council for review and consideration of request for continuance in the program.

Courses

The 15-semester-hour Superintendent Preparation Program consists of courses and experiences that are built upon the Texas Professional Standards for the Superintendency and developed by the State Board for Educator Certification in conjunction with a cross section of community, business and school administrators. The learner-centered curriculum focuses on:

- values of integrity, fairness and ethics of leadership
- leadership and district culture
- communications and community relations
- policy and governance
- curriculum planning and development
- instructional leadership and management
- human resources leadership for staff evaluations and performance through staff development
- human resources leadership and management
- leadership and management of districts' physical plants and support systems for safe and effective learning environments in relation to budget, personnel, resource utilization, financial management and technology
- and organizational leadership and management.

Multi-cultural educational experiences and technology skills will be an integrated part of each course. The following courses will be taken in the sequence listed:

- AED 511 The Superintendency – the preparation and qualifications of the successful school superintendent and the duties, responsibilities and problems of the school superintendent
- AED 547 Public School Finance – the principles of school finance, budgeting and accounting procedures and problems of local administration
- AED 551 School Asset/Capital Management – operation, maintenance, utilization and management of physical plant, property records, inventory control and school building programs
- AED 594 Superintendent Seminar – study of the superintendency from both a theoretical and field-based perspective, a series of culminating scenarios that connects research-based leadership practices with recognized proficiencies of leadership achievement
- AED 596 Internship for the School Superintendent – three semester hours of individual study, designed to give on-the-job training under the guidance of

successful, experienced, practicing public school administrators and members of the university faculty

Mentors in the Field

Students, public school administrators and professors build professional learning communities through mentor practices. The collaboration connects coursework and applied skills in the field.

SFA does not discriminate on the basis of race, color, national or ethnic origin, age, sex, or disability.

Superintendent Preparation Program Professional Profile

This profile is to accompany the application to the Superintendent Preparation Program in the Department of Secondary Education and Educational Leadership. The professional profile consists of four dimensions:

- a retrospective view of the applicant's professional experiences over time and across specific areas of leadership:

- college and university years (experiences related to becoming an educator that could include, but not be restricted to, organizations, classes and influential persons)
 - professional experiences (could include, but not be restricted to, experiences in the classroom, chairperson positions, committee involvement, special assignments, project director and military experience)
 - professional or personal honors (could include, but not be restricted to, any honor received that was connected to professional or personal experiences)
 - professional organizations (could include, but not be restricted to, such experiences as chairperson, officer, committee member and delegate at the local, state, regional or state levels)
- a brief autobiographical sketch of the applicant
 - a statement of professional goals
 - a review of the applicant's professional growth and development activities over the past three to five years, which may include formal education at the graduate or undergraduate level, professional development, technical training or professional presentations

The applicant should select a narrative presentation format best suited to his or her style of writing and communication. The profile should convey a personal and professional history that assists the Superintendent Preparation Program faculty to know the person who is applying. To this end, there is not a preferred format or structure. In preparing the profile, set the text in a typed, **double-spaced format** with an **expected minimum of three to five pages**.

