



Shawnee State University
School of Education

**CLINICAL
PRACTICE
HANDBOOK
2020-2021
ACADEMIC YEAR**

Table of Contents

School of Education Contact Information	2
Introduction to Field Experience and Teacher Candidate Preparation	2
Vision	2
General Requirements for Clinical Experience (Student Teaching)	3
Key Components of the Clinical Model	4
Required Field and Clinical Hours Overview	5
Co-Teaching and Clinical Practice	6
Ensuring a Successful Classroom Experience	7
Clinical Practice by Licensure Programs	7
Clinical Practice Description	7
Responsibilities of a Teacher Candidate	9
Attendance Expectations	10
Assessment of Clinical Teaching	12
License Requirements	12
Procedures for Licensure Applications	12
Kentucky Educator Standards Board Certificate Requirements	12
University Rules and Policies	13
Academic Integrity	13
Student Success Team	13
Plagiarism	15
Termination of Clinical Field Placement	16

Clinical Field Office

The purpose of Shawnee State's Clinical Field Office is to secure high-quality field placements that support the growth and development of Teacher Candidates (Student Teachers). All initial placements, requests for changes, and other needs related to the Teacher Candidate, Mentor Teacher (Cooperating Teacher) and Adjunct University Supervisor should be communicated via the Clinical Field Office.

Pre-Professional Services

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Introduction to Field Experience and Teacher Candidate Preparation at Shawnee State University

Vision

The complexities of the teaching profession are unrivaled. Teachers are decision-makers and change agents. As such, they have the tremendous responsibility of influencing what and how students learn and how students think about themselves and the world around them.

The vision of the teacher education program at Shawnee State University involves preparing reflective and inquiring professionals. Assuming that teachers continue to develop over time cognitively, technically, and professionally, the program emphasizes dispositions of life-long learning in addition to the acquisition of specific skills and knowledge.

The Shawnee State University teacher education program seeks to lead Teacher Candidates to an increased understanding of the liberal arts perspective, a greater mastery of their teaching specialization, a wider context within which to make good choices, a focus on research-based methods, and a greater sense of the need to contribute to the present and future communities through their service.

General Requirements for Clinical Experience (Student Teaching)

All candidates at Shawnee State University experience extensive preparation prior to being approved for Clinical Practice (Student Teaching). Eligibility for the clinical experience requires all candidates to:

- Meet Level 3 requirements
- Demonstrate positive dispositions
- Complete all coursework for their content area(s) with a minimum of 3.0 GPA in their content curriculum courses
- Earn a C or better in all Professional Education, Related Studies, and General Education Program courses
- Maintain an overall GPA of at least 2.75
- Submit a current BCI & FBI background check
- Pass the Ohio Assessment for Educators exam(s) for their content area(s) (See Timeline).

Clinical Experience Considerations

Prior to applying to Level 3, students will sit for an interview with representatives from the Clinical Field office. During this conversation, the following information will be shared:

- Students, their family members, or friends are NOT permitted to make placements.
- Students will NOT be placed in their home schools.
- Students will NOT be placed in districts where immediate family are employed.
- Students will be responsible for arranging their own transportation during their entire Clinical Experience.
- Students will be expected to follow the academic calendar of the district where they are placed.
- Students will be expected to make two contacts (preferably in person) with their assigned Cooperating Teacher(s) prior to the start of the academic year.
- The Clinical Field Office will be the students' first point of contact for placement-related issues.

Clinical Practice

Shawnee State University has adopted a clinical model of teacher preparation which includes 3 levels of field experiences, 1) Introduction, 2) Methods and 3) Student Teaching. The introductory field experiences begin with observation of teaching and learning.

During your methods courses, or Level 2, you will gradually increase your engagement with students under the supervision of a Mentor Teacher.

Level 3, or Clinical Practice (student teaching) is a critical element in your development as a highly qualified teacher. You will apply your previous coursework and professional experiences while teaching under the guidance of a qualified classroom teacher and a University Supervisor.

Key Components of the Clinical Model

The School of Education has embraced a clinical model since the 2014-2015 school year.

The significant differences between the traditional student teaching and clinical models are as follows:

What's Different about the Clinical Model?

Adapted from the Gladys W. and David H. Patton College of Education's Clinical Model of Preparation, Ohio University, with assistance from SEOTDC.

Traditional Student Teaching Model	Clinical Model
<p><i>(Course Based Teacher Preparation, Candidate and college focused)</i> Teacher training is the priority</p>	<p><i>(Clinically-Based Teacher Preparation, P-12 learner/school/community focused)</i> P-12 learning is the priority</p>
<p>Student teacher Student teacher teaches alone Fragmented field experiences (partial-year)</p>	<p>Professional intern Co-teaching to improve student learning Sustained Clinical experiences (year-long)</p>
<p>Course-based Focus on applying theory to practice Little support for teacher mentoring</p>	<p>Practice-based Focus on deriving theory from practice Significant support for teacher mentoring</p>
<p>Benign neglect of advocacy and social justice Passive antagonism between colleges and schools Disengaged placement of candidates Legislative bodies and corporations lead Miscommunication and disconnects Self-interest or self-preservation Low confidence/Limited impact College classroom-based outcomes</p>	<p>Advocacy and social justice Collegial collaboration Outreach and engagement Teachers and educators lead Communications and connections Common good or public good High confidence/ High impact School performance-based outcomes</p>

Required Field and Clinical Hours Overview*

Student Expectations

Intro to Teaching (EDUC 1115) (6 weeks)	Practicum 1: Foundational Studies (2285/3285 & 3289) (8 Weeks)	Practicum 2: Methods (8-16 weeks)	Clinical Experience Student Teaching (15 Weeks)
<p>Observe and reflect professional practice for 3 hrs./week for six weeks for a total of 18 hrs.</p> <p>Obtain teacher's signature at each observation site to verify attendance.</p>	<p>Provide small group and one-on-one tutoring for 6 sessions over an 8 wk. period.</p> <p>Participate in a community activity.</p> <p>Provide feedback on the experience by completing all required forms in the Data Management System.</p>	<p>Prepare and teach lessons.</p> <p>Assume the duties of the classroom teacher.</p> <p>Participate in a 3-way conference with the Cooperating Teacher and University Supervisor.</p> <p>Provide feedback related to the experience by completing all required forms in the Data Management System.</p>	<p>Become acquainted with the operations and procedures of the classroom and building.</p> <p>Co-plan, co-teach and co-assess with the Mentor Teacher (Cooperating Teacher).</p> <p>Prepare weekly lesson plans to be submitted by Friday of each week for the following week.</p> <p>Maintain professional conduct.</p> <p>Participate in 3-way conferences.</p> <p>Maintain attendance logs.</p>

*Additional Clinical hours that maybe assigned in other classes are not reflected above

Co-Teaching and Clinical Practice

During the course of the clinical year, Teacher Candidates will be expected to participate in co-teaching. Candidates are expected to co-plan, co-teach, and co-assess a variety of lessons with their school clinical faculty. During methods classes, strategies may include one teach/one observe or one teach/one assist. Later, while student teaching, other co-teaching strategies may be used. There are seven strategies at the heart of the co-teaching model as described below. They can be used as the partners deem appropriate to effectively meet the needs of the students with whom they are working. However, it is important for co-teaching to be incorporated into both methods and student teaching.

1. **One teach; one observe** – One has primary instructional responsibility while the other gathers data regarding teaching and/or learning as specified before the lesson.
2. **One teach; one assist** – One has primary instructional responsibility while the other the other assists students with their work, monitors behaviors or corrects assignments.
3. **Station teaching** – The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the other teacher led stations.
4. **Parallel teaching** – Each teacher instructs half the students. The two teachers address the same instructional material and present the material using the same teaching strategy.
5. **Supplemental teaching** – This strategy allows one teacher to work with students at their expected grade level while the other teacher works with the students who need the information and/or the materials retaught, extended or remediated.
6. **Alternative (differentiated) teaching** – The two teachers use different approaches to teach the same information.
7. **Team teaching** – Both teachers are actively involved in teaching the lesson by sharing the instruction in a fluid way as deemed appropriate for the situation.

Ensuring a Successful Classroom Experience

It is important to remember that, as is the case in all student teaching experiences, you are a guest of the host school and your Mentor Teacher (Cooperating Teacher). The amount of time spent teaching can vary.

Lesson planning continues to be a mandatory element of student teaching. Student teachers are to have complete lesson plans for every lesson that they teach. Weekly lesson plans need to be complete and available to your Mentor Teacher and University Supervisor no later than the close of school on the preceding Friday. Lesson plans are a working document; after a lesson is delivered it should be used for reflection, notes and ideas for improving the lesson. Formats may vary, but all lesson plans should include the following: the academic standards, anticipatory set, activities, materials and resources, accommodations for learners with special needs, assessment (informal and formal), and reflection.

Teacher Candidates are expected to dress professionally, to be clean and well-groomed, and to wear clothing that is not distracting or inappropriate. Please ask about the school dress code, including the policy for footwear and neckties, and clarify with your Mentor Teacher his/her expectations for your appearance. Student teachers should not wear clothing that reveals their stomach or back, and should ask if tattoos, piercings or unusual hairstyles are appropriate.

Student teaching is the equivalent of a full-time job. In addition to your daily classroom responsibilities, you are expected to participate in before and after school programs or activities related to your students. Significant out-of-classroom time must be devoted to comprehensive lesson planning and the successful completion of your remaining state assessments. For these reasons, we strongly discourage working or taking classes while student teaching.

Clinical Practice by Licensure Programs

Clinical Practice (Student Teaching) Description

Student teaching is the culminating experience for Teacher Candidates and its purpose is to implement and integrate the knowledge, skills and dispositions learned throughout your program and practiced in your previous field placements. You will work collaboratively with your Mentor Teacher and University Supervisor during the entire experience. All of your planning, preparing, teaching, and assessing are done collaboratively with your Cooperating Teacher for the entire semester, which at a minimum must include 450 hours in the classroom (Each day is counted as seven hours regardless of the length of the day). Your placement will depend upon your licensure area. You are expected to meet face-to-face with your Cooperating Teacher at least twice prior to the beginning of your classroom experience. It is preferable that these visits occur in your assigned school.

In every program the placement officially begins the first day of your host school's semester and ends the last day of SSU's finals week.

Pre-Kindergarten - Fifth:

The grade level of your P-5 placement is determined by previous assignments and the licensure of your cooperating teacher. In some schools, teachers are responsible for only one or two subjects. In these cases, the candidate will be placed with multiple teachers in order to meet state supervision requirements.

Middle Childhood:

The Middle Childhood (MC) Teacher Candidate is placed in two content areas in grades 4-9 according to their licensure. The grade level may vary for each content area and is determined by previous placements. The school could also be different for each content area. Usually there are two Mentor Teacher mentors, one for each subject. The Teacher Candidate is assigned to one teacher for 8 weeks and then moves to the second Mentor Teacher for the remainder of the semester. However, there are occasions when one Mentor Teacher instructs in both subject areas. If this is the case, the Teacher Candidate would have one mentor for the entire semester.

Adolescent to Young Adult:

The Adolescent to Young Adult (AYA) Teacher Candidate is placed in grades 7-12. Most often there is one Mentor Teacher, but on occasion when it benefits the Teacher Candidate, two Mentor Teachers will be assigned.

Visual Arts:

Visual Arts (VA) is a multi-age license (K-12). The Visual Arts candidate will be placed in an Elementary and Middle/High School setting.

Special Education (Intervention Specialist K-12)

The Multi-age (mild to moderate) K-12 IS Teacher Candidate is placed in a K-5 setting in the fall semester and a 6-12 setting in the spring semester.

Early Childhood Special Education

The Early Childhood Special Education dual license Teacher Candidate is placed in a Pre K-5 setting both semesters.

Responsibilities of Teacher Candidates

As the Teacher Candidate, you enter into a partnership with your Mentor Teacher and University Supervisor. **Your responsibilities and expectations include, but are not limited to the following:**

- Acquaint your Mentor Teacher regarding pertinent background information about yourself.
- Conduct yourself in a manner appropriate to your position in the school.
- Inform the Mentor Teacher and University Supervisor of any absences or schedule changes.
- Become acquainted with the entire school community.
- Familiarize yourself with the school campus. (Where to eat, park, emergency procedures, bus duties, etc.)
- Assist with any class procedures and duties expected of a classroom teacher.
- Familiarize yourself with the curricula as adopted by the school.
- Become acquainted with the students and their individual needs.
- Co-plan, co-teach and co-assess with the Mentor Teacher
- Continually reflect upon your work.
- Attend all scheduled conferences and seminars.
- Adhere to the calendar and daily schedule of both the school and classroom. You will be required to track and submit your hours.

SEMINARS

- ✓ You are required to attend weekly seminars that will be conducted by the university seminar instructor. Time, place, and structure for the seminar will be provided by the course instructor.
- ✓ The Clinical Teaching seminar provides you with the opportunity to reflect on your professional performance in a structured way and to continue to develop critical knowledge and skills. Through the activities of the Clinical Teaching seminar, you will continue to develop the dispositions of a professional.

LESSON PLANS

- ✓ Daily lesson plans are to be completed for each five-day period, with daily contents clearly indicated. You will develop complete lesson plans for all content areas for which you are responsible.
- ✓ Lesson plans will be submitted to the Mentor Teacher for review and approval on Friday of the week preceding instruction.

RESPONSIBILITIES OUTSIDE THE CLASSROOM

- ✓ You should take part in all regularly assigned meetings and functions of the Mentor Teacher (faculty, grade level, in-service, etc.). Active participation by the candidate is expected.
- ✓ You are encouraged to assist with school-related activities scheduled outside of school hours.

PROFESSIONAL CONDUCT

- ✓ You are expected to conform to standards as specified by the school's handbook and by the administrator in charge.
- ✓ It is unprofessional to discuss confidential information about students and colleagues on or off school property. The taking of photographs/videos of students is expressly prohibited without the written consent of parents.
- ✓ Mobile devices such as cell phones, tablets, etc. should be for classroom use only. The Teacher Candidate should follow and respect the field site's policy on mobile technology. The use of appropriate technology, including but not limited to Smart Boards, iPads and computers, is encouraged. However, personal devices should not be used during the school day, with the exception of lunch and planning time. Social media postings must be kept confidential and should never include students or any identifiers that would disclose information about the class or school. Ethical violations related to the use of technology could result in removal from the student teaching placement.
- ✓ As a representative of Shawnee State University, you will be held to the SSU Student Conduct Code (found on the SSU website).
- ✓ Students are subject to emergency removal from the school based on Professional Conduct violations as determined by the Mentor Teacher.

Refer to and become familiar with Licensure Code of Professional Conduct for Ohio Educators located at: <https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed/Licensure-Code-of-Professional-Conduct.pdf.aspx>

Attendance Expectations

- ✓ Clinical practice begins the first day of the host school calendar and concludes at the end of Shawnee State's 15-week semester (including finals week).
- ✓ You are expected to follow the teacher hours/calendar of the school to which she/he is assigned. This includes spring break, holidays, and make-up days. You should attend professional development and training with your Mentor Teacher.
- ✓ Attendance is required, and you are not permitted to offer outside employment, activities or university coursework as an excuse for not performing the functions of a Teacher Candidate during the clinical teaching experience.

- ✓ Varsity athletes are required to make up any hours/days that are missed in the field due to competition. All student athletes must notify both the Cooperating Teacher and the University Supervisor and be excused prior to your absence.
- ✓ You are permitted two absences for illness. A clinical placement may be extended beyond the semester to ensure that the correct number of days have been met. Teacher Candidates will be excused for the funeral of immediate family (mother, father, sister, brother, spouse, same sex domestic partner, grandparent, grandchild, in law, legal guardian, step parents and siblings).
- ✓ In case of illness, you should notify your University Supervisor and your Mentor Teacher by no later than 7:00 a.m.
- ✓ In case of inclement weather, the student is to follow the same plan and procedures as their cooperating teacher. One or two- hour delay days may be counted as a full field day by the Teacher Candidate. Snow days/canceled school days may not be counted as field hours.
- ✓ University approved events (Job Fairs [2], PD activities, Celebration of Scholarship, etc.) are excused absences.
- ✓ Although a specified number of hours for the clinical experience may be quoted by the School of Education, it is to be considered a minimum expectation and does not change, in any way, the expectation to be present from the 1st assigned day of school to the last day of SSU's finals.

SUBSTITUTE TEACHERS

- ✓ You must practice under the supervision of a certified/licensed educator. Should a situation arise where the Mentor Teacher becomes ill or has an emergency, your principal may ask you to assume responsibility of the class for a brief period until licensed personnel are available. Teacher Candidates are assigned for the purpose of clinical teaching only; they do not have a legal connection with a school system and thus are not permitted to serve as a substitute teacher.

STRIKES

- ✓ State assisted universities have adopted the following policy concerning work stoppages or strikes:

“The Teacher Candidate will not report for duty or be in or near the building of his/her assignment or any other school district facility when strikes or work stoppages occur.”

Assessment of Clinical Teaching

Both formative and summative assessment are used to measure a Teacher Candidate's growth in knowledge, skills, and dispositions as described in the conceptual framework. Assessment of clinical teaching is a collaborative team effort by the Mentor Teacher, University Supervisor and Teacher Candidate.

Formative Assessment:

- Dispositions – Assessed by the Mentor Teacher and University Supervisor. Please complete the Dispositions Form in the data management system.
- Teaching Observation with CFAST –Notes using any selected tool that is aligned to the CFAST may be taken by the Mentor Teacher or University Supervisor for visits at other times.

Summative Evaluation:

- Dispositions – Evaluated by the Mentor Teacher and University Supervisor (Using the Dispositions Form in data management system at the end of clinical teaching).
- Midterm Evaluation on candidate performance – In addition to completing individual assessments of the candidate, the Mentor Teacher, University Supervisor and Teacher Candidate each complete the CFAST Three-Way Conference Consensus form prior to a scheduled meeting. This will guide the discussion of the candidate's performance, identify areas for improvement and discuss support strategies.
- Final Evaluation on Teacher Candidates' performance – Once again, the Mentor Teacher, University Supervisor and Teacher Candidate will each complete the CFAST Three-Way Conference Consensus form. In addition, program-related specific evaluation forms must be completed at the time of the final. A final evaluation meeting with Teacher Candidate, Mentor Teacher and University Supervisor is held at the end of the clinical experience.

License Requirements

Procedures for Licensure Applications

In order to be recommended for licensure, Teacher Candidates must:

- Complete requirements for the degree program.
- Obtain approval for graduation.
- Pass the licensure tests as required by the Ohio Department of Education.
- Obtain current Ohio BCII and FBI background checks.

Applying for the Ohio 4 Year Resident Educator License:

Go to the Ohio Department of Education website at:

<http://education.ohio.gov>

- Create an Ohio ID Portal account.
- Follow the provided prompts.
- Submit and pay online with a credit card.
- The SSU School of Education will get an electronic notification of your application, and review to recommend approval of your application online.
- Once approved by ODE, your license will be sent to your email address.

Kentucky Educator Standards Board Certificate Requirements (REV. January 2019)

Complete a [CA-1 paper application](#). Forward this application to your college for the completion of Section IV on page 5 of the [CA-1 paper application](#);

Provide official transcripts of all undergraduate and graduate coursework;

Supply verification by the Superintendent or Personnel Director of full-time classroom teaching experience at the appropriate grade level(s) (Section 2 of [CA-1](#)), if you have out-of-state teaching experience;

Pass [Praxis II Specialty Area](#) tests for EACH area of certification (if less than two years of appropriate full-time teaching experience) and the Principles of Learning and Teaching test score for appropriate grade range; and

Make the appropriate payment through [ePay](#) online payment service for [certification fees](#). Please note that any other forms of payment are not accepted and will be returned to the applicant.

For further information, please visit: <http://www.epsb.ky.gov>

University Rules and Policies

Academic Integrity

Teachers are held to a high standard of professionalism. They demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; doing their own work; giving credit for the ideas of others; and providing proper citation of source materials.

Student Success Team

Student Success Team Defined

The Student Success Team is an SSU School of Education team designed to support students experiencing challenges during the course of their academic program. The Student Success

Team offers a team-based approach to problem solving, building supports and providing interventions, ideally, early in the Teacher Candidate's career to remediate any issues that may adversely affect successful completion of their program. The Student Success Team is also an opportunity for Teacher Candidate, faculty and related field personnel to share concerns while positively planning for successful outcomes.

Student Success Team Members

The team consists of School of Education faculty members appointed by the Director or designee from the School of Education to identify possible ways to help the Teacher Candidate experience greater success. Student Success Team Members could include: education advisor, seminar/practicum instructor, Program Coordinator, Field and Clinical Coordinator and faculty who work with the Teacher Candidate.

Reasons for Referral

Referrals for a Student Success Team meeting occur for many different reasons. A Teacher Candidate may be experiencing difficulties related to academics, field experience, dispositional areas, or health concerns. The team process allows for opportunities to address the area(s) of need to help the Teacher Candidate experience greater success in their current educational path or provide recommendations for a more suitable career. The Field and Clinical Coordinator will call a Student Success Team meeting before a change of placement is considered.

Referral Process

Referrals can be made by School of Education Faculty, Program Directors, or the Field and Clinical Coordinator to the Director of the School of Education. The Field and Clinical Coordinator will notify the appropriate personnel and schedule the meeting.

Interventions

Interventions are strategies identified to help a Teacher Candidate experience greater success. They may include utilizing different instructional approaches, adding supports such as content-specific tutors, or counseling.

What will occur during the Student Success Team Meeting?

During the Student Success Team meeting, team members will review the Teacher Candidate's overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the Teacher Candidate, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. A follow-up meeting could be scheduled to review the success of the interventions developed in the Student Success Plan. At this time the team may determine:

- The interventions were successful, and further intervention assistance is no longer needed.

- The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting could be scheduled.
- The interventions were not effective, or one or more of the Student Success Plan conditions were violated.

Teacher Candidate in the Professional Year

In the event of violations of any one or more of the conditions in the Student Success Plan, this will constitute a failure in methods and/or student teaching. At that time, the Student Success Team will reconvene recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

Plagiarism

Academic Honesty: This is a given. You MUST do your own work and properly quote and cite all outside sources used in written/constructed assignments for this class (including those from the Internet). In cases where plagiarism is suspected you will be required to orally defend your work. In cases where plagiarism is proven you will fail the assignment and face other consequences as stated in the university handbook. See the handbook for additional policies regarding this issue. If you are found guilty of deliberately plagiarizing in our class, you may fail this class.

Self-Plagiarism: You may not submit work for this course that has been used in a previous course. All work should be new and unique for this course. That does not mean you do not draw on previous assignments and knowledge, but the product should be a new creation. Recommendation: Failing grade for the assignment.

Unintentional Plagiarism: This includes integrating quoted material that is not cited and credited; summaries and paraphrases of material that are not cited and credited; and quotations that are presented as summaries or paraphrases even if the source is credited. Recommendation: Failing grade for the assignment.

Intentional Plagiarism: This includes submitting a paper that someone else wrote, even if the wording is changed in some places; or a paper that is a cut-and-paste collection from more than one source; a paper that was substantially revised by someone else. Recommendation: Failing grade for the course and/or formally charging the student with academic misconduct as per the SSU Student Handbook.

Plagiarism needs special consideration by today's students. "Cut-and-paste" modern technology, has resulted in many students not understanding plagiarism or the severity of this academic misconduct. Just as stealing personal belongings from someone is illegal, stealing

writings or ideas from others is also illegal. As quoted on <https://grad.unm.edu/aire/aire-docs/ai-syllabus-assignments.pdf>, plagiarism is “taking credit for someone else’s work whether deliberately or unintentionally. This includes, but is not limited to, turning in all or part of an essay written by someone other than yourself (a friend, an internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source”.

Shawnee State University classifies plagiarism as a serious form of academic dishonesty. Avoid plagiarism by carefully citing your sources whenever you use information (direct quote or otherwise) that was originally written by someone other than yourself. If you are unsure of how to correctly cite something, or whether something needs a citation, come see me or consult the Student Success Center. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. When in doubt, cite!

Termination of the Clinical Field Placement

Clinical placement may be terminated for the following reasons:

- **Withdrawal:** The Teacher Candidate chooses to withdraw from the experience before the last day to withdraw from an individual class, as listed on the SSU website “Important Academic Dates” calendar.
- **Failure:** The evaluations of the University Supervisor, Seminar Instructor, and or Cooperating Teacher are unsatisfactory.
- **Emergency removal:** If a Teacher Candidate’s behavior or performance is deemed a detriment to the students and the learning process, the Teacher Candidate may be removed from the classroom at the request of clinical site administrator, Mentor Teacher, or upon the recommendation from the University Supervisor and the administrative team at SSU.

Academic Hearing

In ALL cases, an academic hearing will be held to determine whether or not the candidate may apply for a second student teaching experience. Academic hearings will be scheduled, at the Teacher Candidate’s request, within three days of a Teacher Candidate’s last day in the school. The Teacher Candidate will address the request with the Clinical and Field Coordinator. In the event of the emergency removal, an Academic Hearing will take place at a mutually agreed time.

The Clinical and Field Coordinator will begin the investigation surrounding the incident. The hearing committee may consist of the following: Clinical and Field Coordinator as chairperson, qualified faculty, and others depending on the situation. School personnel may be invited or requested to attend the hearing on an ex officio basis for the purpose of providing information, not for casting votes. A majority vote will determine the outcome.

The SSU ombudsman is available for such a situation to accompany the Teacher Candidate or someone of their choosing. This person is there for support only and does not represent the candidate. The Teacher Candidate, may be present at all discussions of the committee, with the exception, of the final deliberation, where only voting members will be in attendance.

A simple majority will determine the vote. Hearings will be recorded and filed in accordance with university policies concerning confidentiality. The decision of the hearing committee will be forwarded to the department chairperson and others as deemed necessary. The Teacher Candidate will be notified in writing of the committee's decision by the chairperson.

If the Teacher Candidate chooses not to attend the hearing, the committee will listen, to the evidence provided, seek further evidence where necessary, and make a determination. The student will be notified by email and by certified mail of the results.

If it is the recommendation of the committee to grant the Teacher Candidate an alternate student teaching placement, arrangements for remediation will be constructed on a case-by-case basis specific to the student's needs.

In the event that the student does not accept or is not eligible for alternate placement and/or remediation, students will be offered the option of obtaining a degree without licensure.

Appeal: The Teacher Candidate may appeal a decision within 10 calendar days with the department chair.