Instructor: Richard Skuza, Ed.D.  
Cell Phone: 214.402.8954  
Email: richard.skuza@sfasu.edu  

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

Prerequisites: Admission into the Superintendent program

I. Course Description:
EDLE 6311 – The preparation and qualifications of the successful school administrator and the duties, responsibilities, and problems of the school superintendent. Prerequisite is admission into the superintendent program. The Community Relations Plan is an accreditation assignment in this course.

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
To address specific needs in the broader community,
- To enhance student learning,
- To instill commitment to service, and
- 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.

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.

Program and Student Learning Outcomes:
The student will demonstrate the ability for the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community in a Community Relations Plan with 100% scoring a 2 or a 3 on the vision section of the rubric.
The student will collaborate with the community by presenting 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 3 on the collaboration section of the rubric.
The student will demonstrate 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 larger political context section of the rubric.

Assessment Method:
Embedded course assignment: Student must identify ways to strengthen a school partnership with families and community agencies through a written community relations plan. The intent of the project is to assist you in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan are determined after a careful analysis of a district. This analysis includes a clear description of the unique aspects of the district such as size, location, ethnicity, socio-economic status, and staff experience. Then this information is utilized to design a plan. The connection to the
facilitation of a district vision must be evident in the plan. There also must be evidence of connections to the larger political, social, economic, legal and cultural context.

The student will identify ways to strengthen a schools’ partnership with families and community agencies through a written community relations plan. The intent of the project is to assist students in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan are a careful analysis of the district.

**Criterion:** The criteria for success is a score of a 2 or a 3 on the rubric.

**Student Learning Outcomes:**
Upon completion of this course, the student will be able to:

- Examine the superintendent as a role model who promotes ethical principles and integrity in a collaborative, supportive work environment that will create leadership teams with focus on educational improvement.
- Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs.
- Demonstrate an understanding of curriculums and instructional programs, assessment, and professional development aimed at improving student achievement with corresponding job analysis, supervisory procedures, and performance appraisal.
- Develop an understanding of the superintendent’s role as a visionary leader who facilitates successful superintendent-school board relations.
- Demonstrate and apply knowledge of legal issues, policy development and implementation, and general characteristics of internal and external political systems.
- Develop a community relations plan that includes an analysis of a district, development and connection of vision and mission, ways to strengthen collaboration with families and community, and ways to influence the larger political context.

**SBEC and ELCC Goals:**

1. Examine the superintendent as a role model who promotes ethical principles and integrity in a collaborative, supportive work environment that will create leadership teams with focus on educational improvement to ensure the success of all students. (SBEC 1, ELCC 5.1, ELCC 5.2, ELCC 5.3)
2. Become familiar with planning paradigms that promote a vision and mission that clearly establish goals based on identified student needs and is supported by the educational community. (SBEC 2, ELCC 1.1, ELCC 1.2, ELCC 1.3, ELCC 1.4, ELCC 1.5, ELCC 2.1, ELCC 4.1)
3. Demonstrate knowledge of communication skills to collaborate with community members, respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students. (SBEC 3, ELCC 4.1, ELCC 4.2, ELCC 4.3)
4. Demonstrate knowledge 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. (SBEC 4, ELCC 6.1, ELCC 6.2, ELCC 6.3)
5. Demonstrate facilitation in planning and implementation of strategic plans that enhance teaching and learning: ensure alignment among curriculum resources and assessment; and promote the use of varied assessments to measure student performance. (SBEC 5, ELCC 2.2, ELCC 2.3)

6. Demonstrate how to advocate, nurture and sustain instructional programs and a district culture that are conducive to student learning and staff professional growth. (SBEC 6, ELCC 2.4)

7. Demonstrate how to implement a staff evaluation and development systems to improve the performance of all staff members and select appropriate models for supervision and staff development. (SBEC 7, ELCC 2.4, ELCC 3.1, ELCC 3.3)

8. Demonstrate knowledge of effective leadership and management principles in relation to district budgeting, personnel, resources utilization, financial management, and technology use. (SBEC 8, ELCC 3.1, ELCC 3.2, ELCC 3.3)

9. Demonstrate leadership and management principles in relation to the district’s physical plant and support systems to ensure a safe and effective learning environment. (SPEC 9, ELCC 3.2)

10. Demonstrate organizational, decision making, and problem solving skills to facilitate positive change in varied contexts. (SBEC 10, ELCC 7.3)

Texas SBEC Competencies

DOMAIN I – LEADERSHIP OF THE EDUCATIONAL COMMUNITY

Competency 1
The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students.

Competency 2
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.

Competency 3
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.

Competency 4
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.

DOMAIN II – INSTRUCTIONAL LEADERSHIP

Competency 5
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.

Competency 6
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.
Competency 7
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.

DOMAIN III – ADMINISTRATIVE LEADERSHIP

Competency 8
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.

Competency 9
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.

Competency 10
The superintendent knows how to apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology
Students are expected to complete all assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Type</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Zoom meeting – 5:00 p.m.</td>
<td></td>
<td></td>
<td>5/13/2004</td>
</tr>
<tr>
<td>Who are you?</td>
<td>10</td>
<td>Discussion</td>
<td>5/13/2024</td>
</tr>
<tr>
<td>Student Data Form</td>
<td>--</td>
<td>DB</td>
<td>5/14/2024</td>
</tr>
<tr>
<td>Hoyle: Chapter One discussion</td>
<td>10</td>
<td>Discussion</td>
<td>5/16/2024</td>
</tr>
<tr>
<td>Hoyle: Chapter Two comparison</td>
<td>10</td>
<td>Discussion</td>
<td>5/21/2024</td>
</tr>
<tr>
<td>Compare two board packets</td>
<td>20</td>
<td>DB</td>
<td>5/28/2024</td>
</tr>
<tr>
<td>Board Meeting Observation (can be previously recorded)</td>
<td>40</td>
<td>DB</td>
<td>6/6/2024</td>
</tr>
<tr>
<td>Policy in Practice – scenario #1</td>
<td>50</td>
<td>DB</td>
<td>6/11/2024</td>
</tr>
<tr>
<td>Ensuring staff understands diversity/cultural issues</td>
<td>40</td>
<td>DB</td>
<td>6/18/2024</td>
</tr>
<tr>
<td>Mission Statements</td>
<td>10</td>
<td>Discussion</td>
<td>6/25/2024</td>
</tr>
<tr>
<td>How your district uses curriculum guide</td>
<td>30</td>
<td>DB</td>
<td>7/2/2024</td>
</tr>
<tr>
<td>Colin Powell lesson</td>
<td>10</td>
<td>Discussion</td>
<td>7/9/2024</td>
</tr>
<tr>
<td>Policies in Practice – scenario #2</td>
<td>50</td>
<td>DB</td>
<td>7/16/2024</td>
</tr>
<tr>
<td>Summary of 3 HR articles</td>
<td>10</td>
<td>Discussion</td>
<td>7/23/2024</td>
</tr>
<tr>
<td>Community Relations Plan</td>
<td>100</td>
<td>DB</td>
<td>7/30/2024</td>
</tr>
<tr>
<td>Website on Ethics</td>
<td>10</td>
<td>Discussion</td>
<td>8/6/2024</td>
</tr>
</tbody>
</table>

Total points – 400
Late assignments will be graded at a maximum of 80%

A = 360 – 400  B = 320 - 359  C = 280 - 319

New Directions for CEO Module:
1. Read chapter 1 of Hoyle textbook and summarize in one paragraph on discussion board.
Leadership and Organizational Culture Module:
1. Read chapter 2 of Hoyle textbook and compare it to the article Superintendents for the 21st Century and post a short summary. Respond to at least one other posting.

Power Module:
1. Attend one school board meeting and observe the role the Superintendent plays at that meeting. Another assignment for this lesson is to attend a board meeting and carefully observe the superintendent as well as the relationships between the board members and the superintendent. Write a 3+ page paper discussing your observations of the meeting. This should include how the board members and superintendent were physically organized and the look of the room. Also write about the climate and if it was easy to understand what was going on at the meeting. Determine who seemed to be in charge of the meeting as well as how many people were in attendance and if the meeting was conducted according to Robert's Rules of Order. Don't forget to write about your impressions of the meeting and the relationships.
2. Compare 4 different board packets from four different schools and identify similarities and differences
3. Policy in Practice – respond to provided scenarios – paper 6-8 pages in length. Specific instructions are in dropbox.

Communication Module
1. Community Relations Plan
Identify ways to strengthen a school’s partnership with families and community agencies. The intent of the project is to assist you in exploring connections with the partnerships to have a positive advocacy for the students. The contextual based strategies for effective understanding of a district and a community relations plan is determined after careful analysis of a district. This analysis should include a clear description of unique aspects of the district such as size, location, ethnicity, socio-economic status, staff experience, then this information should be utilized to establish a plan. Please see dropbox for outline information. This is a major assignment for the course and should be at least 15 pages. Additionally, this assignment needs to be uploaded in Qclassroom.

Management of Organization Module
1. Compare mission statements from five different school districts and post on discussion board.

Curriculum Planning and Development Module
1. Share how your district uses a curriculum guide – see instructions in dropbox

Values and Ethics Module
1. List ways you would ensure your staff is sensitive to cultural issues.
2. Summarize one project from websites from the list in the lesson. List or state on discussion board.

**Participation in classroom participation/ reflections**

Course Topics: The major topics that will be addressed in EDLE 6311 are:
- Ethics
- Vision/Strategic planning
- Community Relations
- School board relationships
- Curriculum alignment, assessment, student performance
- Instructional programs
- Human relations
- Financial systems
- Support systems management
- Organizational decision-making

EDLE 6311 – Overview of the Superintendency (3 credits; fully online) spans a complete semester. The course contains extensive written content that includes the same information students in a face-to-face traditional class would receive. Students are required to devote at least three hours per week to engagement in the online modules and assignments. Primary source readings are woven into the content to support key concepts or provide perspective on historical events. In addition, students are required to read other literature as assigned, complete assessments over the course content, and complete multiple writing assignments that evaluate their ability to think within theoretical parameters, interpret primary sources, and evaluate data. For every hour a student spends engaging with the content, he/she should spend at least two hours completing associated activities and assessments.

**Attendance, Participation, and Completion of Course Evaluation: (Required)**

**IV. Evaluation and Assessments (Grading):**

It is understood as educational professionals, all graduate students are expected to participate fully in the discussion board and emails. There is a rubric for the Community Plan that is available on Qclassroom as well as in the introduction module. The Community Relation Plan is also a SPA/CAEP accreditation assessment assignment.

*Submission of the Community Relations Plan to Qclassroom is a requirement for a final grade and credit for completion of the course.*

**V. Tentative Course Outline/Calendar**

The following modules are

New Directions for CEO Module:
Leadership and Organizational Culture Module:
Power Module:
Communication Module
Management of Organization Module
Curriculum Planning and Development Module
Instructional Management Module
Human Resource Management Module
Values and Ethics Module

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 Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic
activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Attendance:**

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 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.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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.

For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

**Other important course-related policies:**
***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/disabilityservices/).***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - 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
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
    - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
      - Health Services
      - Counseling Services
      - Student Outreach and Support
      - Food Pantry
      - Wellness Coaching
      - Alcohol and Other Drug Education
      - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    - 936.468.4008
    - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
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 number.