Department of Secondary Education and Educational Leadership
AED 554
Practicum for the School Principal
Fall 2019

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Course Time & Location: Online
Office Hours: 6-8:00 pm (Mondays)
Credits: 3
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I. Course Description:

This is a three semester hour semester course. The candidate will participate in actual real world leadership and management experiences in the school and community. The internship will be under the guidance of successful, experienced, practicing public school administrators and members of the university staff. Acceptance into the SFASU Principal Program, admission to the Graduate School, passing the TExES and satisfactory completion at least 12 graduate hours in the program is required.

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

The vision of the Principal Preparation program is aligned with the vision of the James I. College of Education (COE) and the University's Strategic Plan. We want the principal preparation program to be the national model of a high quality, student-focused, comprehensive program whose graduates are productive citizens and successful leaders.
Therefore, this course was added to the curriculum. In addition, the candidates will demonstrate an awareness of the COE core values through written discussion and written work. The core values are: academic excellence through critical, reflective, and creative thinking; life-long learning; collaborative and shared decision making; openness to new ideas to culturally diverse people and to innovation and change; integrity, and responsibility. All instructional activities are aligned with the SBEC standards and CAEP-approved ELCC standards.

Through this course of the principal program, our mission is to provide our candidates a foundation for success, a passion for learning, and a commitment to responsible global citizenship in a community dedicated to teaching, research, creativity, and service.

Program Learning Outcomes:

1. The student will apply skills, content knowledge, and knowledge of necessary dispositions regarding the role of an effective school leader.
2. The student will demonstrate an understanding of basic principles and foundations of school leadership.
3. The student will demonstrate instructional leadership skills in working with faculty on issues of instruction, curriculum, culture, and professional development.
4. The student will demonstrate and apply leadership skills through school-level practicum experiences.
5. The student will demonstrate building level leadership skills in supporting P-12 student learning within a school.
6. The student will exhibit school leadership skills in organizational management and community relations developing effective school-based management and resource systems and school-community partnerships.

Student Learning Outcomes:

1. Demonstrate an understanding of the major functions, roles, and responsibilities of the principalship through active participatory engagement.
2. Exhibit the type of involvement and knowledge needed to collaboratively develop a campus improvement plan, develop a budget, and other appropriate campus plans.
3. Demonstrate effective cognitive and intellectual skills in shared decision making, problem solving, and written/oral communications.
4. Demonstrate an understanding of authentic, entrepreneurial, and distributive leadership.
5. Demonstrate effective dispositions to make--ethical and moral decisions.
6. Demonstrate an awareness of and actions needed to lead for social justice, democracy, and community building.

Texas Principal Standards
Chapter 149. Commissioner's Rules Concerning Educator Standards
Subchapter BB. Administrator Standards
§149.2001. Principal Standards.

(a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.

(b) Standards.

(1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.

(A) Knowledge and skills.

(i) Effective instructional leaders:

(I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;

(II) implement a rigorous curriculum aligned with state standards;

(III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

(IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and

(V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

(ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

(B) Indicators.

(i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

(ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

(2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

(A) Knowledge and skills.

(i) Effective leaders of human capital:

(I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;

(II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;

(III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;

(IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;

(V) facilitate professional learning communities to review data and support development;

(VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and

(VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

(ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.

(B) Indicators.

(i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.

(ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

(iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

(iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.

(3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

(A) Knowledge and skills.

(i) Effective executive leaders:

(I) are committed to ensuring the success of the school;

(II) motivate the school community by modeling a relentless pursuit of excellence;

(III) are reflective in their practice and strive to continually improve, learn, and grow;

(IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;

(V) keep staff inspired and focused on the end goal even as they support effective change management;

(VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

(VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and

(VIII) treat all members of the community with respect and develop strong, positive relationships with them.

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

(B) Indicators.

(i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

(ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

(iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

(iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

(4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

(A) Knowledge and skills.

(i) Effective culture leaders:

(I) leverage school culture to drive improved outcomes and create high expectations;

(II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;

(III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

(IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and

(V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

(ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.

(B) Indicators.

(i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.

(ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

(iii) Intentional family and community engagement. The principal engages families and community members in student learning.

(iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

(v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.

(5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.

(A) Knowledge and skills.

(i) Effective leaders of strategic operations:

(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;

(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;

(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;

(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and

(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Standard 6-Ethics, Equity, and Diversity

Statutory Authority: The provisions of this §149.2001 issued under the Texas Education Code, §21.3541.

Source: The provisions of this §149.2001 adopted to be effective June 8, 2014, 39 TexReg 4245.

ELCC Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school. 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals. 1.3 Candidates understand and can promote continual and sustainable school improvement. 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and

promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program. 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff. 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

> 3.1 Candidates understand and can monitor and evaluate school management and operational systems. 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations. 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. 3.4 Candidates understand and can develop school capacity for distributed leadership. 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

> 4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment. 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. 4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families

and caregivers. 4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling. 5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success. 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school. 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

> 6.1 Candidates understand and can advocate for school students, families, and caregivers.
> 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
> 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

> 7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership

experiences. 7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9– 12 hours per week) internship that includes field experiences within a school-based environment. 7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Major Course Topics:

- 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
- Facilities management

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

The candidate must submit a written copy of Opportunity Plan signed by site supervisor to the university professor.

- The candidate will maintain an internship log for each of the activities throughout the internship.
- The candidate is required to complete a self-inventory based on state or national standards.
- The candidate will meet on a regular basis throughout the internship with his/her mentor virtually and/or physically. He or she will meet with his/her mentor and college professor at least once near the beginning of the internship at the candidate's site or virtually to discuss the achievement of the goals in the improvement plan.
- The candidate will keep a log of all internship activities. The log will be submitted to the university supervisor at the end of the semester. Activities will reflect time obtained from each of the six (6) Principal Standards.
- A minimum of **85** practicum hours must be logged. The candidate will complete activities listed in the Practicum Module. It is possible additional activities can be added due the reality that these activities alone will probably not equal 85 hours. These can be preapproved by the professor.

IV. Evaluation and Assessments (Grading):

Date Due	Assignment	Point Value
August 30	Opportunity Plan	
August 27 and 28	Zoom Pre-Conference for Obs. 1	
Sept. 1	Practicum Reflection Standard 1	10
Sept. 8	Discussion Chapter 11: Staff Dev.	10
Sept. 15	Submit video Observation 1	10
Sept. 17 and 18	Individual Post Conference Obs. 1 and Pre-Conference Obs. 2	
Sept. 22	Practicum Reflection Standard 2	10
Sept. 29	Discussion Chapter 17: Passive Prin.	10
Oct. 6	Submit video Observation 2	30
Oct. 13	Practicum Reflection Standard 3&4	10/10
Oct. 15 - 16	Individual Post Conference Obs. 2 and Pre-Conference Obs. 3	
Oct. 20	Practicum Reflections Standard 5&6	10/10
Oct. 27	Discussion Tips for Leaders	10
Nov. 3	Submit video Observation 3	30
Nov. 10	Cumulative Reflection/Philosophy	30
Nov. 18 - 20	Individual Post Conference Obs. 3	
Dec. 8	Portfolio	10
Dec. 8	Practicum Log	
	Mentor Approval Form	
		200 points

The electronic portfolio should be **ONE** document and include the following:

✓ **Table of Contents**
✓ **Vita/Resume**
✓ **Culminating Reflection (3-4 pages)**
✓ **Required Activity Reflections (5 total)**
✓ **Philosophy letter to new student**
✓ **Artifacts from each additional activity that represent all 5 standards**

Total Possible Points – 200
       A = 180-200   B = 160-179

**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 is not submitted in Livetext/Watermark by the dropbox listed above. Additionally, you will not receive a passing grade if you don't have activities submitted in the activity log and you MUST have your mentor's approval on the rubric in Livetext/Watermark. This is YOUR responsibility as a student.

AED 554 – Practicum for the School Principal (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 or Summer session equivalent. 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 85 hours of on-site practicum activity under the direction of their campus mentor. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities.

V. Required Readings:

Kowalski, T.J. (2012). Case studies on educational administration. (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data are 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, <u>all ratings and comments are confidential and anonymous,</u> and will not be available to the instructor until after final grades are posted.**

VII. Student Ethics and Other Policy Information:

<u>Attendance</u>

Students will be expected to attend the face-face meeting as well as regularly log in to the D2L site. The site supervisor is to be included in the face-face meeting when possible.

<u>Students with Disabilities</u>

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabiltiyservices/.

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at
http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades *Semester Grades Policy (A-54)*

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 course work 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 and 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 for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Honesty

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see **Academic** <u>Integrity A-9.1</u>)

VIII. Texas Certification

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____ . If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.ets.org/registrationBulletin/). 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 SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

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