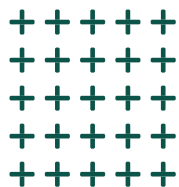


# WAYNE STATE College of Education



## TEACHER EDUCATION

# CLINICAL EXPERIENCES POLICY MANUAL



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# College of Education Mission and Vision

## Our Mission: What We Do

We prepare teachers, counselors, coaches, health educators, healthcare workers, principals, learning designers, exercise scientists, sports administrators, and education and health researchers to be engaged citizens and leading professionals who work toward equity, excellence, and well-being.

## Our Vision: What We Aspire To

We will be a highly respected college of education known for advancing equity, excellence, and well-being through our holistic student success model and its emphasis on community-based collaborative work for the public good.

## Contact Information

Wayne State University  
College of Education  
Teacher Education Division, Northwest Suite  
5425 Gullen Mall, Detroit, MI 48202

Dean, College of Education  
Denise Taliaferro Baszile, PhD  
hq4976@wayne.edu

Assistant Dean, Teacher Education Division  
Nimisha Patel, PhD  
hr0439@wayne.edu

Office of Educational Partnerships & Experiences College of Education (EdP&E)  
313-577-9880

Director, EdP&E  
Dr. Linda Hicks  
am3610@wayne.edu

## Partnership Districts

We are pleased to partner with multiple school districts in the area. Partner districts are vital to the development and success of the TED teacher education programs, and we are grateful for their collaboration. Please see a complete list of our [partner districts on our webpage](#).

# Clinical Experience Registration Process and Requirements

## All Clinical Experiences

### Online Application

Each teacher candidate must complete and submit an online application for any clinical experience. Additional details are available on the Policies and Requirements for [Clinical Experiences](#) webpage under the *Clinical Application* header.

- Application Windows
  - Fall semester deadline: March 15
  - Winter semester deadline: September 15
- Please have the following documents and information available when you begin the clinical application.
  - WSU Banner ID (9 digits)
  - WSU Access ID (2 letters and 4 digits)
  - Name of Academic Advisor
  - Term and year for which applying
- Coursework Audit
  - An audit of the teacher candidate's coursework is completed to ensure registration for the appropriate clinical experience.
  - All required general education, content, and methods courses must be successfully completed with grades of C or above for undergraduate students and B or above for graduate students.
  - Teacher candidates may not have an incomplete ("I") for any course.
  - Teacher candidates will receive a notification of approval to register for the appropriate clinical experience.
  - **Additional student teaching requirement:** GPA: 2.50+ for undergraduate students and 3.00+ for graduate students; minimum required grades for content, methods, and professional sequence courses.

### Background Check

Successfully Clear CastleBranch Background Check

- Before teacher candidates begin clinical experiences, they must have a clear background check on file with CastleBranch and be accessible to the College of Education (COE). The application is not sufficient to begin clinical work.
- Clear background checks must be on file with COE at least three (3) weeks prior to the start of the upcoming semester.
- Teacher candidates will be provided a link to CastleBranch after completing the clinical application Exxat. It can take up to 4-6 weeks for COE to receive results; we encourage you to complete our background check after completing the clinical application to allow processing time.
- Teacher candidates complete their background checks through CastleBranch and make

payments directly to CastleBranch via their website.

- Each background check is valid for *one year (365 days)*; candidates must have a valid CastleBranch background check *throughout* a clinical experience and at the time of recommendation for certification.

## **Additional Compliance Items**

After receiving notification and registering for the appropriate clinical experience, the teacher candidate must:

- Attend Required Clinical Orientation: Orientation provides the requirements and expectations of the clinical experience. Teacher candidates may not begin any clinical experience until they have attended orientation.
- Complete additional fingerprinting/background checks required by the school or district. These vary by district and are completed in addition to the CastleBranch requirements.

## **Clinical Experiences Policies**

### **Clinical Experience Placement Policy**

Teacher candidates are not permitted to coordinate their own placements. They may not contact a school district, school administrator, teacher, or other staff member concerning a request for his/her/their placement. The Office of Educational Partnerships and Experiences (EdP&E) makes all clinical placement arrangements in collaboration with WSU COE programs and the partnership school district's central administration and/or human resource division.

EdP&E makes clinical placements based on multiple factors, including:

- existing partnerships with school districts and individual schools within the district's availability to take interns in a given semester
- matching of interns to cooperating teacher certification area(s)
- providing experiences in a diverse variety of settings
- matching of interns to the university supervisor
- other logistical factors

As part of the clinical experience application, teacher candidates complete an online application with the awareness that MDE requires teacher candidates to have diverse clinical experiences *across grade levels and with students of diverse strengths and needs*. To prepare teacher candidates for meeting the state's minimum requirements and in alignment with our Urban Educator mission, EdP&E is intentional in securing placements in school settings across partner districts' urban learning contexts that exist in Detroit, Metro Detroit, and the Greater Detroit area.

Given the above factors upon which placements are based, candidates are not guaranteed to *be placed in any specific school/district or within a particular distance from their residences*. Teacher candidates are responsible for transportation to/from their clinical placements.

## Restrictions-Conflict of Interest

Teacher Candidates may not seek a placement in districts or schools where a conflict of interest exists. Potential conflicts of interest may pertain to, but are not limited to, the following:

- Teacher candidate graduated from the school district
- Teacher candidate is working for the school or district in which placement is secured (except for the On-the-Job Agreement)
- A family member works for the school district in which placement is secured.

## On The Job Request

The On-the-Job Teaching Experience allows teacher candidates to complete either the student teaching semester or yearlong placement (for qualified programs) as a full-time school district employee. Teacher candidates who request an entire yearlong placement (two semesters) are not guaranteed that required co-requisite coursework will be available in the evenings.

### Overall Guidelines and Requirements

- 1) The On-the-Job Teaching Experience may only be used during specific semesters.
  - Teacher candidates in programs *without* a formal yearlong teaching experience may only request an On-the-Job Teaching Experience placement for student teaching.
  - Teacher Candidates in programs *with* a formal year-long teaching experience may request an On-the-Job Teaching Experience placement for the entire yearlong experience.
- 2) In order to be approved for an On-the-Job Teaching Experience, the teacher candidate's employment position with the school district must meet *all* of the requirements outlined by state and national accrediting bodies.
- 3) All requests for an On-the-Job Teaching Experience must be supported by the school district, which must provide a formal letter of support in addition to signing the agreement.
- 4) The On-the-Job Teaching Experience must be in the content and grade level for which the teacher candidate is seeking certification.
- 5) The teacher candidate must submit the request to participate in the On-the-Job Teaching Experience at least eight (8) weeks prior to the start of the semester for which the placement is requested.
- 6) To be considered for the On-the-Job Teaching Experience (either the year-long experience or the student teaching semester experience), the teacher candidate must meet all the following requirements.
  - Must have earned a B or S grade in all clinical experiences prior to the On-the-Job Teaching Experience.
  - Must have earned a B or higher in all program Methods Courses.
  - Course completion requirements:
    - For those seeking an On-the-Job formal Yearlong Teaching Experience, all courses except those outlined for the last year of the program (per the 4-year plan) must be successfully completed.

- For those seeking an On-the-Job Teaching Experience for only student teaching, all courses for certification and graduation must be complete, except student teaching and the co-requisite seminar course, if applicable.
  - Must have passed all required MTTC tests.
- 7) The teacher candidate must have the approval from **all** of the following:
    - University Supervisor
    - EdP&E Director
    - Assistant Dean of the Teacher Education Division
    - School District HR office
    - School Principal
  - 8) The teacher candidate and the EdP&E Director will discuss the requirements of the On-the-Job Teaching Experience (whether year-long or only student teaching).
  - 9) The teacher candidate *must* still enroll in the appropriate clinical course (e.g., student teaching).
  - 10) It is understood that the process, from a review of the School District request to the School District signing off on the teacher candidate's request for placement in an On-the-Job Teaching Experience, typically takes 3 to 4 weeks to complete.

### **Teacher Candidate Responsibilities**

Teacher candidates must complete all expectations and requirements for student teaching. This includes, but is not limited to:

- 1) Formal observations by a WSU University Supervisor (including pre-and post-conferences) and any additional assignments.
- 2) Attendance at seminars, whether a Distinct class and/or EdP&E meetings (teacher candidate must be released from employment responsibilities for these late afternoon/evening seminars).
- 3) Attendance logs.

### **WSU Educational Partnerships and Experiences (EdP&E) Responsibilities**

EdP&E commits to all activities and supports provided to student teachers. EdP&E will:

- 1) Provide ongoing support for the teacher candidate.
- 2) Provide a University Supervisor to support and evaluate the Teacher Candidate.
- 3) Provide seminars.
- 4) Work with the School District to help the teacher candidate transition to employment.

### **School District Responsibilities**

The School District commits to the success of the teacher candidate and thus will:

- 1) Provide a highly effective teacher (certified in the same content & grade levels for which the teacher candidate is seeking certification) to serve as a cooperating teacher for the candidate.
- 2) Ensure the cooperating teacher completes a classroom observation of the teacher candidate each month and provides the teacher candidate with detailed and constructive feedback.
- 3) Complete and submit the Mentoring Plan Form, which includes:
  - Ongoing opportunities for the teacher candidate to be observed by the Cooperating Teacher
  - Engage in post-observation conversations with constructive feedback
  - Other ongoing opportunities for collaboration with Cooperating Teacher that support teacher candidate's success.



- 4) Agree to release the teacher candidate for seminars and the Capstone Event.

### **Submission Requirements**

- 1) The District Human Resources representative must return this Agreement with the necessary signatures from the School District.
- 2) The Mentor Plan **must be included as an attachment.**
- 3) **A formal letter of support from the School District must be attached.**

### **Form: On the Job Agreement Form**

## **Long-Term Substitute Permit**

### **Purpose**

This policy is to ensure that both EdP&E and the school district agree to the following requirements for a Long-Term Substitute Permit.

### **Overall Guidelines**

- 1) Long-term substitute opportunities during student teaching are only considered for Partner Districts. Exceptions are rare and up to the sole discretion of the EdP&E Director and TED Assistant Dean.
- 2) A long-term substitute teaching experience may only be used during the teacher candidate's student teaching semester.
- 3) All requests made by the school district for a teacher candidate to be hired in a long-term substitute position to meet their student teaching requirement must come directly from the school district's Human Resources office.
- 4) The long-term substitute teaching experience must be in the same school as the student teaching placement.
- 5) The long-term substitute teaching experience must be in the content and grade level for which the candidate is seeking certification.
- 6) For requests that start at the beginning of the term, requests must be submitted at least 10 days prior to the start of the teacher candidate's student teaching semester. For requests after the beginning of the term, candidates must have a successful evaluation of the first Coaching and Observation Cycle of the semester to be considered for a Long-Term Substitute Permit.
- 7) The teacher candidate must meet all of the following requirements in order to be considered for the Long-Term Substitute Permit by the EdP&E Director and TED Assistant Dean:
  - Must have earned a B+ or higher in Pre-Student Teaching
  - Must have earned a B+ or higher in all Methods Courses
  - Must have all courses for certification and graduation complete, except student teaching
  - Must have passed all required MTTC tests
- 8) The teacher candidate *must* have the approval from all of the following:
  - University Supervisor
  - EdP&E Director
  - Assistant Dean of the Teacher Education Division
  - School district HR office

- School principal
  - Cooperating Teacher
- 9) The teacher candidate and the EdP&E Director will discuss the requirements of the Long-Term Substitute Permit.
  - 10) If the teacher candidate meets all of the requirements in item seven (7) above, and all approvals in item eight (8) above are granted, the candidate still has the choice to forgo the Long-Term Substitute opportunity and, instead, have the standard student teaching experience.
  - 11) The teacher candidate must not have a conflict of interest with the school district in this long-term substitute teaching experience (as determined by the EdP&E Director and Assistant Dean of the Teacher Education Division).
  - 12) It is noted that the process, from review of the school district request to the school district signing off on the teacher candidate's Long-Term Substitute hiring paperwork, typically takes 2-3 weeks to complete.

### **Teacher Candidate Responsibilities**

Teacher candidates must meet all expectations and requirements for student teaching. This includes, but is not limited to:

- 1) Formal observations by a WSU Supervisor (including pre-and post-conferences) and any additional assignments
- 2) Seminars (candidate must be released from long-term substitute responsibilities for these seminars)
- 3) Capstone event (candidate must be released from long-term substitute responsibilities for this event)
- 4) Attendance logs

### **WSU Educational Partnerships and Experiences (EdP&E) Responsibilities**

EdP&E commits to all activities and supports provided to student teachers. EdP&E will:

- 1) Provide ongoing support for the candidate
- 2) Provide a Clinical Instructional Coach to support and evaluate the candidate
- 3) Provide seminars
- 4) Work with the School District to help the candidate transition to a long-term substitute position.

### **School District Responsibilities**

The School District commits to the success of the candidate and thus will:

- 1) Provide a highly effective teacher (certified in the same content & grade levels for which the candidate is seeking certification) to serve as a Cooperating Teacher for the candidate.
- 2) Ensure the Cooperating Teacher completes a classroom observation of the candidate each month and provides detailed and constructive feedback.
- 3) Complete and submit the Mentoring Plan Form.
- 4) Agree to release the teaching intern for seminars and the Capstone Event.

### **Submission Requirements**

- 1) The District Human Resources representative must return this document with the necessary signatures from the school district.

2) The Mentor Plan **must be included as an attachment.**

**Forms: Long-Term Substitute Agreement  
Long-Term Substitute Mentoring Form**

## **Educational Partnerships & Experiences Clinical Placement Appeal Policy**

The Office of Educational Partnerships and Experiences (EdP&E) makes all clinical placement arrangements in collaboration with WSU College of Education programs and in partnership with the district's central administration. Candidates are not permitted to coordinate their own placements. They may not contact school districts, administrators, teachers, and/or other school personnel concerning a placement request. Placements are based on multiple factors, including district partnerships, a district's availability to host candidates, available certified cooperating teachers, diversity of placement requirements, available university supervisors, and other logistical factors.

To prepare teacher candidates for meeting the Michigan Department of Education's minimum requirements and in alignment with our Urban Educator mission, EdP&E is intentional in securing placements in school settings across partner districts in Detroit, Metro Detroit, and the Greater Detroit area.

Given the above factors upon which placements are based, candidates are not guaranteed to be placed in any specific school/district or within a particular distance from their residence. Teacher candidates are responsible for transportation to/from their clinical placements. They may be placed within an approximate 25-mile radius of WSU.

If a candidate wishes to appeal her/his/their assigned placement for a clinical course, she/he/they must adhere to the process outlined below. All appeals must be submitted **within 5 business days of receiving her/his/their assigned placement**, up until the second Monday of December for Winter placements and the second Monday in July for Fall placements. If placement information is provided after either deadline because candidates have not met the requirements for their placement information to be released, they will not receive an appeal extension. Late appeals will not be considered except in extraordinary circumstances and are up to the discretion of the EdP&E Director. Note that vacations, limited email access, technology issues, etc., are not considered extraordinary circumstances.

**\*\*\*Keep in mind that candidates are required to have a diversity of placements. A preferred district for an early clinical experience means that the preferred district will not be an option for any future placements.**

An Appeal Request Form (page 2) should be typed and fully completed. **It must** be submitted to the Director of Educational Partnerships & Experiences via email **within 5 business days of receiving her/his/their assigned placement**. Remember, all placements will be in Exxat – candidates should check daily for their assigned placement.

### **Completing and Submitting the Appeal Request Form**

- TYPE the responses to all questions on the form below – it's a fillable PDF
- Attached all necessary formal (e.g., a formal document from Student Disability Services, a medical doctor, etc.)
- Provide a clear and detailed rationale for the change in placement
- The candidate must sign and date the request e-signatures are accepted)
- Save all materials as ONE PDF with the Form as the first page and all supporting documents after that
- Submit to the Director of EdP&E via email along with a professional email of a request. Send email to edpe@wayne.edu

Incomplete requests will not be reviewed or approved. They will not be returned to candidates for completion. It is the candidates' responsibility to ensure that all submissions are complete.

Candidates may **not** resubmit a request after **5 business days of receiving her/his/their assigned placement**.

The Director of Educational Experiences & Partnerships will provide written notification to the candidate regarding appeal decisions. All appeal decisions are final. Candidates whose appeals are denied have the choice of attending their assigned placement or dropping the course and any/all co-requisite courses.

If a candidate's appeal is granted and a new placement is secured, the candidate must attend the new placement. This new placement may be further than the original; the candidate may not revert to their first placement. An appeal for a second placement is **not** allowed. The candidate has a choice of attending her/his/their re-assigned placement or dropping the course and any/all co-requisite courses.

**Form: Clinical Placement Appeal Form**

### **Clinical Repetition Policy**

For purposes of this policy, clinical repetition is defined as re-enrolling in a clinical course after the teacher candidate fails an initial attempt at the course.

All clinical courses are classified as "no repeat," indicating that students need special permission to retake a course. To receive permission to enroll in a clinical course for a second time, students must have an approved (signed) Support Plan on file with the Office of Educational Partnerships and Experiences. The student is responsible for arranging and attending all scheduled meetings related to the Support Plan. The Support Plan must be fully finalized by the first day of the placement, or the student will be required to withdraw from the clinical class.

Teacher candidates who have received an approved/signed Support Plan may repeat each clinical course one time each. A second repetition will not be permitted. If a student repeats one or more

clinical courses prior to student teaching, he/she/they must meet with the Office of Educational Partnerships and Experiences to determine whether a support plan will be required for the student teaching placement. If a support plan is required, it must be approved and signed by the Director of Educational Partnerships and Experiences prior to the candidate beginning student teaching.

Please note that Wayne State University will not recommend teacher candidates for certification if there is a lack of engagement in the support plan as written and/or the student receives an unsatisfactory grade in the clinical course. If a student refuses to cooperate with a support plan, he/she/they may not repeat the clinical course and will not be able to complete the program successfully.

## Michigan Test for Teacher Certification (MTTC)

The Michigan Test for Teacher Certification (MTTC) is not required prior to clinical work, including student teaching. However, candidates must pass the MTTC before being recommended for certification to ensure that they have evidenced the skills and content area knowledge to teach effectively.

- When registering for the MTTC, select Wayne State University (31) as a "College or University to Receive Scores." Evaluation Systems Group of Pearson, the MTTC testing agency, will provide scores directly to WSU upon test completion.
- All candidates are strongly encouraged to meet regularly with their Academic Advisors and to include a discussion of plans to register for and pass the MTTC.
- Study information can be found on our webpage: [MTTC](#).

## Class Recordings (Face-to-Face Instruction)

Teacher candidates need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording will be used only for the student's instructional use. Such recordings are not intended for a broader public audience, such as posting online or sharing with others.

Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why he/she/they cannot, such as a discussion of confidential or protected information.

## Digital Use and Consent Policy

### Background

The Office of Educational Partnerships and Experiences (EdP&E) strives to prepare teacher candidates to be self-reflective. Teacher candidates are encouraged to be reflective teachers. If candidates are asked to record for a course assignment, they must use a WSU COE-approved cloud-based platform to upload videos of themselves teaching in the classroom. Recording helps the teacher candidate

capitalize on strengths and ways to improve. By using the recording, the teacher candidate can see their teaching in action and can more thoroughly understand critiques and suggestions they will receive from the Cooperating Teacher at the partnering school district (District Partner) and University Supervisor.

### **Purpose**

The purpose of the Digital Use and Consent Policy is to ensure that all teacher candidates and School District Partners

- are aware of the scope of and expectations for the use of digital recording and photos taken by the teacher candidate
- are aware of the processes for securing permission to make or create digital recordings and photos during student teaching
- are aware of the processes for ensuring that permission to create or make digital recordings and photos and of the process for confirming that permission has been obtained.
- understanding that the digital recordings and photos are primarily for the purpose of allowing teacher candidates professional self-reflection

### **Scope**

This Policy applies to all teacher candidates, University Supervisors, and Cooperating Teachers.

- All video recordings and photos are confidential and used for the teacher candidates' self-reflection.
- Names of District Partner students shall **never** be used or published under any circumstance. Thus, the names of District Partner students should be redacted from photos and videos taken of students and from any student work.
- Teacher candidates shall not, under any circumstance, publish video recordings and District Partner student's work in public domains.
- At no time should digital recordings or photos be posted on **any** platform other than the WSU COE-approved cloud-based platform and the e-portfolio.
- It is permissible for teacher candidates to upload recordings **only** through the WSU COE-approved cloud-based platform.
- During the Initial Visit with the teacher candidate, cooperating teacher, and university supervisor, the teacher candidate should ask the cooperating teacher about your District Partner school's videotaping and photographing policy.
- If required, the teacher candidate will use the Digital Consent Form to obtain parental permission for the teacher candidate to videotape their child.
- If the District Partner does not consent to digital videotaping or photographs, then the teacher candidate shall contact the Director of EdP&E for instructions and honor the decision of the District Partner.
- No videos or photos may be taken without prior permission from the student(s) 's par, the District Partner, and the Cooperating Teacher.

## **Communications**

This Policy will be communicated in the following ways:

- School District Partnership Letter and Consent Form will be sent to the District Partner in June of each school year
- The Digital Consent expectations will be discussed during the following:
  - University Supervisor Orientation
  - Cooperating Teacher Orientation
  - Teacher Candidate Orientation
  - Initial Visit Collaboration during the first two weeks of each semester
- The Digital Consent forms must be signed at least two (2) weeks prior to the start of the semester

## **Expectations**

- The School District Consent Policy must be signed at least two (2) weeks prior to the start of the semester and uploaded to Exxat.
  - If the District Partner's Consent form has not been signed, the teacher candidate may not make video recordings or take photos.
  - The District Partner may request that EdP&E send a consent request home to parents. If a consent request is sent to the parent/guardian of the District Partner student, then:
    - The forms must be collected and returned to the Office of Educational Partnerships and Experiences within five (5) days of receipt. EdP&E will collect and create a spreadsheet to notify the School District of the permission granted and upload it to Exxat. Copies of the consent will be sent upon request.
- The teacher candidate must sign the Teacher Candidate Digital Consent Form one week prior to the start of the semester and upload it to Exxat.
- The teacher candidate or University Supervisor should report consent concerns to the director.

**Forms: Digital Consent Agreement**  
**Digital Consent for Teacher Candidates**

# **College of Education Policies**

## **Non-Discrimination Policy**

The College of Education is committed to maintaining an educational and professional environment that is free of all forms of discrimination and harassment. Consistent with University policy, discrimination or harassment on the basis of race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability, or veteran status is strictly prohibited and will not be tolerated. This policy applies to all students, administrators, faculty, staff, volunteers, and any other individual participating in any College of Education Program, including, but not limited to, pre-student teaching and student teaching.



Retaliation is prohibited against persons who, in good faith, report or complain of discrimination or harassment or provide information in connection with an investigation or proceeding relating to a complaint of discrimination or harassment.

See additional information regarding WSU's [Office of Equal Opportunity](#), including how to report a claim of discrimination or harassment.

## Grade Appeal Policy

The College of Education [Grade Appeal Policy](#) is outlined on the webpage.

## Professionalism and Dispositions

The College of Education requires candidates to be professionals with sound judgment, ethical behavior, trustworthiness, confidentiality, responsibility, and the highest professional ideals. The teacher candidate will engage in ongoing professional learning and use evidence to continually evaluate their practice. Candidates should consider the effects of their choices and actions on others, including learners, families of learners, other professionals, and the community. These expectations align with the Michigan Professional Educators Code of Ethics and the Candidate Statement of Commitment to Professional Dispositions (CSCPD).

The College of Education teacher candidates are expected to uphold the standards and expectations in all aspects of their professional coursework, clinical work, interactions with education colleagues, and interactions with Birth-Grade12 students and families. Candidates will be required to sign the Candidate Statement of Commitment to Professional Dispositions before beginning the clinical placement. The expectations are outlined in the following documentation:

- [Michigan Code of Educational Ethics \(pdf\)](#)
- [Candidate Statement of Commitment to Professional Dispositions \(CSCPD\) \(pdf\)](#)



# Wayne State University Policies

## Wayne State University Student Code of Conduct

The College of Education adheres to Wayne State University's policy regarding substance abuse, prohibited conduct, and due process. The WSU Student Code of Conduct (SCOC) is the University's code governing student behavior. It is the officially adopted Board of Governors document that applies to all schools and colleges of the University. One purpose of the SCOC is to "provide a framework for the imposition of discipline in the University setting." The SCOC gives general notice of prohibited conduct (academic and non-academic) that warrants discipline, in addition to misconduct specific to the College of Education and student teaching. It also sets forth the due process procedures and sanctions that may be imposed if a student engages in the prohibited conduct. *Students are expected to be familiar with and abide by the SCOC.*

As reflected in the Signed Statement of Expectations for Professionalism & Dispositions, additional values, principles, and standards are more specific to the teacher certification programs and the teaching profession, which teaching candidates must also adhere to. Therefore, any misconduct that violates the standards outlined in the Signed Statement of Expectations for Professionalism & Dispositions, the Michigan Code of Educational Ethics, or other policies specific to the teacher certification programs shall be handled exclusively by the Division of Teacher Education of the College of Education according to the procedures set forth below.

Teacher candidates should also be aware that failure to abide by partner-school policies may result in dismissal from a placement and inability to complete program requirements for graduation.

### COVID-19 Compliance Information

Section 4.20 of the Student Code of Conduct notes the behavioral expectations related to COVID-19 Compliance.

### Student Responsibility

All WSU students are expected to familiarize themselves and comply with the WSU Student Code of Conduct and mandatory campus health and safety guidelines.

Additionally, teacher candidates must adhere to any COVID-19 requirements set by partner schools. Failure to do so may prevent a candidate from completing a clinical course, which may prevent she/he/they from completing requirements for graduation.

### Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

**Plagiarism:** To take and use another's words or ideas as your own without appropriate referencing or citation.

*College of Education policy on plagiarism:* The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than five (5) consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if needed, and make smart decisions about their academic work.

**Cheating:** Intentionally using or attempting to use or intentionally providing unauthorized materials, information, or assistance in any academic exercise. This includes copying another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam, and submitting a term paper for a current class submitted in a past class without appropriate permission.

**Fabrication:** Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.

**Other:** Selling, buying, or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

If any instance of academic dishonesty, as outlined in the Wayne State University Student Code of Conduct, occurs, the grade for the student will be reduced to an “F” for the given course. Documentation will be filed with the Wayne State University Dean of Students Office for final review as part of Due Process.

In addition, charges may be filed, which could lead to further sanctions, up to and including exclusion from the program.

For more information on academic misconduct procedures, the Academic Misconduct Reporting Form, and the Academic Misconduct Flowchart, see Sections 10.1(a) and 10.1(b) of [the Student Code of Conduct](#).

Students who believe that academic misconduct has occurred are obliged to bring their concerns to the attention of the instructor for the course or other faculty or officers of the College as may be appropriate.

## **Student Disability Services**

If you have a documented disability that requires a reasonable accommodation, you will need

to register with Student Disability Services for assessment and coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS may be reached at 313-577-1851 (main number), 313-202-4216 for videophone use, or [studentdisability@wayne.edu](mailto:studentdisability@wayne.edu). Please continue to use these numbers, as SDS is still receiving calls. Once you have your accommodations in place, the program director will be glad to meet with you privately during office hours to discuss those accommodations. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu).

To register with Student Disability Services, complete the online registration form at [https://wayne-accommodate.symplicity.com/public\\_accommodation/](https://wayne-accommodate.symplicity.com/public_accommodation/).

## Counseling Resources

It is quite common for college students to experience mental health challenges, such as stress, anxiety, and depression, that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu); **313-577-3398**). For the after-hours crisis number (nights/weekends/university closures), call **313-577-9982**.

Other options for students and nonstudents include the Counseling and Testing Center and the Counseling Psychology Training Clinic in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>).

*Services at all three clinics are free and confidential. Remember that getting help before stress reaches a crisis point is smart and courageous—for yourself and those you care about.*

Additionally, the **WSU Police Department (313-577-2222)** has personnel trained to respond sensitively to mental health emergencies at all hours.

## Religious Holidays and Attendance

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is the University's policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors, in writing, of all holidays or other religious observances that may interfere with class attendance, assignments, or exams. The student will work with each faculty member during the first week of class to make arrangements to accommodate religious holidays/observances. If a student fails to notify the instructor or make

arrangements with the instructors involved, the student will receive an unexcused absence for any missed days.

## Sexual Misconduct and Title IX

### Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU free from harassment or discrimination. Any member of the WSU Community impacted by sexual misconduct has the right to report to the University (e.g., Responsible Employee or Title IX Coordinator), to law enforcement (e.g., WSUPD or other jurisdiction), to both, or neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “Responsible Employees” and are required to report information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit [TitleIX.wayne.edu](https://TitleIX.wayne.edu) to learn more about resources and support on campus and in the local community.

### Options for Reporting Sexual Misconduct

#### *Reporting to the University*

The [Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

#### *Reporting to Law Enforcement*

The [Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. Reporting to the police in the event of an emergency or imminent threat is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination. If you or someone you know has been impacted by sexual violence or

discrimination, please visit [TitleX.wayne.edu](https://TitleX.wayne.edu) to learn more about resources and support on campus and in the local community.

## Office of Equal Opportunity (OEO)

The Office of Equal Opportunity (OEO) is responsible for the implementation of the University's Non-Discrimination / Affirmative Action Policies, Sexual Harassment Policy, and Sexual Assault Policy. The OEO follows the procedures under the Discrimination and Harassment Complaint Process to ensure that employees and students are not discriminated against in employment, educational programs, and activities on the basis of race, color, sex (including gender identity), national origin, sexual orientation, familial status, marital status, height, weight, disability or veteran status. Any member of the campus community, including students, staff, and faculty, may file a complaint with the OEO. See: <https://oee.wayne.edu/policies>.

OEO may be contacted at **313-577-2280** or [OEO@wayne.edu](mailto:OEO@wayne.edu).

## Additional Policies

In addition to the policies and procedures outlined in this Handbook, placement sites may have their own policies, which students are expected to abide by. Failure to do so may result in a partner school or district dismissing the student from the placement site, which may result in the student being unable to complete the program requirements for graduation.

## Addressing Teacher Candidate Concerns

Although we do our best to avoid problematic situations, teacher candidates do encounter problems in clinical experiences. If you encounter difficulty during the program, it is often the best policy to first speak with the faculty member, instructor, supervisor, etc., with whom you are having trouble. If a teacher candidate has a concern about a clinical experience, depending on the nature of the situation, the candidate is expected to follow the protocol outlined below:

- Discuss the issue with your cooperating teacher in the placement where the problem is occurring.
- Discuss the issue with your university supervisor to discuss the issue. Even if you speak to the cooperating teacher first, you will want to consult with your supervisor to make them aware of the issue.
- Contact the Director of EdP&E if you need additional assistance beyond your cooperating teacher and university supervisor.
- If concerns are not fully addressed after following each step above, the teacher candidate may contact the Assistant Dean of Teacher Education.

## Addressing Significant School Events that May Impact Teaching Candidates

Regrettably, traumatic incidents occur in communities (including schools) that may negatively impact the students, school culture, and climate where WSU teacher candidates are serving. Examples include natural disasters, crimes, the death of a school community member, etc. We are committed to supporting our teacher candidates during these difficult situations.

If any such incidents should occur that have the potential to negatively impact the PreK-12 students, staff, and/or teacher candidates in the building, the intern should immediately notify their University Supervisor. The Supervisor will report the incident to the EdP&E Director. If necessary, the Director will connect with the appropriate persons in the Teacher Education Division and Counseling and Psychological Services (CAPS).

### Notice to Students

All notices to teacher candidates shall be sent by email to the student's Wayne State University email address. If the sender of the notice has actual knowledge that a student is no longer utilizing their University email account, the sender shall also send written notification to the student's physical address of record with the University. Although not required, verbal and written notification may be provided to the student in addition to the required email notification.