



FORT HAYS STATE UNIVERSITY

OFFICE OF FIELD EXPERIENCES AND LICENSURE

A HANDBOOK FOR FIELD EXPERIENCES

(click on hyperlinked topic to directly access related information)

[Mission and Vision of Field Experiences](#)

[Terminology](#)

[FHSU Office of Field Experience & Licensure Contact Information](#)

[Clinical Experience Placement Timelines](#)

[Clinical Experiences Defined](#)

[Required Checks Prior to Field Experience](#)

[Sonia Student Placement Software](#)

[Licensure](#)

[FHSU College of Education Candidate Disposition](#)

[Dismissal from Field Experience Provision](#)

Mission and Vision of Field Experiences

The **mission of the Office of Field Experiences and Licensure** within the FHSU College of Education is to ensure that our teacher candidates are placed in diverse, high-quality schools or educational settings to connect education theory to practice and promote the development of knowledge, skills, and professional dispositions necessary to prepare educators who are ready to provide equitable educational opportunities for all learners. Through the knowledge and expertise of professional faculty and staff, candidates are provided the necessary guidance and tools from initial application through licensing.

The **vision of the Office of Field Experiences and Licensure** is to cultivate successful teacher candidates and leaders empowered to promote equity in education through diverse and quality clinical experiences. These experiences are essential for our students' growth as reflective practitioners who use education to influence, lead, and transform our society.

Terminology

Teacher Candidate	An individual accepted/enrolled in a teacher education preparation program that leads to a recommendation for initial-level state licensure.
Intern	Teacher candidate in an authentic educational setting for various engaging in the pedagogical work of the profession of teaching, closely integrated with educator preparation course work and supported by a formal school-university partnership.
Student Teacher	Teacher Candidate that participates in the capstone clinical practice experience at least one university semester. During the semester teacher candidates assume full

	responsibility for a pedagogical assignment under the coaching of a cooperating teacher, university supervisor, and university-based methods instructor.
Teacher	Any professionally prepared and licensed educator who uses pedagogy to facilitate student learning in an accredited school or licensed childcare facility.
Mentor Teacher	A teacher who serves as the primary school-based teacher educator for teacher candidates completing an internship.
Cooperating Teacher	A teacher who serves as the primary school-based teacher educator for teacher candidates completing student teaching.
University Supervisor	A current or former exemplary teacher (as defined by district administration and university faculty), current or retired administrator or University faculty that acts as an extension of the Office of Field Experience and Licensure to support and evaluate teacher candidates during the student teaching semester.
Methods Instructor	A University-based instructor for the teacher preparation program that engages in evaluation, coaching, instruction, and partnership.
Clinical Experience	Teacher candidates' work in authentic educational settings and engagement in the pedagogical work of the profession of teaching.
Internship	Elementary Education/Early Childhood Unified/Special Education clinical experience in which pedagogical skills like management of a classroom, adjusting for individual student needs, utilizing developmentally appropriate practices are practiced in an authentic clinical setting under the supervision of a mentor teacher and quality methods instructor.
Early Field Experience	Observation only clinical experience for Secondary Education teacher candidates in which pedagogical skills like management of a classroom, adjusting for individual student needs, utilizing developmentally appropriate practices are practiced in an authentic clinical setting are observed.
Secondary School Experience	Clinical experience for Secondary Education teacher candidates in which advanced pedagogical skills like management of a classroom, adjusting for individual student needs, and accommodating and/or modifying curriculum for special education students are practiced in an authentic clinical setting under the supervision of a mentor teacher and quality methods instructor.
Student Teaching	Capstone clinical practice experience in an accredited school or licensed facility for at least one university semester. During the experience, the teacher candidate assumes full responsibility for a pedagogical assignment under the direct supervision of a cooperating teacher, university supervisor and university-based methods instructor.
Sponsored Student Teaching	Capstone clinical practice experience in an accredited school or licensed facility for at least one university semester. The teacher candidate assumes independent responsibility for a pedagogical assignment from the first day of the site's semester under the indirect supervision of a cooperating teacher and university supervisor.
Office of Field Experiences & Licensure	Collaborates with education partners to place teacher candidates in diverse, high-quality schools or educational settings with expert mentors for field experiences including: • Early Childhood Unified (ECU) Internships • Elementary Education Internships (undergraduate & graduate level) • Math Apprenticeship • Special Education (SPED) Internships • Secondary Early Field Experience • Secondary School Experience • Student Teaching Clinical Experience • Driver's Education Practicum
Director of Field Experiences	Oversees all field experience placements, primarily responsible for secondary education and student teacher placements; Instructor of record for all student teachers in the capstone clinical experience
Academic Program Specialist-Admissions	Analyzes applications to Teacher Education and Student Teaching to ensure candidates meet requirements for admission and maintain eligibility through program completion

Faculty Program Coordinator	Facilitates ECU, Elementary Education, Special Education and Graduate level Internships
Senior Administrative Asst	Supports the Office of Field Experience and candidates in placements, University Supervisors in assignments, primary site contact questions, collects required paperwork, and administers stipend payments
Licensure Officer	Verifies program completion and submits license applications to Kansas State Department of Education (KSDE). Serves as a liaison for all education programs and oversees the T2T eligibility and licensure process
Academic Program Specialist–Transition to Teaching	First point of contact for Transition to Teaching (T2T) program. Determines eligibility for program, creates plans of study, and annual KSDE progress report.
Sonia	Student placement software and database that assists in facilitation of field experience placements and serves as a database of teacher candidate field experience information

FHSU Office of Field Experience & Licensure Contact Information

Website: <https://www.fhsu.edu/fieldexperiences/>

Sonia Login Page: <https://fhsu-coe.sonialive.com/School.aspx>

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CLINICAL EXPERIENCE PLACEMENT TIMELINES

Table 1: *Student Teaching Placement Timeline—candidates must self-join the appropriate student teaching placement group in Sonia*

Event	Fall Semester Student Teaching	Spring Semester Student Teaching	Who
Student Teaching Application Opens	January 1	August 1	OFEL Academic Program Specialist
Student Teaching Application Closes	February 15	September 15	OFEL Academic Program Specialist
Mandatory Meeting	Late February	Late September	Director of Field Experiences Licensure Officer
Placement Requests Begin	First week of March	First week of October	Director of Field Experiences OFEL Senior Administrative Assistant
Placement Information Released	Middle of April	Middle of November	Director of Field Experiences
Placement Process Complete	May 1	December 1	Director of Field Experiences OFEL Senior Administrative Assistant

Table 2: *Internship Placement Timeline—candidates will be added to the appropriate placement group based on course registration*

Event	Spring Semester	Fall Semester	Who
Internship Application Assigned	Mid-November	Mid-April	OFEL Senior Administrative Assistant Student Internship Assistant
Internship Application Due	The day after the last day to add classes		OFEL Senior Administrative Assistant Student Internship Assistant
Placement Requests Begin	Early December	Early May	Internship Faculty Coordinator Student Internship Assistant
Placement Information Released	Late January	Late August	Internship Faculty Coordinator
Placement Process Complete	Mid-February	Mid-September	Internship Faculty Coordinator Student Internship Assistant

Table 3: *Secondary Field Experiences Timeline-- candidates will be added to the appropriate placement group based on course registration*

Event	Spring Semester	Fall Semester	Who
Secondary Field Experiences Application Assigned	January 1	August 1	OFEL Senior Administrative Assistant Student Placement Assistant
Secondary Field Experiences Application Due	The day after the last day to add classes		OFEL Senior Administrative Assistant Student Placement Assistant
Placement Requests Begin	Mid-January	Mid-August	OFEL Senior Administrative Assistant Student Placement Assistant
Placement Information Released	Late February	Late September	Director of Field Experiences
Placement Process Complete	March 1	October 1	Director of Field Experiences OFEL Senior Administrative Assistant

Clinical Experiences Defined

ELEMENTARY INTERNSHIP CLINICAL PRACTICE

Internships provide teacher candidates with hands-on experience in real classrooms while also being supervised by on campus faculty. They learn to manage a classroom, adapt to individual student needs, and apply developmentally appropriate teaching practices. This practical exposure complements theoretical knowledge gained in coursework. Interns work in authentic clinical settings, allowing them to observe and participate in actual teaching scenarios. This exposure helps them understand the complexities of teaching, including diverse student backgrounds, learning styles, and classroom dynamics. Supervision by experienced mentor teachers and quality methods instructors provides valuable feedback, guidance, and support. Internships are completed before the student teaching clinical experience.

Table 4: *Elementary, Special Education, and Early Childhood Internship Summary*

	Elementary Education	Special Education	Early Childhood Unified
Observation Setting:	General, K-6 classroom supervised by certified ELED teacher.	Resource room setting working with high-incidence disabilities or students with milder disabilities who are still learning with Common Core Standards. Supervised by a teacher who holds SPED certification.	<u>Infant/Toddler</u> State-licensed childcare facility (excluding home daycare). Supervised by a lead qualified teacher. <u>Preschool</u> Accredited preschool classroom supervised by a licensed PreK or Early Childhood teacher.
Total observation hours per semester	1 Internship = 30 hrs. 2 Internships = 60 hrs. <i>*Most ELED students will do 2 concurrently</i>	40 hours per internship	40 hours per internship
Minimum time, observation, and weeks for observation	1 hour At least 2 days per week. At least 10 weeks	1 hour At least 2 days per week. At least 10 weeks	1 hour At least 2 days per week. At least 10 weeks
Mentor Teacher Qualifications	1. Holds a professional license related to the subject or grade level of observation. 2. Minimum two (2) years' teaching experience. 3. Desired skills: observant, provides constructive feedback, works collaboratively with others, etc., and exemplifies excellence in teaching by demonstrating a positive impact on student learning. 4. Continued professional growth should be evident. 5. Should provide a classroom environment which is diverse in learning experiences.		

SECONDARY EDUCATION CLINICAL EXPERIENCES

Candidates engage in authentic classroom settings, allowing them to actively participate in real teaching scenarios. Through this experience, they gain insights into the complexities of teaching, including diverse student backgrounds, learning styles, and classroom dynamics. The guidance and support provided by experienced mentor teachers and quality methods instructors guides the candidates in this journey. Both clinical practices are completed before the student teaching clinical experience.

Table 5: *Secondary Education Clinical Experiences Summary*

Field Experience	Description
Early Field Experience	Observation only clinical experience for Secondary Education teacher candidates in which pedagogical skills like management of a classroom in their content area in an authentic clinical setting are observed. <u>20 hours</u> in 7-12 general education with content area licensed teacher (PE, Art, Music, & Modern Language may be placed K-12)
Secondary School Experience	Clinical experience for Secondary Education teacher candidates in which advanced pedagogical skills like management of a classroom, adjusting for individual student needs, and accommodating and/or modifying curriculum for special education students are practiced in an authentic clinical setting under the supervision of a mentor teacher and quality methods instructor. <u>25 hours</u> in 7-12 general education with content area licensed teacher <u>15 hours</u> in special education with SPED licensed teacher (PE, Art, Music, & Modern Language may be placed K-12)

STUDENT TEACHING CLINICAL EXPERIENCE

The student teaching experience is a pivotal phase in the journey towards becoming an effective educator. It serves as a bridge between theoretical learning and real-world classroom application. During this period, aspiring teachers work closely with mentor educators, gaining hands-on experience in lesson planning, instructional delivery, and classroom management. This immersive environment allows them to develop a deep understanding of diverse learning needs and adapt their teaching strategies accordingly. The experience fosters reflection and refinement of teaching techniques, as well as honing pedagogical skills. Collaborating with experienced educators provides valuable insights, guidance, and constructive feedback, contributing to professional growth. See Table 3: Student Teaching Clinical Experience Requirements

Table 6: FHSU *Student Teaching Clinical Experience Requirements*

	Setting	Time
Elementary Education	General, accredited K-6 classroom supervised by licensed ELED teacher	16 weeks
Elementary Education w/SPED Minor	General, accredited K-6 classroom supervised by licensed ELED teacher	12 weeks
	Special Education High Incidence Resource Room supervised by licensed SPED teacher	4 weeks

Early Childhood Unified	PreK childcare center or accredited PreK classroom supervised by a qualified lead childcare provider or licensed teacher	8 weeks (may be the first or last 8 weeks of the experience as determined by the candidate and cooperating teacher)
	General, accredited K-3 classroom supervised by licensed ELED teacher	8 weeks (may be the first or last 8 weeks of the experience as determined by the candidate and cooperating teacher)
Secondary Education	General, accredited 7-12 classroom supervised by a licensed teacher in the specific content area	16 weeks
Middle Level Math	General, accredited 5-9 classroom supervised by a qualified licensed math teacher	16 weeks
K-12 Secondary Education Music/Art/PE/Modern Language	General, accredited K-6 classroom supervised by a licensed teacher in the specific content area	8 weeks (may be the first or last 8 weeks of the experience as determined by the candidate and cooperating teacher)
	General, accredited 7-12 classroom supervised by a licensed teacher in the specific content area	8 weeks (may be the first or last 8 weeks of the experience as determined by the candidate and cooperating teacher)
Sponsored Student Teacher (must meet FHSU COE policy guidelines to qualify)	Accredited classroom of specific licensure area (see requirements for each type of placement) Candidate independently manages a classroom with the Cooperating Teacher in the same building.	First contract day to the last contract day of the semester. Sponsored Student Teachers receive compensation from the school district and are expected to be present for the duration of the semester.
Mentor Teacher Qualifications	1. Holds a professional license related to the subject or grade level of clinical experience. 2. Minimum two (3) years' teaching experience. 3. Desired skills: observant, provides constructive feedback, works collaboratively with others, etc., and exemplifies excellence in teaching by demonstrating a positive impact on student learning. 4. Continued professional growth should be evident. 5. Should provide a classroom environment which is diverse in learning experiences.	

Required Checks Prior to Field Experience

To ensure the safety of all learners and meet the obligations of the Memorandum of Agreement with K-12 partners, all candidates must submit and receive approval on the following Checks:

- **Validity Background Check**—completed no earlier than 6 months before first field experience and will be valid for 4 years
 - Students with a Kansas Emergency Substitute Teaching license may submit an image of their current license in place of the Validity Background Check
- **Negative TB Skin test**—completed no earlier than 6 months before the first field experience and will be valid for 4 years

- **Professional Liability Insurance**—field experience must fall within the dates of the liability insurance policy. Subsequent policies may have to be purchased depending on the timing and completion of field experiences.
- **Bloodborne Pathogens Training:** Complete the [Bloodborne Pathogens Quiz](#) and upload a screen shot with a score of 8/10 or higher that also includes documentation of your FHSU email address.
- **Bullying & Suicide Prevention Training:** Kansas requires teachers to train on bullying and suicide. Candidates must register with the [Jason Flatt Foundation](#) and complete the "Bullying and Suicide" Module and the Youth Suicide: A Silent Epidemic" Module. Once completed, candidates must upload the "Certificate of Completion" for the modules to be validated.

Checks will remain "red" until reviewed by the Checks Manager (they do not turn green after they are uploaded) for each placement group--up to 3 weeks for approval

Candidates who have not completed the required checks will not receive placement information.

Sonia Student Placement Software

Sonia Student Placement software has been adopted by the College of Education to support key stages of your field experiences during the time in the Teacher Education program. Sonia ensures a seamless transition of student data, records management and communication.

Once candidates have completed all admission requirements and are approved by the Council on Preparation of Teachers and School Personnel (COPTSP), candidates will receive notification via your FHSU email of official admission into the Teacher Education program and are added to Sonia.

INTERNSHIPS AND SECONDARY FIELD EXPERIENCES

Candidates will be manually placed into Internship and Secondary Field Experience placement groups based on enrollment rosters from Workday. Once added to a placement group, candidates receive an email prompt to complete field placement application with priority and hard deadlines.

Accurate and timely completion of the application is necessary for the field placement. Candidates who do not meet the application deadline may not be eligible to be placed or may not be able to complete all hours of the field experience during the semester.

STUDENT TEACHING CLINICAL EXPERIENCE

Candidates will receive email communication and will be required to self-join the Student Teaching Placement group in Sonia to open the application process. *Student Teaching applications are open two times per academic year the semester prior to the Student Teaching Clinical Experiences. See Table 1: Student Teaching Placement Timeline*

Applications are reviewed and communicated to the candidates by the Academic Program Specialist to ensure all eligibility requirements are met prior to acceptance of Student Teaching.

Accurate and timely completion of the application is necessary for the field placement. Candidates who do not meet the application deadline WILL NOT be eligible to be placed.

Licensure

CLICK THE LINKS FOR THE MOST UP-TO-DATE INFORMATION:

[Licensure Information for Student Teachers](#)

[Initial Teaching License Information](#)

[Application Process for Initial Teaching, School Specialist or Leadership Licenses](#)

END OF PROGRAM LICENSURE TESTS

A minimum of one Subject Area Assessment is required for each teaching endorsement. It is recommended these tests be taken the semester prior to student teaching or toward the end of the last semester of the program.

The Tiger Teacher Work Sample performance assessment must be passed to be considered a completer program and to obtain Kansas licensure. This will be completed during student teaching or during the last semester of a program (for graduate-level programs).

[To see the specific tests required for Kansas licensure, Licensure Requirements.](#)

TEST SCORE REPORTING

A test taker may designate up to four score recipients as part of their initial registration with ETS. After registration, candidates may send additional score reports for \$50 each.

Kansas is an Automatic Reporting State which means if a candidate takes a Praxis test in Kansas, the score report will automatically be sent to the Kansas State Department of Education. If you test in another state, you should choose KSDE as a score recipient. Everyone planning to complete a FHSU education program, should choose FHSU as a score recipient.

IMPORTANT: Test takers must log back in to their ETS account after they have registered and paid and select "Fort Hays State University" as a score recipient.

FHSU College of Education Candidate Disposition

Education professionals prepared at Fort Hays State University will have technological, pedagogical and content knowledge, skills, and dispositions to design, lead, model and teach collaboratively in diverse settings.

The teacher education faculty has the responsibility for the evaluation of its teacher candidates. Admission and retention decisions are based not only on satisfactory academic performance but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher.

Candidates will participate in self-evaluations as well as be evaluated by the teacher education faculty through their education program. The evaluation will be analytically scored indicating whether a candidate meets proficient expectations on each of the disposition indicators. Candidates who do not meet proficient expectations will be subject to remedial action, up to and including possible removal from the education program.

1. **Professionalism:** The adherence to a set of standards and qualities that reflect the behavior, attitude, language, and appearance of an educator that is appropriate based on the environment.
2. **Initiative and Self-direction:** The ability to independently engage, organize, and accomplish challenges and tasks.
3. **Reflective:** Self-awareness to change one's mindset & thinking to improve professionalism and practice based on the environment.
4. **Confidentiality:** Safeguarding and only sharing information and data with necessary parties.
5. **Leadership & Teamwork:** The ability to lead and contribute toward team goals in a timely manner and participate in shared decision-making.
6. **Problem Solving:** The ability to identify problems, utilize critical thinking, and implement solutions.
7. **Response to Feedback:** The practice of receiving feedback for improvement, analyzing the information given, and utilizing critiques to change future practices.
8. **Resilience:** The capacity to recover quickly from difficulties, change, and challenges, and to persevere and effectively cope.
9. **Self-care:** The practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress.
10. **Diverse Perspectives:** Practicing self-awareness of personal biases and fostering acceptance, respect, and understanding for others who are different from them with an empathetic viewpoint for others.
11. **Ethical Practices:** The ethical traits that follow generally recognized professional standards, the Kansas Educator Code of Conduct, university, state, and federal laws.
12. **Interaction:** Effectively and appropriately interacts and communicates with others verbally and nonverbally across multiple environments (including electronic communication).

Dismissal from Field Experience Provision

Teacher education course sequences typically require an out of classroom experience, known generally as field experience. This entails an internship, field experience, and student teaching (referred to collectively as “field experience”). During a field experience, the mentor school and/or cooperating school district may reserve the sole right to terminate the experience based on their professional judgment, and FHSU may be required to accept such termination or make a similar determination on its own, to protect the best interest of the University and/or students. Accordingly, and without limiting any other applicable University, college, departmental, or program-specific policies, procedures, rules, and regulations:

1. Candidates may not engage in any inappropriate interactions with pupils or guardians of pupils enrolled in the school, or school or university personnel, during the field experience. If you feel you are under any pressure to engage in inappropriate social activity, contact your university supervisor.
2. Candidates’ social interactions and communications -including use of cellular phones, email, and the internet - with school pupils, or guardians of pupils enrolled in the school, or school or university personnel, should be limited to those occurring in (and in furtherance of) an official capacity at officially sponsored school events or sites. Candidates that continuously demonstrate an inability to effectively and professionally interact with pupils and others during the field experience may be dismissed.
3. Candidates may not be in the possession of or under the influence of alcoholic beverages, illegal drugs or dangerous weapons or substances on school property, nor with or in the presence of any school pupil(s).
4. Candidates may not use sexually explicit, obscene, profane, abusive, or derogatory language on school premises or at school sponsored events; nor may they suggest access to inappropriate material (e.g., on the Internet).
5. Candidates may not escort or transport pupils off school property unless accompanied by the cooperating teacher or another full-time employee assigned by the principal. Candidates may not engage in any activities during the field experience that present a serious risk or danger to pupils, candidates themselves, or third parties.
6. Candidates may not leave school early, be late to school, school functions, or have absences on a consistent basis.
7. Candidates may not falsify, forge, or alter any documents pertaining to academic records, including evaluation reports.
8. Candidates consistently exhibiting the following general classroom concerns are at risk of being dismissed from the field-experience if the field experience supervisor and/or cooperating/mentor teacher and/or cooperating school and/or FHSU personnel determine that such continuing concerns warrant dismissal.
 - a. Inability to assist appropriately as directed by the cooperating or mentor teacher.
 - b. Inability to relay information accurately or otherwise communicate or engage effectively and professionally.
 - c. Inability to manage more than one essential function at the same time.
 - d. Inability to effectively plan, execute and/or assess instruction.

- e. Lack of content knowledge that is detrimental to the pupils' learning and/or the learning environment.

An overall assessment from the field experience supervisor and/or cooperating/mentor teacher and/or cooperating school and/or FHSU personnel that candidate is not fit to be an educator and/or around children.

General inability to function effectively in the classroom setting not otherwise mentioned. This may include but is not limited to both academic and non-academic indicators of instructional effectiveness.

Without restricting the field experience supervisor and/or cooperating/mentor teacher and/or cooperating school and/or FHSU personnel ability to exercise appropriate professional judgment and/or academic freedom, in the event of being dismissed from a field experience, the teacher education candidate should expect to have at least a full letter grade reduction for a course grade, that the course instructor substantiates. In the event of dismissal, the candidate will meet with the teacher education committee arranged by the chair of the Teacher Education Department, to help the candidate create a plan to move forward.

FHSU reserves the right to take whatever additional action is appropriate concerning the candidate's grade and/or status in the relevant field experience, course, and/or program. Decisions to dismiss a candidate from a field experience are final, and not subject to further appeal, except that academic appeals (i.e., course grades) are subject to appeal in accordance with FHSU policy.

Table 7: *FHSU Professional Educator Conduct Referral Framework*

FHSU PROFESSIONAL EDUCATOR CONDUCT REFERRAL FRAMEWORK

The following referral system is to serve as a general and confidential framework for addressing actions and behaviors among pre-service teacher candidates while representing FHSU that, individually or cumulatively may adversely affect their abilities to be an effective, ethical, morally responsible educator.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5**	
1 – 2 Points*	3 – 5 Points	6 – 8 Points	9 Points	10 Points	
Dress Code Violation	Conflict with Students and/or Staff	Threats / Verbal Abuse	Conduct Unbecoming of a Professional Educator.	Non-Compliance with General Laws	Misuse of University Documents
Failure to Comply with a Directive	Class Disturbance	Tobacco Possession and/or Use	<i>Behavior in which a reasonable educator would not engage nor endorse.</i>	Vandalism/Damage of Property	Fraud
Inappropriate Language	Field Experience Attendance Violation	Academic Dishonesty		Unauthorized Possession or use of Firearms and Other Deadly Weapons	Unauthorized Use of FHSU Facilities and/or Keys
Electronic Device Violation	Forging Documents Plagiarism	Lying and/or misrepresentation of facts		Unauthorized Use of Flammable Materials and Fireworks	Unauthorized Use of Field-Experience Facilities and/or Keys
Ineffective Disposition Rating	Inappropriate Drawings, Words or Gestures.			Arson	Misuse of FHSU and/or Field-Experience Telephones.
Instructor Referral for Excessive Absences	Invasion of Personal Space			Tampering with Fire Alarms and Equipment	Misuse of Drugs and/or Alcohol
	Repetitive Level 1 Referrals		Repetitive Level 1 & 2 Referrals	Theft or Misappropriation	Misuse of FHSU and/or Field-Experience Computer Equipment
		Sexual Misconduct			
		Disorderly Conduct		Gender-Based Violence	
		Fighting or Overtly Aggressive Behavior		Title IX Violation	
		Teacher Education Consultation	College of Education Due Process Hearing	FHSU Due Process Hearing	

*Recommended point levels and deductions.

** <http://www.fhsu.edu/judicial/student-code-of-conduct/>

^FHSU administration reserves the right to assign points/levels for infractions not listed on this chart.

Students who accrue at least one point are not eligible for credit hour overloads or other academic-related exceptions

Please contact Dr. Chris Jochum (cjjochum@fhsu.edu) to report any questions and/or concerns.