

**SAINT MARY-OF-THE-WOODS COLLEGE
EDUCATION DEPARTMENT**

Clinical Experience Placement Policies

Saint Mary-of-the-Woods College is committed to providing high-quality clinical experiences that support teacher candidates to develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn. Consistent with its mission to prepare competent, caring, professional teachers, the Education Department strives to provide teacher candidates with a wide array of diverse clinical teaching experiences. Teacher candidates who have multiple experiences in varied classrooms with different cooperating teachers are well prepared as educators to meet the needs of diverse students in their own future classrooms. In addition, the opportunity to network with administrators and other teachers in multiple agencies, schools or corporations provides teacher candidates with valuable connections for employment. The Department supports teacher candidates in their efforts to balance program requirements, professional career development, and family responsibilities. The Department's goal is to serve teacher candidates in the best way possible, taking all of these factors into consideration.

Clinical Experience is the umbrella term for a variety of structured application experiences working directly with students in an agency or classroom setting.

See below:

Field Experience	60 clock hours	2 credits
Practicum (Alternate Routes only)	120 clock hours	1 credit
Capstone: Professional Practicum (Non-license Early Childhood only)	150 clock hours, full-time	4 credits 6 credits if enrolled in College after July 31, 2013
Capstone: Student Teaching	8 or 9 weeks full-time	4 credits 6 credits if enrolled in College after July 31, 2013

The Assistant Director of Career Development-Education and the candidate's advisor make placement decisions based on the following policies.

1. Placements are made on the basis of a complex set of criteria, including but not limited to:
 - Geographic location – within a reasonable (i.e., half-hour) driving distance of teacher candidate's residence and within a 200-mile radius of SMWC
 - Prior experiences – exclude schools and classrooms where prior SMWC experiences were completed
 - Availability of appropriately licensed cooperating teacher willing to work with candidate
 - Teacher candidate preferences – considered, but not guaranteed
 - School district/agency calendars

2. Teacher candidates employed as **teaching assistants** may complete a **field experience or practicum** in the agency/school/classroom in which they are employed, provided:
 - The classroom covers the same developmental level and content area for which the teacher candidate is seeking licensure.
 - There is an appropriately licensed cooperating teacher in the building who is willing to supervise the teacher candidate on a regular basis and complete a final evaluation.

- The teacher candidate has not completed prior SMWC field experiences in the same building/classroom.
3. Teacher candidates employed as **limited licensed teachers, teachers of record** in accredited schools, or **long-term substitute teachers** (i.e., two months) may complete **field experiences, practica, or student teaching** in the classroom in which they are employed, provided:
 - The classroom covers the same developmental level and content area for which the teacher candidate is seeking licensure.
 - There is an appropriately licensed cooperating teacher in the building who is willing to supervise the teacher candidate on a regular basis and complete a final evaluation.
 4. Teacher candidates employed as **teaching assistants** will not be placed in their school of employment for **student teaching or a professional practicum**. They will need to make necessary arrangements to prepare for 8-16 weeks (length varies by program) of full-time unpaid teaching.
 5. Please familiarize yourself with the school calendar of the school district where you are placed. All teacher candidates follow the holiday/break schedule for the school district where they are placed, not the college calendar.
 6. Grades matter! As part of the clinical placement registration process, you are required to submit an Authorization to Release Education Record. School districts request that the teacher candidate provide a copy of his/her unofficial transcripts before committing to a placement. Placements have been denied because of poor academic performance. Additionally, face-to-face interviews are often arranged with the teacher candidate and school administrators to determine if a placement will be accepted.
 7. Teacher candidates **will not be placed** in agencies and schools for field experiences, practica, or student teaching in which their relatives are employed or their children are students.
 8. The following documents must be provided prior to any placement requests being made:

Field/Practica:

- Placement Request Form
- Professional Resume
- Expanded Criminal History Report (through CertifiedBackground.com)
- Authorization to Release Education Record

Student Teaching:

- Clinical Capstone Experience Application Packet
- Teacher Candidate Personal Information Form
- Professional Resume
- Expanded Criminal History Report (through CertifiedBackground.com)
- Authorization to Release Education Record

👉 Clinical Capstone Applications are accepted twice a year:
 March 1 – For January student teaching
 November 1 – For August student teaching

CANCELLATION POLICY:

If a candidate cancels a placement, he/she must reapply by submitting the appropriate placement request documents as listed above.

9. Based on agreements between SMWC and agencies and school corporations, it is the responsibility of the Assistant Director of Career Development-Education to make formal arrangements with directors, school system administrators and cooperating teachers. Teacher candidates are advised not to make their own placements. Preferences and suggestions for placements from teacher candidates will be accepted on the Placement Request Form.
10. The Assistant Director of Career Development-Education will initiate placement arrangements after the supporting documents have been received. The specific process for your placement is listed below.

Field/Practica

- **Campus students** – at the time of registration for a field experience, complete the placement form with the advisor and bring it to a face-to-face meeting with the Assistant Director of Career Development-Education.
- **WOL students** – the placement process will be initiated by the Assistant Director of Career Development-Education via email approximately 1 month prior to the WOL return. The student will need to pre-register for classes with the WOL office before the clinical placement process will begin. *Students must return to campus for a face-to-face meeting with the Assistant Director, Advisor, and College Supervisor to officially register for the experience.*

Student Teaching (Campus and WOL)

- **Capstone Experiences** – Applications are due 10 months prior to the beginning of the capstone experience. Please refer to bullet point #8 for a complete list of required application materials.

If the Assistant Director is unable to secure a placement within 4 weeks after registration, the student will be contacted regarding whether or not the placement process should continue. The reasons for the difficulty in securing a placement will be discussed with the student and advisor to determine a course of action.

11. All placements are made within a 200-mile radius of Saint Mary-of-the-Woods College.
12. All placement sites must be accredited by the state in which they are located. Placements are subject to the requirements and policies of the agency and/or school corporation in which the teacher candidate is placed.
13. All APL applications must be submitted for evaluation before the student has 100 hours completed towards a bachelor's degree, 45 semester hours towards an associate's degree, or two semesters prior to non-degree program completed. APL for clinical experiences will not be accepted after the Clinical Capstone Experience application is submitted.
14. Requests for exceptions to these policies should be directed to the teacher candidate's advisor. Advisors will inform candidates about the appeal process. The Teacher Education Board makes final decisions on all appeals.

Please note: Placements are made on an individual basis. The process of securing placements is time consuming and complex. The Assistant Director will make every effort to complete placements in a timely manner. Please be aware that special requests will delay the process.

The Saint Mary-of-the-Woods College Education Department is committed to both the students of the College and the students and teachers of our partnering schools/agencies. It is our responsibility to ensure that field placements, practica, and student teaching experiences are mutually beneficial to SMWC students and the teachers and students of the school/agencies in which they take place. For these reasons, the placement site and the faculty of the SMWC reserve the right to deny a field, practicum, and/or student teaching placement; change a field, practicum, and/or student teaching placement; remove or withdraw a student from a field, practicum and/or student teaching placement; and/or cancel a field, practicum, and/or student teaching placement for the reasons of health, safety, and/or professional behaviors.

Questions about these policies should be directed to:

Teacher candidate's advisor

-or-

Teresa Dwyer
Assistant Director of Career Development-Education
Saint Mary-of-the-Woods College Le Fer Hall, Rm 144
Saint Mary-of-the-Woods, IN 47876
Phone: 812-535-5119 Fax: 812-535-5197
Email: tdwyer@smwc.edu

The SMWC Education Department reserves the right to make curricular, process, and policy changes based on College, accreditation, and licensing requirements.

ADA Accommodations Request

STUDENTS WITH ACCOMODATIONS REQUESTS:

Students with documented disabilities who are requesting accommodations must obtain a letter from the SMWC Director of Learning Resources Center (LRC). Students should present this letter to the course instructor at the beginning of the term which includes specific accommodation(s) that the College and/or the faculty member is being requested to provide. No accommodations will be provided without documentation from the LRC Director and advance notification to the instructor.

Plagiarism and Cheating

College work requires students to study and build upon the ideas of others. Students may derive information from such sources as books, periodicals, lectures, electronic media, artistic performances, or even information conversation. Submitting someone else's work as your own, using the language or ideas found in a source without proper documentation, or the improper use of another's artistic, musical, or other creative work constitutes plagiarism.

Whether accidental or intentional, plagiarism is always a serious violation of academic integrity and may result in negative sanctions such as receiving a failing grade on the assignment or in the course, or suspension/dismissal from the College. In written work, students must clearly distinguish their own ideas from those of their sources by accurately documenting any borrowed ideas, whether the ideas are quoted

(copied word-for-word and enclosed in quotation marks) or summarized (restated by the student in their own words).

All students are expected to follow the academic conventions (MLA/APA) for citing sources. Handbooks are available in the College Library and the College Bookstore. The convention used is determined by the discipline and/or instructor.

A student who needs help in using sources should consult their instructors before submitting assignments or submitting work for the publication.

Cheating in any form is also a serious violation of academic integrity and may result in negative sanctions such as receiving a failing grade on the specific learning activity (e.g., assignment or examination) or the course, or suspension/dismissal from the College. Cheating includes but is not limited to: copying the work of another student or allowing another to copy your work; submitting work done by another as your own or knowingly providing information or a learning product to another person who submits it as her own; and using or helping another student to use restricted aids to enhance performance in completion of an examination or other learning activity.