UNIVERSITY OF DETROIT MERCY

Build A Boundless Future

College of Liberal Arts & Education

EDUCATION PROGRAMS HANDBOOK

McNichols Campus
Reno Hall, Room 247
4001 West McNichols
Detroit, MI 48221-3038

April 2018

Dedication

To all the Education Faculty, Students, Staff, Adjunct Faculty & Partner School Faculty, Administration, Staff who, throughout our storied journey, have contributed to the continuous improvement of our Education Programs…

Since the beginnings of the University of Detroit (1877) and Mercy College (1941) through the formation of the University of Detroit Mercy (1990) and to this present date, our Education faculty and graduates have used their knowledge and skill to shape Education Programs and Detroit Mercy as a premier private university in the Great Lakes Region.

Your legacy - to lead and serve in our communities - continues to fuel and inspire the efforts of present day faculty and students to educate in a manner that contributes to the creation of a just and merciful society that transforms the world. (1)

1. *Note:* Department of Education Handbooks are continually updated as faculty recognize that Detroit Mercy Education Programs provide faculty and students the advantage to use the Detroit Mercy Liberal Arts and Sciences tradition infused with Jesuit and Mercy values to address challenges and opportunities of an evolving society as a professional educator.

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FACULTY AND STAFF INFORMATION
DEPARTMENT OF EDUCATION

Office Location

The faculty and staff offices of the College of Liberal Arts & Education are located on the second floor of Reno Hall (R) and the College Administrative Offices are located on the first floor of Briggs Building (B).

Full-time Faculty

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Administrative Support, Faculty and Staff

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DEPARTMENT of EDUCATION PROGRAMS OVERVIEW

Department of Education Programs provide an integrated pathway for students to gain knowledge, skill and experience to both lead and serve in their communities as education professionals. To do so, they must have the expertise to educate so that all learn.

Using this integrated pathway, faculty and students engage in reflective action that utilizes the Department of Education Conceptual Framework embued by the Detroit Mercy Educator Code of Ethics. The conceptual framework is embedded with values and traditions of Liberal Arts & Sciences, Jesuit & Mercy education traditions, and supported by professional research-based and practice-implemented educational policies and actions.

Detroit Mercy Education Programs use classroom, clinical and field-based experiences to promote interactive inquiry. Faculty and students inter-relate total learning environment concepts and skills: Teacher Education - Elementary & Secondary teaching for learning; Special Education - learning in least restrictive environment within regular classrooms & within specialized settings; Curriculum & Instruction – with focus on effective planning, implementation and evaluation within total learning environment; Educational Administration - guiding total unit operations in educational settings to facilitate effective teaching & learning.

As students use Detroit Mercy Education Program integrated pathways, learning with understanding develops throughout their undergraduate and graduate degrees, concentrations, specializations and endorsements. In effect, using these integrated programs of study, faculty and students create a School of Education.

INTRODUCTION

Department of Education Programs prepare effective and responsible professionals who have a commitment to the art and science of teaching so all learn. Our focus is on developing ethical, caring, value-directed professionals who possess a commitment to and the skill for meeting the challenges of urban society and exemplifying the tenets of social justice.

Mission of the Education Department

The Education Department cultivates teachers and leaders who are ethical, scholarly, reflective, and courageous.

Vision of the Education Department

The Education Department will be recognized as a premier program serving a diverse student population in the Great Lakes region.

To implement the Department of Education mission and vision, Education Programs are purposefully designed to develop educators who:

- are ethical, value driven persons;
- possess a scholarly mastery of subject matter;
- recognize that all can learn; and
- engage students in an interactive, dynamic process of learning.

This mission is based upon a vision of teacher as scholar, teacher as an inquiring educator, and teacher as moral agent. The Detroit Mercy Educator Code of Professional Ethics details this mission more fully.

Conceptual Framework of the Education Department [2]

The Department's Mission is implemented through its Conceptual Framework, which addresses the ethical behaviors for demonstrating how a teacher as scholar, inquirer and moral agent interacts as a member of a profession with three audiences of school-based practice -- students, parents, and school systems. Accordingly, the Conceptual Framework describes the following dimensions of the role of the educator:

A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and science disciplines;

An *inquirer* who is skilled in decision-making and in ethical, critical, and reflective thinking; and

A *moral agent* whose values reflect those of Detroit Mercy and the Department of Education's Professional Code of Ethics.

To prepare educators who are competent in these three dimensions of the educator's role, Detroit Mercy education programs foster the development of knowledge, skills, and attitudes that are necessary for successful teaching. Therefore, the curriculum in each program develops:

A ***scholar*** who:

- Competently practices the art of teaching using knowledge gained from a diverse research base
- Designs instruction that provides meaningful content through disciplinary and interdisciplinary approaches
- Bases instruction on principles of the cognitive, social, and emotional development of students
- Creates instruction to meet students' diverse learning styles
- Integrates the needs of students and the community with curricular and content goals
- Uses appropriate assessment strategies to promote students' cognitive, social and emotional growth
- Conducts research within the teaching/learning environment and shares findings with
- other practitioner

An ***inquirer*** who:

- Develops critical, reflective, and analytical thinking to design meaningful instruction for
- students
- Uses creative and ethical thinking in decision-making
- Applies metacognitive thought to analyze teaching practice
- Promotes students' growth in critical and analytic thinking as well as problem-solving
- Uses instructional strategies along with appropriate educational technology to create a classroom atmosphere of inquiry and collaboration
- Critically examines his/her own practice to assess competence
- Continuously develops his/her repertoire of professional knowledge and skills

A ***moral agent*** who:

- Commits his/her efforts to promoting social justice in urban society
- Develops his/her own ethical reasoning
- Follows the ethical standards of professional teaching
- Incorporates value, moral, and character education into instruction
- Creates a supportive network advocating for students with all stakeholders in the educational enterprise
- Engages imagination and dialog to work for a better world

To this end, Detroit Mercy students integrate the *Detroit Mercy Educator Code of Professional Ethics* into professional practice and life. This document is reproduced on the following pages:

2. *The creation of a Conceptual Framework with Educator Code of Professional Ethics for the Education Department was initiated in 1990 as a joint effort between faculty and students, led by Professor Joan Wilder. In 1994, a document was produced, and that document continues to be modified by current faculty and students. The Conceptual Framework was expanded by faculty in 1996 to incorporate specific statements of goals to provide further guidelines for faculty and students. These goal statements reflected the faculty's commitment to Michigan's Entry Level Standards for Beginning Teachers (1993), and the Interstate New Teacher Assessment and Support Council (INTASC, 1992) standards. In 1997, additional work by faculty expanded the theoretical component of the Conceptual Framework. Faculty continue to assess this framework and adapt programs as state standards evolve to guide teaching so all learn.*

The original document was composed by individuals from many different ethnic groups, age groups, and geographic locations, and thus reflected the heterogeneity of the metropolitan Detroit area. As they conceptualized the document, it was to be a product of a diverse group that spoke equally to the common ground shared by members of the University community and to the uniqueness and individuality of each community member. The Conceptual Framework continues to reflect such diversity.

DETROIT MERCY
Educator Code of Professional Ethics

As Educators, we realize the trust placed in us by the community—the preparing of its children for their future place in society. We are awed by the magnitude of this responsibility and wholeheartedly accept its challenges because we believe that all children can learn.

This Code of Ethics is our pledge to the community that we will vigilantly pursue the highest standards of performance from our professional ranks; that we will carefully nurture the students entrusted to our care; and that we will make an effort to interact with all members of society, who like educators, are concerned with the rights and well-being of our young people.

The goal of an Educator is to inspire students toward excellence while promoting learning as a lifelong process. The Educator has the responsibility of teaching this nation's greatest natural resource. Therefore, it is imperative that the Educator teaches and believes in the dignity and integrity of all students. The Educator needs to be of good moral character and model the appropriate social skills and values. The Educator accepts the responsibility to adhere to the highest ethical standards.

Regarding Professional Competency, the Educator shall

- Possess a mastery of academic content areas and a mastery of instructional skills to practice the art of teaching.
- Strive to achieve and maintain the highest degree of professional competency and will always uphold the honor, dignity and ethical standards of their profession.
- Exert every effort to raise professional standards, to promote a climate that encourages the true exercise of reflective teaching, professional judgment and to foster collaborative relationships among colleagues, parents and community.
- Recognize the need for continuing professional and educational development, and pursue opportunities to acquire new skills, develop new techniques, and become informed of new research methods, and educational technology.
- Make every effort not to allow personal problems or conflicts to interfere with professional effectiveness.
- Maintain professional relationship with students, parents, school personnel, and the community.
- Respect each person with whom he/she is working, and deal justly and impartially with each regardless of his/her physical, mental, emotional, political, economic, social, cultural, racial characteristics or sexual and religious preferences.
- Be committed to the holistic, integrative development of youth including caring for special needs children, teaching critical, creative and ethical thinking with a dedication to social justice.

Regarding Students, the Educator shall

- Base relationships on integrity and mutual trust; the Educator shall recognize and reflect a concern for student dignity.
- Not tolerate policies, procedures, or attitudes that impede student success.
- Strive to help each student realize his/her potential as a worthy and effective member of a democratic society by developing a personal code of democratic values.
- Work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals and moral character.
- Prepare students for full participation in a global, multicultural society by facilitating independent action and differing viewpoints.
- Respect students' right to privacy and confidentiality.
- Acknowledge his/her position as a role model for students.

Regarding Parents, the Educator shall:

- Recognize the importance of parental support and seek to obtain this by establishing contact with parents.
- Communicate with parents about their child regarding progress and problems in a truthful and timely manner.
- Communicate to the parent's recommendations meeting the educational needs of their children.
- Respect the parent's right to privacy and confidentiality except in cases of abuse.
- Attempt to become aware of the student's home situation through encouraging and facilitating frequent and open communication between the home and school.

Regarding the School System, the Educator shall

- Become knowledgeable of the organization, philosophy, goals, objectives, and methodology of the school system for which he/she works.
- Recognize that an understanding of the goals, process, and legal requirements of the educational system is essential for an effective delivery of educational services.
- Be familiar with the curriculum, instructional materials, and teaching strategies of the school for which he/she works.
- Recognize the need to familiarize him or herself with the attitudes and expectations of the community.
- Actively engage in activities directed toward developing and improving the educational system.

EDUCATION PROGRAMS

The College of Liberal Arts and Education offers baccalaureate degree, master degree and post-degree programs as well as teacher education programs preparing candidates for State of Michigan certification in Elementary Education, Secondary Education, and Special Education. All programs are approved by the Michigan Department of Education. *Teacher certification requirements listed herein are subject to changes mandated by the Michigan State Board of Education.*

Each teacher certification program requires the completion of coursework in these three areas:

- University core curriculum
- Professional education, including clinical experience
- 90% completed coursework in major and a teaching minor in approved academic subject areas

All programs may be completed on a full-time or part-time basis. The clinical experience requirement, however, ~~is~~ requires one semester of a 15 -week placement of full-day attendance during the regular school day. Students should begin to prepare early for this experience that is the capstone of all teacher education programs. Preparation includes maintaining frequent communication with assigned education advisor, academic advisor, and, if applicable, the financial aid advisor. Lesson plans created during courses should be retained for reference during clinical experience. In addition, each student must become familiar with the *Detroit Mercy Educator Code of Ethics* and *Commitment to Professionalism* document (see Table of Contents). These documents describe the ethical standards and skills necessary for becoming a successful educational professional.

Student Advisors

Upon admission to the Education Program, each Education student will be assigned an advisor. The student is expected to keep in contact with the advisor each semester. The advisor will assist the student in registering for classes, reviewing academic and certification requirements, and serve as a liaison for any academic problems.

Master of Arts Programs in Education Overview

The College of Liberal Arts and Education offers several graduate programs leading to the Master of Arts degree. The thesis option (six credits) is available in every program; otherwise, a master's research paper is required in conjunction with the terminal seminar. Permission to substitute for any of the required courses must be obtained in writing from the student's advisor and be approved by the Dean. All graduate programs in education may be pursued full- or part-time; courses are offered only in the late afternoon and evening.

- Master of Arts with a major in Curriculum and Instruction
    - Master of Arts with a major in Curriculum and Instruction, with Elementary or Secondary Teacher Certification Concentration
- Master of Arts with a major in Educational Administration with Elementary or Secondary School Administrator Certification Concentration
- Master of Arts with a major in Special Education with LD endorsement (K-12)
    - Master of Arts with a major in Special Education with LD endorsement (K-12), with Elementary or Secondary Teacher Certification Concentration
    - Master of Arts with a major in Special Education with EI/BD endorsement (K-12)
- Master of Arts with a major in Special Education with EI/BD endorsement (K-12), with Elementary or Secondary Teacher Certification

Elementary Teacher Education

Undergraduate Level

Students preparing to teach in the elementary school pursue a Bachelor of Arts with a teaching major and a teaching minor in an appropriate academic subject area, University core curriculum requirements, State of Michigan required supportive courses, and the professional education sequence of courses.

Students may also pursue a:

- Bachelor of Arts with a major in Elementary Education for a variety of majors and minors.
- Bachelor of Science with a major in Special Education (Learning Disabilities or Emotionally Impaired).

Post Degree Level

Students who possess a baccalaureate degree from an accredited university or college may prepare for an elementary certificate in the College of Liberal Arts & Education. Post degree students must satisfy all teacher certification program requirements, including an approved academic major and a minor, State of Michigan required supportive courses, and the sequence of professional education courses. In addition, students are required to fulfill the following general studies requirements:

English Writing	3 credits	Developmental Psychology	3 credits
Speech	3 credits	Multicultural Understanding	3 credits
Literature	3 credits	Humanities	6 credits
Computer Science	3 credits	Social Studies	6 credits
Math for Elem. Teachers	6 credits	Social Responsibility	6 credits
General Science	6 credits	Humanities: Art, Music or Drama	3 credits

General studies requirements can be met through successful completion of equivalent coursework at an accredited university or college.

Graduate Level

Education Graduate Programs are designed for both the accomplished teacher and for those preparing to teach in the elementary school or other educational setting. Many of the Master of Arts degree programs offer opportunities to obtain teacher certification along with the graduate degree. Candidates must possess an undergraduate degree from an accredited institution. See the Graduate Catalog for more specific information about admission to these programs. Graduate programs available are:

- **Master of Arts with major in Curriculum and Instruction** is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional.

Two graduate degree programs are offered, one for certified teachers who wish to be master teachers and one for persons who seek teacher certification.

- Master of Arts with major in Curriculum & Instruction: Students acquire an operational framework of core competencies which utilize a comprehensive knowledge and skill base to plan, monitor, and adjust teaching strategies within the complex and rapidly changing contextual situations of educational settings.

- Master of Arts with a major in Curriculum and Instruction (with **Elementary or Secondary Certification Concentration):** Students engage in coursework to qualify for teaching certification at Elementary or Secondary Level and pursue core courses for effective curriculum and instruction research and evaluation strategies.

- **Master of Arts degree with ~~a~~ major in Special Education** is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional.

Two graduate degree programs are offered, one for certified teachers who wish to prepare themselves for working with students with specific and learning problems in school settings and one for certified teachers working with exceptional students needing specialized emotional/behavior support. Both degree programs can be tailored for students to qualify for K-12 teacher certification.

- Master of Arts with major in Special Education – Learning Disabilities program is designed to meet the needs of teachers who wish to prepare for working with individuals experiencing specific and general learning problems at the elementary, middle and secondary levels. Additionally, it prepares teachers to meet the needs of exceptional students in the inclusive setting. It also presents a means for supervisors and administrators to develop leadership skills in the areas of special education-emotionally impaired/behaviorally disordered.

- Master of Arts with a major in Special Education-Emotionally Impaired/Behaviorally Disordered program is designed to meet the needs of teachers who wish to prepare themselves for working with individuals experiencing mild to severe emotional and behavioral problems at the elementary, middle, and secondary levels. Additionally, it prepares teachers to meet the needs of exceptional students in the inclusive setting. It also presents a means for supervisors and administrators to develop leadership skills in the areas of special education-emotionally impaired/behaviorally disordered.

- **Master of Arts with a major in Educational Administration** with Elementary or Secondary School Administrator Certificate Concentration

The Master of Arts with a major in Educational Administration is designed for individuals who are interested in pursuing a professional career in educational administration whether it be as superintendent, assistant superintendent, principal, assistant principal, or some other administrative position.

Elementary Teaching Majors and Minors

A teaching major consists of not less than 30 semester hours in a single discipline or 53 semester hours in a group discipline. A teaching minor consists of not less than 20 semester hours in a single discipline and 27 semester hours in a group discipline. Teaching majors and teaching minors must be appropriate to the elementary school. Students should consult their advisor regarding courses for the teaching major and the teaching minor as well as other program requirements. The department reserves the right to require specific courses in the major and minor.

The following teaching majors and minors are approved by the State Board of Education for Elementary Certification:

Elementary Majors	Elementary Minors/Endorsements
Integrated Science	Integrated Science
Language Arts	Language Arts
Mathematics	Mathematics
Social Studies	
Special Education Emotionally Impaired/Behaviorally Disordered (K-12) (Degree Program Only)	
Special Education: Learning Disabilities (K-12) (Degree Program Only)	

ELEMENTARY PROFESSIONAL TEACHER EDUCATION

Undergraduate and Post-Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education with clinical observations required	3
EDU 4200	Philosophy of Education with field learning experience required	3
EDU 4320	Psychology of Education with clinical observations required	3
EDU 4400	School and Society with field learning experience required	3
SED 4600	Educating and Mainstreaming Exceptional Persons with clinical observations required	3
EDU 4410	Elementary Science Methods with clinical observations required	2
EDU 4420	Elementary Social Studies Methods with clinical observations required	2
EDU 4430	Teaching Reading in the Elementary with clinical observations required	3
EDU 4450	Methods of Physical and Health Education with clinical observations required	2
EDU 4500	Integrating the Arts in the Classroom with clinical observations required	3
EDU 4480	Elementary Language Arts with clinical observations required	3
EDU 4490	Elementary Mathematics Methods with clinical observations required	2
EDU 4590	Instructional Technology with clinical observations required	3
All Education coursework must be completed before Clinical Experience: Phase 3. EDU 4400, 4200, 4320 and 4400 may be taken prior to admission to the Teacher Education Program. ***Admission to the Teacher Education Program is required prior to enrollment.**		

Note: Additional coursework may be required as supportive courses to prepare students for the MTTC exam.

+PLUS+

Clinical Experience Requirements by Program

General Elementary Education		**Special Education**			
		Emotionally Impaired/Behaviorally Disordered		**Learning Disabilities**	
EDU 4820: Clinical Experience: Phase 3 in the Elementary/Middle Schools	6-12 credit hours	EDU 4820: Clinical Experience: Phase 3 in the Elementary/Middle Schools SED 4840: Clinical Experience: Phase 3 in Special Education: EI/BD	6 credit hours 6 credit hours	EDU 4820: Clinical Experience: Phase 3 in the Elementary/Middle Schools SED 4740: Clinical Experience: Phase 3 in Special Education: LD	6 credit hours 6 credit hours
Education Sequence Total	38 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for Clinical Experience: Phase 3 must be submitted by February 1st for Fall Semester and by October 1st for Winter Semester.

ELEMENTARY PROFESSIONAL TEACHER EDUCATION

Graduate Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 5001	Introduction to Education/ with clinical observations required	3
EDU 5250	Educational Policy Studies with field learning experience required	3
EDU 5130	Principles of Learning, Development, & Adjustment (co/prerequisite: EDU 4000) with clinical observations required	3
EDU 5140	Society and Education with field learning experience required	3
SED 5600	Educating and Mainstreaming Exceptional Persons/with clinical observations required	3
EDU 5022	Elementary Science Methods (prerequisite: EDU 5130) with clinical observations required	2
EDU 5023	Elementary Social Studies Methods (prerequisite: EDU 5130) with clinical observations required	2
EDU 5024	Teaching Reading in the Elementary Schools (prerequisite: EDU 5130), with clinical observations required	3
EDU 5025	Elementary Language Arts (prerequisite: EDU 5130), with clinical observations required	3
EDU 5026	Elementary Mathematics Methods (prerequisite: EDU 5130) with clinical observations required	2
EDU 6000	Computer Use in Education with clinical observations required	3
All Education coursework must be completed before Clinical Experience. EDU 5001, 5250 5130 and 5140 may be taken prior to admission to the Teacher Education Program. ***Admission to the Teacher Education Program is required prior to enrollment.**		

Note: Additional coursework may be required as supportive courses to prepare students for the MTTC exam.

+PLUS+

Clinical Experience Requirements by Program

General Elementary Education		**Special Education**			
		Emotionally Impaired/Behaviorally Disordered		**Learning Disabilities**	
EDU 5800: Elementary Clinical Experience: Phase 3	8 credit hours	EDU 5800: Elementary Clinical Experience: Phase 3 SED 6601: Clinical Experience: Phase 3 Emotionally Impaired	6 credit hours 6 credit hours	EDU 5800: Elementary Clinical Experience: Phase 3 SED 6600: Clinical Experience: Phase 3 Learning Disabilities	6 credit hours 6 credit hours
Education Sequence Total	38 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for clinical experience must be submitted by February 1 for Fall Semester and by October 1 for Winter Semester.

Secondary Teacher Education

Undergraduate Level

Students preparing to teach in secondary schools may complete the requirements for a teaching certificate in connection with their degree programs in the College of Liberal Arts & Education. The requirements for a secondary school teaching certificate issued by the State of Michigan include completion of a teaching major and teaching minor in an academic subject area appropriate to the secondary school and the professional education sequence. In most instances, the degree major constitutes the teaching major.

Students in the secondary teacher education program are assigned an Education advisor in the College of Liberal Arts and Education upon admission to the teacher education program to plan the completion of the teaching major, the teaching minor and the education sequence of courses.

Post-Degree Level

Students who possess a baccalaureate degree from an accredited university or college may prepare for a secondary teaching certificate in the College of Liberal Arts & Education. Post degree students must satisfy all teacher education program requirements including an approved academic major and a minor and the sequence of professional education courses. In addition, students are required to fulfill the following general studies requirements:

English Writing	3 credits	Developmental Psychology	3 credits
Speech	3 credits	Multicultural Understanding	3 credits
Literature	3 credits	Humanities	6 credits
Computer Science	3 credits	Social Studies	6 credits
General Science	6 credits	Social Responsibility	6 credits
		Humanities: Art, Music or Drama	3 credits

General studies requirements can be met through successful completion of equivalent coursework at an accredited university or college.

Graduate Level

Education Graduate Programs are designed for both the accomplished teacher and for those preparing to teach in the secondary school, or in an educational setting. Many of the Master of Arts programs offer opportunities to obtain teacher certification along with the graduate degree. Candidates must possess an undergraduate degree from an accredited institution. See the Graduate Catalog for more specific information about admission to these programs. Graduate programs available are:

• **Master of Arts Curriculum and Instruction** is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional.

Two graduate degree programs are offered, one for certified teachers who wish to be master teachers and one for persons who seek teacher certification.

- **Master of Arts with major in Curriculum & Instruction:**
Students acquire an operational framework of core competencies which utilize a comprehensive knowledge and skill base to plan, monitor, and adjust teaching strategies within the complex and rapidly changing contextual situations of educational settings.

- **Master of Arts with a major in Curriculum and Instruction with Elementary or Secondary Certification Concentration*):**
Students engage in coursework to qualify for teaching certification at Elementary or Secondary Level and pursue core courses for effective curriculum and instruction research and evaluation strategies.

• **Master of Arts degree with ~~a~~ major in Special Education** is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional.

Two graduate degree programs are offered, one for certified teachers who wish to prepare themselves for working with students with specific and learning problems in school settings and one for certified teachers working with exceptional students needing specialized emotional/behavior support. Both degree programs can be tailored for students to qualify for K-12 teacher certification*.

- **Master of Arts with major in Special Education - Learning Disabilities** program is designed to meet the needs of teachers who wish to prepare for working with individuals experiencing specific and general learning problems at the elementary, middle and secondary levels. Additionally, it prepares teachers to meet the needs of exceptional students in the inclusive setting. It also presents a means for supervisors and administrators to develop leadership skills in the areas of special education-emotionally impaired/behaviorally disordered.

- **Master of Arts with a major in Special Education - Emotionally Impaired/Behaviorally Disordered** program is designed to meet the needs of teachers who wish to prepare themselves for working with individuals experiencing mild to severe emotional and behavioral problems at the elementary, middle, and secondary levels. Additionally, it prepares teachers to meet the needs of exceptional students in the inclusive setting. It also presents a means for supervisors and administrators to develop leadership skills in the areas of special education-emotionally impaired/behaviorally disordered.

• **Master of Arts with a major in Educational Administration** with Elementary or Secondary School Administrator Certificate Concentration

The Master of Arts with a major in Educational Administration is designed for individuals who are interested in pursuing a professional career in educational administration whether it be as superintendent, assistant superintendent, principal, assistant principal, or some other administrative position.

**Students seeking teacher certification in conjunction with the programs in Curriculum and Instruction or Special Education should consult the program advisor for special admission requirements to the certification program.*

Secondary Teaching Majors and Minors

A teaching major consists of not less than 30 semester hours in a single discipline or 53 semester hours in a group discipline. A teaching minor consists of not less than 20 semester hours in a single discipline and 27 semester hours in a group discipline. Beginning January 1, 2018, the Michigan Department of Education does not require a secondary teacher to have a teaching minor. Secondary teaching minors are elective. The Education advisor and student will need to meet to assure all teaching major, minor and other program requirements are met. The Education Department reserves the right to require specific courses to meet State of Michigan major and minor requirements.

Secondary teaching majors and minors are approved by the State Board of Education for Secondary Certification as follows:

Content Area Secondary Majors	Content Area Secondary Minors/Endorsements
Biology	Biology
Chemistry*	Chemistry
Economics*	Economics
English*	English
History*	History
Integrated Science*	Mathematics
Mathematics	Political Science
Political Science	Psychology
Social Studies	
Special Education: Emotionally Impaired/Behaviorally Disordered (Degree Program Only)	
Learning Disabilities (K-12) Degree Program Only	

*Specific requirements for each major and minor area can be obtained from your advisor.

SECONDARY PROFESSIONAL TEACHER EDUCATION

Undergraduate/Post Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education/with clinical observations required	3
EDU 4200	Philosophy of Education with field learning experience required	3
EDU 4320	Psychology of Education (pre/co-requisite: EDU 4000) clinical observations required	3
EDU 4400	School and Society with field learning experience required	3
SED 4600	Educating and Mainstreaming Exceptional Persons with clinical observations required	3
EDU 4590	Instructional Technology with clinical observations required	3
EDU 4690	Secondary Curriculum Methods (prerequisite: EDU 4320) with clinical observations required	3
	Content area methods (prerequisite for each course: EDU 4320 and EDU 4690)	3
	EDU 4710: Secondary Mathematics Methods with clinical observations required	
	EDU 4730: Secondary Social Studies Methods with clinical observations required	
	EDU 4740 Secondary English Methods with clinical observations required	
	EDU 4750: Secondary Science Methods with clinical observations required	
EDU 4780	Reading in the Content Areas (prerequisite: EDU 4320) clinical observations required	3
All Education coursework must be completed before Clinical Experience: Phase 3. EDU 4000, 4200, 4320 and 4400 may be taken prior to admission to the Teacher Education Program. ***Admission to the Teacher Education Program is required prior to enrollment.**		

Note: Additional coursework may be required as supportive courses to prepare students for the MTTC exam.

+PLUS+

Clinical Experience Requirements by Program

General Secondary Education		**Special Education**			
		Emotionally Impaired/Behaviorally Disordered		**Learning Disabilities**	
EDU 4900: Secondary Clinical Experience: Phase 3	8 credit hours	EDU 4900: Secondary Clinical Experience: Phase 3 SED 4840: Clinical Experience: Phase 3 Emotionally Impaired	6 credit hours 6 credit hours	EDU 4900: Secondary Clinical Experience: Phase 3 SED 4740: Clinical Experience: Phase 3 Learning Disabilities	6 credit hours 6 credit hours
Education Sequence Total	35 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for Clinical Experience: Phase 3 must be submitted by February 1 for Fall Semester and by October 1 for Winter Semester.

SECONDARY PROFESSIONAL TEACHER EDUCATION

Graduate Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 5001	Introduction to Education/with clinical observations required	3
EDU 5250	Educational Policy Studies with field experience required	3
EDU 5130	Principles of Learning, Development, and Adjustment (co/prerequisite: 5001) with clinical observations required	3
EDU 5140	Society and Education with field experience required	3
SED 5600	Educating and Mainstreaming Exceptional Persons with clinical observations required	3
EDU 6000	Computer Use in Education with clinical observations required	3
EDU 5031	Curriculum and Methods of Teaching in the Secondary Schools (prerequisite: EDU 5130) with clinical observations required	3
	Content area methods (prerequisite for each course: EDU 5130 and EDU 5031)	3
	EDU 5032 Secondary Mathematics Methods with clinical observations required	
	EDU 5033: Secondary Social Studies Methods with clinical observations required	
	EDU 5034 Secondary English Methods with clinical observations required	
	EDU 5035: Secondary Science Methods with clinical observations required	
EDU 5780	Reading in the Content Areas (prerequisite: EDU 5130) clinical observations required	3
All Education coursework must be completed before Clinical Experience: Phase 3. ***Admission to the Teacher Education Program is required prior to enrollment.**		

Note: Additional coursework may be required as supportive courses to prepare students for the MTTC exam.

+PLUS+

Clinical Experience Requirements by Program

General Secondary Education		**Special Education**			
		Emotionally Impaired/Behaviorally Disordered		**Learning Disabilities**	
EDU 5801: Secondary Clinical Experience: Phase 3	8 credit hours	EDU 5801: Secondary Clinical Experience: Phase 3 SED 6601: Clinical Experience: Phase 3 Emotionally Impaired	6 credit hours 6 credit hours	EDU 5801: Secondary Clinical Experience: Phase 3 SED 6600: Clinical Experience: Phase 3 Learning Disabled	6 credit hours 6 credit hours
Education Sequence Total	35 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for Clinical Experience: Phase 3 must be submitted by February 1 for Fall Semester and by October 1 for Winter Semester.

TEACHER EDUCATION PROGRAM REQUIREMENTS

"Pathway to Teacher Certification"

Step One: Admission to College of Liberal Arts & Education
Receive a Plan of Study and Register for Coursework: After formal admission to the University, the student will meet with an academic advisor and a Plan of Study will be drafted based upon the certification level and major/minor selection of the student. The student will be asked to complete and submit a Felony Report Form: Initial Inquiry form at this time.

Passage of the Michigan Basic Skills Examination (Scholastic Aptitude Test (SAT)): After formal admission to the University, the student is required to meet to begin the required transition points for a plan of study in Teacher Education. At Transition Point 1: Pre-Teacher Education an education advisor will be assigned. The advisor will then assist the student with course scheduling toward the desired level of certification. To continue studies in education, beyond EDU4000/5001: Introduction to Education; EDU 4400/5140, School & Society; EDU 4590/6000 Instructional Technology/Computers in the Classroom; and SED 4600/5600 Educating and Mainstreaming Exceptional Persons. Students are **required** to meet or exceed the cut score (evidence-based reading and writing and mathematics) of the State required SAT within the first two semesters of enrollment. Post-degree and graduate students are strongly advised to pass the SAT prior to full admission to the University.

Students who have not met the SAT cut score must take a placement test for Mathematics and/ or Writing with University Academic Services and follow through with the remediation recommended. Until the test is passed, students may take EDU 4000/5001: Introduction to Education, and courses which will satisfy core-curriculum and major and minor requirements. Passage of both components of the SAT requires that if any section is not passed the certification officer must be seen regarding the use of the ACT/MME as an alternative test score for the SAT sectional exams. As of October 2017, the State of Michigan changed the professional readiness requirements for admission to Teacher Education programs to the Scholastic Aptitude Test (SAT).

Upon passage of the SAT, students may take the foundational education courses but must gain admission to the Teacher Education Program to complete educational methods courses and qualify for clinical experience by completing requirements from Transition Points 2, 3 and 4.

Step Two: Gain Admission to the Teacher Education Program (TEP)
Prior to applying to the Teacher Education Program, students must have satisfied the following requirements:

- Passage of all three components of the SAT.
- Completion of at least 9 credit hours in teaching major with a minimum 2.7 G.P.A.
- Completion of at least 6 credit hours in teaching minor with a minimum 2.7 G.P.A. (required for secondary certification concentration; recommended for elementary certification concentration)
- Have a cumulative G.P.A of at least 3.0.

Application Procedure:
Complete and submit an application packet to the TEP to the Education Office in Reno Hall, room 247 or online at http://liberalarts.udmercy.edu/academics/edu/files/applications/student-teaching-app.doc

The packet includes: (a) two recommendations from professional teachers (at least one from a Detroit Mercy professor, when applicable); (b) an evaluation of work with groups of children at the desired certification level (elementary or secondary); (c) a criminal background history check; (d) and a Disposition Assessment. Upon receipt of a complete application, the Teacher Education Council (TEC) will make a determination on the readiness of the student to become a teacher candidate. A letter will be sent informing the applicant of the decision, with an explanation if necessary, that will inform the student of any deficits and suggestions of ways to address them. If a student is not satisfied with the decision of the committee, he/she may appeal through the Chair of the Education Department.

Acceptance into Teacher Education Program:
Once admitted to the TEP, an appropriate advisor will be assigned to guide the student. The student will be able to complete educational methods courses in preparation of clinical experience assignment.

Policy State – Certified Teachers Seeking Additional Endorsement
Certified teachers seeking additional certifications or endorsements will be immediately accepted into the TEP upon regular admission into any graduate or post-degree program offered in the Education Department. Advisors should notify the Certification Officer, in writing, via email, upon full acceptance of the student. This policy does not extend to provisional or conditional students; but does extend to those students upon full acceptance into a graduate or post-degree program.

Step Three: Clinical Experience 3 Application
Before clinical experience placement, the student must have satisfied the following requirements:

- Acceptance into the Teacher Education Program;
- Completion of all Education coursework with a grade of 'C' or better;
- Completion of all appropriate methods courses (Special Education students must have the professional Education sequence completed before the General Education clinical experience placement and have all SED courses completed prior to the SED assignment);
- Completion of at least 96 credit hours with a minimum of 24 credits in teaching major and 15 credits in teaching minor;
- Have maintained a minimum 2.7 grade point average in both teaching major and minor, as well as professional education sequence;
- Grade of "C" or better in CST 1010 (or equivalent);
- Grade of "C" or better in ENL 1310 (or equivalent); and
- Provide certified proof of a negative test for tuberculosis.

Application Procedure:
Students may apply for a Clinical Experience 3 assignment during the Fall and Winter terms only. Application for a Fall placement must be submitted by February 1 of the year in which the student hopes to be placed. Alternately, a student must apply by October 1 for an assignment the following January. Once the prerequisites are met, the student may secure an application for Student Teaching from the Education Office, Reno Hall, room 247.

Step Four: Recommendation for Certification
Students may apply for certification after successful completion of Clinical Experience 3. Students cannot be recommended for certification to the State of Michigan until all requirements are met, including:

- Completion of degree requirements (except post-degree students);
- Completion of 90% of major/minor core requirements with a grade point average of 2.7; 3.0 in special education courses;
- Completion of Education courses with a minimum G.P.A. of 2.7;
- Pass of MTTC content area tests in the areas of endorsement;
- Obtaining of First Aid and CPR Certification (adult, child, and infant);
- A grade of "Pass" for Clinical Experience 3; and
- Taking a notarized Teacher's Oath.

Completion of the teacher education program of study ***does not*** guarantee recommendation for certification. The student must demonstrate ethical, and moral standards, as well as and emotional stability in order to be recommended for certification.

Criminal Background History Checks
(Addendum to Admission Requirements)

Recently enacted "School Safety" legislation in Michigan requires criminal history background checking as a condition of employment, in any capacity, in all Michigan schools K-12. Detroit Mercy, College of Liberal Arts & Education Teacher Education Program ("Education Program") requires students to participate in clinical experiences with K-12 schools. **Students must understand that a school or school district may require a criminal history background check prior to accepting a Detroit Mercy student for any Clinical Experience, up to and including Clinical Experience 3, in that school or school district**.

School or school districts that require criminal history background checks are the responsibility of the student to arrange and assume any costs. It is the school or school district, not Detroit Mercy, which determines the consequence of what a student's criminal history background check may reveal and how current the criminal history background check must be.

Criminal history background checks are also reviewed by the State of Michigan at the time of teacher certification application. Certain convictions may delay or prohibit one from obtaining or maintaining a Michigan teaching certificate.

Commitment to Professionalism

Every faculty member in the Education Department is committed to making the highest standards of professionalism a significant component of the process of preparing educators and future educators for successful professional experience. Learning to be a professional is far more complex than completing a sequence of courses.

Education emphasizes a high level of responsibility, honesty, commitment, integrity, work habits, interpersonal skills, enthusiasm, creativity, sense of humor, leadership, judgment, potential for growth, and other qualities and characteristics valued by the profession.

Educators are in a position to become the most influential adults in the lives of many students. Individuals who wish to become educators must be aware that evidence of professionalism does not begin the day student graduates or is awarded a teaching certificate. Indicators of professionalism must be readily evident during the time an individual is preparing to enter as well as advance in the education profession.

Some behaviors indicating the likelihood that an individual will perform as a professional include:

1. Regular and punctual class attendance with substantive participation
2. Promptness in completion of clinical work requirements
3. Engagement in a variety of clinical placement opportunities with children and youth
4. Involvement in professional groups or activities
5. Substantiated understanding of education-related issues
6. Verified comprehension of professional literature
7. Communicated awareness of community, state, national, and world events which impact the teaching profession
8. Contributing to the profession, including educational research and writing
9. Building collegiality by working with peers in collaborative, reflective and problem-solving settings
10. Demonstrated appropriate interpersonal skills

The faculty will take the accumulated information into consideration when making formal decisions regarding admission to the Teacher Education Program, permission to student teach and/or departmental awards. When concerns accumulate over time and/or are observed by several members of the faculty, students may be requested to meet with their advisors, the Department Chair, or a committee of the faculty to:

1. Explore the nature of the concern(s);
2. Hear the student's perception of the reason for the concern(s); and/or
3. Discuss any corrective or remedial actions which may be appropriate and/or the feasibility of continuing in the professional education sequence.

Clinical Experience 3

Clinical Experience 3 is viewed by the Education Department of the University of Detroit Mercy as a pivotal professional experience. During this experience, the student teacher is placed under the supervision of an experienced, certified teacher chosen by his/her school leaders because of exemplary skills in teaching. This cooperating teacher provides daily support, needed challenges, input, and advice based on his/her observations of the student teacher. Information gained from the cooperating teacher's observations is used to provide consistent and on-going critiques of the student teacher's teaching strategies, knowledge, skills and dispositions.

Semester Hours Required

General Education Students who are elementary or secondary majors must register for a minimum of 8 semester hours in Clinical Experience 3 during the semester that they will be engaged in Clinical Experience 3. Fifteen (15) weeks of Clinical Experience 3 are required.

Special Education majors must register for 6 semester hours of elementary or secondary Clinical Experience 3 (EDU 4900/5800 and 6 semester hours of Special Education credit (SED 4840/6601-EI or SED 4740/6600-LD) during the semester(s) they will be engaged in specialized Clinical Experience 3. A full semester of clinical experience in general education **and** full semester of clinical experience in Special Education are required for Special Education majors.

Placements

The Education Department at Detroit Mercy has professional partnerships with several public and private schools. These partnerships provide a rich foundation for continuous professional development during student teaching. For that reason, these schools are given preference as placement sites for student teachers. Contacts are made with school district central office personnel and private/parochial school principals **only** by the Education Department.

Detroit Mercy places students. We are mindful of placing teacher candidates close to where they live, if requested whenever possible. Multiple factors affect the securing of placements. The placement decision is the responsibility of the University and is made by the College Supervisor in coordination with Chair of the Education Department. Placement sites are selected based upon the following criteria:

1. The learning environment existing in the school is stimulating;
2. A master-tenured teacher is selected who holds appropriate Michigan teaching certification
3. and/or endorsements, and who is willing to provide full-time, on-site supervision;
4. The provision is made at the site for regularly scheduled meetings with the student teacher, on-site cooperating teacher, University supervisor, and other on-site staff.
5. The release of a student teacher to attend any mandatory meetings on-campus when necessary.
6. The placement site will provide opportunities for the student teacher during the semester to gradually assume the **full** teaching responsibilities of the cooperating teacher.

Duration of the Student Teaching Contact
The Clinical Experience contact for students seeking elementary or secondary level certification will consist of a full-day, 15-week contact, of academic credit. The beginning date for either the Fall or Winter Term is the first day of school for school personnel in the cooperating school district. When student teachers are assigned to a school, they become subject to the calendar, schedules, rules and regulations of that school in the same manner as regular teachers. Student teachers should be present at the building when Cooperating Teachers are required to be present and should not leave until the appropriate time designated by the school for teaching staff. The ending date for Clinical Experience is scheduled by the College Supervisor in coordination with the Chair of the Education Department and made available to students' during the semester prior to their clinical experience semester.

Students seeking Special Education endorsement are required to complete two semesters of Clinical Experience—one semester of general education clinical experience at the desired level of certification (i.e., elementary or secondary); and, one semester of Special Education clinical experience in major (i.e., Learning Disabilities or Emotionally Impaired). The general education Clinical Experience placement will be determined by the student's advisor in order to meet K-12 requirements. The Special Education Clinical Experience will follow the general education Clinical Experience placement. Each clinical experience placement is full-day, 15-week contact, and semester hours of academic credit will be determined by the student's advisor for students seeking Special Education certification.

Placement Change
The Clinical Experience assignment may be changed at the discretion of the Chair of the Education Department, if conflicts develop that impedes the Teacher Candidate's progress. A Teacher Candidate who is removed from Clinical Experience may be given another placement in a subsequent semester, at the discretion of the Chair of the Education Department and the TEC. A Teacher Candidate who is removed from a second placement for any reason will not be given another placement.

Seminars
Student teachers are required to attend ***all seminars*** at Detroit Mercy. These seminars are integral component of the clinical experience. They are designed to promote the critical reflection necessary to gain the professional insight and continuous development necessary for demonstrated teaching knowledge and skill. A student teacher, who fails to attend a seminar, whether the absence is excused or unexcused, is responsible for all announcements and information. The unexcused absences incurred may extend the current assignment. This includes leaving the seminar early.

The date and time of each seminar is included on the Clinical Experience Placement Form. **Teacher Candidates should be sure to note these times and allow ample time to arrive promptly**. Punctuality and participation are essential and indicate professional behavior. Absenteeism or partial attendance will affect the issuance of recommendation letters from University personnel.

Evaluation
The Teacher Candidate is assessed on an on-going basis throughout the fifteen weeks of Clinical Experience contact by the College Supervisor and daily by the Cooperating Teacher. Formative evaluation will occur by means of the Courtesy Call and Observation/Visitations by the College Supervisor, and through the Mid-Term Evaluation completed by the Cooperating Teacher in collaboration with the College Supervisor. Summative evaluation will occur at the end of the contact by means of the Final Evaluation completed by the Cooperating Teacher in collaboration with the

College Supervisor. In addition, the College Supervisor is required to complete a Final Narrative Assessment.

Termination
The Clinical Experience contact may be discontinued at any time by the Chair of the Education Department for the following reasons:

1. Irresponsibility and lack of dependability on the part of the Student Teacher.
2. Failure to successfully implement reasonable recommendations from the Cooperating Teacher and/or College Supervisor.
3. Emotional instability, physical illness and/or lack of preparedness that interferes with planning and teaching duties.
4. Criminal behavior.
5. Immoral/unethical conduct.

On-the-Job Placement Requests for Student Teaching

Given the pivotal nature of the Clinical Experience, the Education Department discourages On-the-Job placements for student teachers. On rare occasions, school leaders may experience needs caused by unique circumstances. The Education Department may consider a district or school request of an On-the-Job Clinical Experience placement for one of their employees only after the following criteria have been met and appropriate information has been submitted to the Coordinator of Student Teacher Placements. The most important criteria for deciding whether or not to grant a student permission to do On-the-Job Clinical Experience is an assessment of the extent to which the placement will permit the student to experience a high-quality clinical experience. A variety of different methods will be used to make this evaluation including on-site observations prior to the decision.

Criteria:

- Must have taught in one elementary classroom in one building or in the same secondary subject in the same building for one calendar school year;
- Must have indicated a request for an On-the-Job placement on the Clinical Experience application, and must complete a separate application for On-the-Job placement;
- Must possess a minimum 3.0 GPA in the professional education courses; and
- Must have a recommendation from student's academic advisor.

MICHIGAN REQUIREMENTS FOR TEACHER CERTIFICATION AND MICHIGAN TESTS FOR TEACHER CERTIFICATION (MTTC)

About the Testing Program

In 1986, the Michigan legislature amended Section 1531 of Public Act 282 that established a testing program as part of the state's teacher certification requirements. The testing program consists of subject area tests and a test of basic skills in reading, mathematics, and writing. The purpose of these examinations is to ensure that each certified staff member has the necessary basic skills and content knowledge to serve in Michigan public schools.

Meet or exceed the accepted cut score the **Scholastic Aptitude Test (SAT)** and the appropriate subject area Michigan Test for Teacher Certification (MTTC) are two components of the process for certification in the State of Michigan. In addition to passing these tests, a candidate for certification must complete required course work successfully in an approved teacher education program as well as any clinical and clinical experience requirements. The Michigan Test for Teacher Certification is the ***only*** test that satisfies the subject area testing requirement for teacher certification in Michigan.

About the Tests

The tests are criterion-referenced and objective-based. Criterion-referenced, multiple-choice tests are designed to measure a candidate's knowledge in relation to an established standard of competence (criterion) rather than in relation to the performance of other candidates. The tests are designed to help identify those candidates who have the level of knowledge required to perform satisfactorily in their content area of specialization.

An individual's performance on a test is evaluated against an established standard. The passing score for each test is established by the Michigan State Board of Education and is based on the professional judgments and recommendations of Michigan educators.

Basic Skills Examinations (Scholastic Aptitude Test (SAT))

Beginning October 1, 2017, candidates seeking initial teacher certification through the Michigan Department of Education (MDE) will only be able to take the SAT as the basic skills examination. However, certification candidates with assessments prior to October 1, 2017 may be accepted for certification.
The SAT must be registered for separately using the information and resources available at collegeboard.org Click on the “Register for the SATE” icon on the left side of the site to begin registration. Do not register for any “SAT Subject Area Tests.” The SAT Essay is optional and not required. When you register for the SAT, you may select the Michigan Department of Education Teacher Certification as a destination for score reports by selecting institution code “6062”. When you receive your score, it will have two components: Evidence-Based Reading and Writing and Mathematics. Subtest minimum scores to meet the basic skills examination requirement for the SAT are Evidence-Based Reading and Writing 480 and Mathematics 530.

Subject Area Tests (MTTC)

Each subject area test must be in your major and/or minor and consists of multiple-choice questions. Your score is based on the total number of questions you answer correctly. Tests in the major **and**

minor areas must be taken and passed by all students seeking secondary certification (grades 7-12). Elementary certification candidates are required to pass the major test and those who pass both the major and minor tests are entitled to teach in grades 6-8 in the major/minor.

Elementary Education Test. Every elementary certification candidate must take this test as it is required for K-5 all subjects and K-8 self-contained classroom certificates.

About the First Aid/CPR Requirement

The State of Michigan through HB 4237 (12-13-03) has instituted the requirement of providing proof of certification in First Aid and CPR (Infant, Child & Adult) for those seeking initial (Provisional) certification. AMERICAN RED CROSS and AMERICAN HEART ASSOCIATION are accepted by the State as the ONLY acceptable preparers to meet this requirement.

Detroit Mercy Education Department Information

Department of Education Faculty Committees

Teacher Education Council (TEC)

The Teacher Education Council consists of full-time faculty in the initial teacher preparation program and other appropriate departmental personnel. ~~C~~hairperson of the Education Department leads the TEC. The responsibilities of the committee are:

1. Initiate policy regarding the initial teacher preparation program;
2. Admit students as candidates in the Michigan Teacher Certification Program;
3. Monitor overall quality of admissions and completion of the education sequence; and
4. Review student requests for special considerations (i.e., on-the-job clinical experience).

Graduate Council

The Graduate Council consists of the Directors of Graduate Programs. The Chair is a member elected by the Graduate Council. The responsibilities of the committee are:

1. To review new graduate courses or programs for action by the College Faculty Curriculum Committee;
2. To monitor the overall quality of admissions and completion of the education sequence
3. To review marginal student requests for special consideration for readmission or transfer within the university at the graduate level and make recommendations to the Dean/Associate Dean regarding acceptance of these prior credits earned; and
4. To reconsider denials for graduate admission or readmission and make recommendations to the Dean.

Curriculum Committee

The Curriculum Committee is comprised of program directors of all undergraduate and graduate Education programs. This Committee oversees course curricula for review and curriculum outcomes.

Reviews are submitted for consideration by individual faculty; directors of Curriculum & Instruction, Education Administration, or Special Education; or TEC. All proposed curriculum changes are requested in writing to the Curriculum Committee who will determine if further review and evaluation of the course is needed or approval is granted.

Student Awards, Prizes and Honors

Malcolm Carron Education Award

This Malcolm Carron award is presented at the annual College of Liberal Arts & Education Honors Convocation to a seven-semester senior who is completing the teacher education program with the highest-grade point average above 3.5. This award commemorates Fr. Malcolm Carron who was Assistant Dean and Teacher of Education courses and served as the 17th President of the University of Detroit. Fr. Carron was a civic leader who was recognized throughout the Detroit area for his service to the community, for his dedication to Catholic Education and for his efforts to make it accessible to all students

Helen Kean Undergraduate Studies Award

Detroit Mercy's College of Liberal Arts & Education annually recognizes the best undergraduate student paper demonstrating scholarship in content and form and which may additionally demonstrate creativity in approach, content, and/or insight. This award commemorates the dedication of Dr. Helen Kean, former Dean of Women, Dean of Students, and Professor of Guidance and Counseling at the University of Detroit. To be eligible for consideration, a paper must have been written and submitted as part of the requirements of an undergraduate teacher education class at the University of Detroit Mercy during each academic year including the Pre-summer/Summer terms. Papers may deal with any aspect of the content area and may be of any length.

Applications for the Kean Prize should clearly indicate the student's name, address, and phone number as well as the course and instructor. Papers should be submitted to: **Kean Undergraduate Award, College of Liberal Arts & Education, Administrative Assistant, Education Office, 247 Reno Hall.** Papers should be submitted no later than February 1 of each year. The Award is presented as a Department of Education Award at the College of Liberal Arts and Education - Honors Convocation in March or April of each year.

Joan K. Wilder Graduate Studies Award

Detroit Mercy's College of Liberal Arts & Education annually recognizes the best graduate student paper demonstrating scholarship in content and form and which may additionally demonstrate creativity in approach, content, and/or insight. This award commemorates Dr. Joan K. Wilder who developed and directed the Masters in Education for Health Professionals, and the Masters in Curriculum and Instruction at the University of Detroit and the University of Detroit Mercy. Additionally, she developed the Department of Education's Conceptual Framework at Detroit Mercy and provided her expertise in ethical issues related to health professionals throughout the State of Michigan.

To be eligible for consideration, a paper must have been written and submitted as part of the requirements of a graduate class at Detroit Mercy during each academic year including the Pre-summer/Summer terms. Papers may deal with any aspect of the content area and may be of any length. Papers for the Joan K. Wilder Graduate Award should clearly indicate the student's name, address, and phone number as well as the course and instructor. Papers should be submitted to: **Joan K. Wilder Graduate Award, College of Liberal Arts & Education, Department of Education, Administrative Assistant, Education Office, 247 Reno Hall.** Papers should be submitted no later than February 1 of each year. The Award is presented at the College of Liberal Arts & Education-Honors Convocation in March or April of each year.

Kappa Delta Pi

Kappa Delta Pi is an international education honor society, founded in 1911. The University of Detroit Mercy chapter was founded in 1999. Dedicated to the personal and professional development of education professionals, the honor society's goal is to provide support through member services at each stage of members' careers, as well as recognize achievement and scholarship. Students are invited to apply for membership Winter term. The Detroit Mercy chapter plans each year a variety of activities including service, recognition and scholarship opportunities

Graduation with Honors

Graduates who have superior academic records during the last 60 credit hours of their program at the University will have the following honors inscribed on their diploma and recorded on their permanent records: cum laude (3.25 Q.P.A. minimum), magna cum laude (3.50 Q.P.A. minimum), summa cum laude (3.75 Q.P.A. minimum). Transfer students must complete at least 60 hours at the University to be eligible for honors recognition unless an individual articulation agreement specifies otherwise. The responsibility for determining appropriate academic honors rests with the individual colleges and schools. Candidates enrolled in the Honors Program, who have completed the established requirements of the program, will have this fact suitably inscribed on their diploma.

Undergraduate and Post-Degree Policies Regarding Probation and Dismissal

Academic Probation

Students will be subject to Academic Probation the second consecutive term the cumulative GPA falls below 2.00. Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. Individual programs or colleges may establish additional criteria for placing a student on probation. A student who fails to raise the cumulative average to at least 2.0 or satisfy the additional program/school criteria in the following term is subject to dismissal for poor scholarship.

When a student has been given an academic warning, or has been placed on academic probation, a dean may, at his/her discretion, establish specific requirements or conditions that the student must meet. The Dean may require the student to enroll in particular courses, repeat courses, establish a maximum or minimum number of credit hours to be attempted or earned, require a specific minimum GPA for the next term, require the student to consult a counselor or tutor, or engage in supervised study, etc. Failure to meet such conditions, when established, may lead to academic probation (if the student has been given academic warning) or academic dismissal (if the student is on academic probation).

Undergraduates who have received an academic warning or who are on academic probation have the privilege of applying for admission to another college or school within the University. If accepted by the college, the student will retain the "academic probation" status until an evaluation of his/her academic record indicates that a change in status is appropriate.

Academic Dismissal

Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Students are automatically subject to dismissal the third consecutive term the cumulative average falls below 2.00. Dismissal may occur when a student has not achieved a 2.00 cumulative quality point average in the term following one in which he/she was placed on probation, when terms or conditions established for probation have not been met, or when the academic record reflects poor performance.

Students who wish to appeal an academic dismissal should contact the Dean's office immediately upon their receipt of notice that they have been dismissed. If first contact is made by telephone or in person, it should be immediately followed by a written statement of their intent to appeal the dismissal. Each college has specific procedures which govern appeals from an academic dismissal. These procedures will be explained to the student when requested.

In general, students dismissed for poor scholarship will not be considered for readmission until after the lapse of at least one term. Dismissal for poor scholarship is entered upon the student's permanent academic record

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Detroit Mercy Graduate Probation and Dismissal Policies

Academic Probation

Students are placed on probation when it appears that their performance places their academic objectives in jeopardy. A student whose cumulative quality point average is below 3.0 is automatically placed on academic probation. Individual programs or colleges may establish additional criteria for placing a student on probation. A student who fails to raise the cumulative average to a 3.0 or satisfy the additional program/college criteria in the following term, is subject to dismissal for poor scholarship. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six (6) additional hours in an attempt to establish the necessary 3.0 grade point average.

A Dean may, at his or her discretion, establish specific requirements or conditions for a student on scholastic probation. The Dean may require the student to enroll in particular courses, repeat courses, establish a maximum and minimum number of credit hours to be attempted or earned, and/or require a specific minimum quality point average for the next term. Failure to meet such conditions, when established, may lead to dismissal.

Graduate students on probation have the privilege of applying for admission to another college or school within the University. If accepted by that school, the student may be admitted on probationary status.

The Veterans Administration will be informed if a student receiving veteran's benefits fails to overcome probation at the end of the second term in this status.

Academic Dismissal

Students may be dismissed from the college in which they are enrolled as a result of poor academic performance. Dismissal may occur when a student has achieved below a 3.0 cumulative quality point average in the term following one in which he or she was placed on probation, when terms or conditions established for probation have not been met, or when the academic record reflects poor performance.

Students who wish to appeal an academic dismissal should contact the Dean's Office immediately upon their receipt of notice that they have been dismissed. If first contact is made by telephone or in person, it should be immediately followed by a written statement of their intent to appeal the dismissal. Each college has written procedures which govern appeals from an academic dismissal. These procedures will be explained to the student upon request.

Students dismissed from one of the University's colleges for academic reasons may be considered for admission to a different college within the University. Regular admission procedures must be followed. Dismissal or poor scholarship is entered upon the student's permanent academic record.

COLLEGE OF LIBERAL ARTS & EDUCATION
ACADEMIC GRIEVANCE POLICY
(CLAE Grievance Policy and Procedure (Jan. 2016))

The moral center of a university is the relationship between teacher and student. The expertise of each faculty member is evaluated by peers in his or her discipline and that peer review forms the basis of the faculty member's moral authority to assign grades. It is the responsibility of the university to protect the integrity this academic evaluation process. At the same time, the University recognizes its responsibility to protect and promote student rights and freedoms in the classroom:

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
A. Protection of Freedom of Expression
Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
B. Protection Against Improper Academic Evaluation
Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled (AAUP, 1995; p. 228).

It is the policy of the College of Liberal Arts & Education that instructors are solely responsible for assessing and evaluating student work. Instructors have the authority to create grading criteria. Nevertheless, students have the right to appeal faculty decisions where they believe they find evidence of capricious academic evaluation.

The instructors' criteria may contain objective standards for grades (i.e., accumulation of points, deductions for absences, etc.). However, the grading of essays and research papers are necessarily based on subjective standards (i.e., quality is judged by the instructor's standard of quality rather than the student's). Other academic evaluations are also based upon faculty judgement, such as thesis or dissertation acceptance, or a decision about the readiness of a student to begin internship experience. Capricious academic evaluation is defined only as the following:

1. The assignment of a grade to a particular student on some basis other than performance in the course;
2. The assignment of a grade or evaluation to a particular student by resort to more exacting or demanding standards than were applied to other students in a course or program;
3. The assignment of a grade or evaluation by a substantial departure from the instructor's or programs previously announced standards.

When charges such as these arise, discussion and investigation can bring out the facts to ascertain whether an error occurred. Such procedures in no way dispute the instructor's right to evaluate a student's work. The burden of proof in any grievance rests with the person filing the grievance, and must be met by presenting clear and substantive evidence of capricious evaluation. The following guidelines serve to advise students, faculty, and administration as to the CLAE grade grievance procedure.

Steps in the Grade Grievance Procedure

A student who disputes an assigned grade must follow the listed procedures in order.

1. The student must discuss the grievance with the faculty member involved. Every effort should be made to resolve the disagreement with the faculty member. The student may seek advice and counsel from the academic advisor or another faculty member about how to approach this discussion.
2. If no agreement can be reached, the student must obtain the CLAE Academic Grievance Petition Form and, following its instructions, file two copies of a written grievance within 30 days of the beginning of the Fall or Winter term following the term in which the disputed grade was awarded. This written grievance should contain the reasons for the grievance as well as a description of the outcome from Step 1, including all appropriate documentation. The written grievance must be delivered to the Dean's office of the College of Liberal Arts and Education in Briggs 120.
3. The Dean's office will transfer the grievance to the appropriate Department Chair, or designate[1]. The Chair/designate will attempt to facilitate a resolution between the instructor and the student. The Chair will request a written response from the faculty member upon giving the faculty member a complete copy of the grievance materials submitted by the student. Investigation by the department chair typically would entail meeting with the student and with the instructor to review the circumstances and/or materials submitted by the student and the faculty member. Within thirty (30) days of receiving the student's written complaint, the Chair/designate will submit his/her recommendation to the Dean's office with copies to the student and the faculty member being grieved.
4. The student may request an appeal to the CLAE Academic Grievance Committee. To appeal, the student must notify the Dean's office in writing, within fifteen (15) days of the Department Chair's written report.
5. A standing CLAE Academic Grievance Committee composed of faculty, administration, and 2 students will review all formal submissions in the case and may meet with the student and faculty member to review relevant issues. The committee may hold a grievance hearing. There may be a separate meeting with the student and faculty member, unless both parties agree to a joint meeting.
6. The Committee will prepare a written recommendation, which shall be regarded as the final resolution of the matter within the college[2]. The written Committee recommendation must be submitted to the Dean within thirty (30) days of receiving the student's written appeal. This recommendation will be communicated by letter the student and the faculty member within fifteen (15) days of the conclusion of the committee's hearing(s).

Notes

[1] If the Department Chair is grieved and the department does not have a procedure in place for reviewing grievances against the chair, the Dean selects a faculty member (designate) for the Department.

[2] Because of the faculty's moral accountability and contractual responsibility for academic evaluation, the Grievance Committee may recommend but cannot compel a change of grade.

Reference

American Association of University Professors (1995). Policy Documents and Reports. Washington, DC: AAUP.

Disability Support Services

Our Mission
The mission of Disability Support Services, in keeping with the University's mission to provide excellent student-centered undergraduate and graduate education, is to create an accessible community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Because of our belief in the dignity of each person, and through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, amended in 2008, we strive to promote students' independence and to ensure recognition of their abilities, not disabilities.

Our Vision
Our vision is a community where disability is neutral; a community where all of its members are empowered to learn, to participate, and to experience university life fully.

Eligibility
Disability support services are available to all currently enrolled students who have documented disabilities that substantially limit them in one or more major life activities. Individuals eligible for services may have, but are not limited to, the following types of disabilities: mobility, orthopedic, hearing, visual, learning, psychological, and attentional.

Accommodations
Accommodations are determined on an individual basis based on each student's particular needs as identified in their disability documentation. Therefore, accommodations will vary from one student to the next. Services may include, but are not limited to:

- Extra time for testing
- Alternative test site
- Note taking
- Alternative format textbooks and materials
- Sign language interpreters
- CART (real time captioning) Services
- Housing-related accommodations

Tutoring and Other Services
Students with disabilities are strongly encouraged to utilize the many support services offered free of charge through the Student Success Center, the TRiO Student Support Services Program, and the STAR Program, including mentoring, academic success planning, study groups, and tutoring services. Tutoring should be a part of any student's regular study program. Appointments for tutoring sessions can be made online at udmercy.accudemia.net. Participation in these activities is highly beneficial and has had proven results in supporting academic success.

Registering for Services
Eligibility must be determined to arrange for services and accommodations through Disability Support Services (DSS). Students should complete the following steps to open a disability file and begin receiving services.

1. After you are admitted to Detroit Mercy, contact the Director of DSS to indicate your intent to register for disability services. You will need to print and complete a DSS Requests for Accommodations Form. A disability file will be started after the intake process is completed, and will become active upon receipt and verification of appropriate documentation.
2. Provide current documentation (no more than three years old) that establishes and verifies your disability to DSS. See the Disability Documentation Guidelines. If you have an immediate need and do not have documentation, please contact the Director of DSS to discuss your options.
3. After appropriate documentation is received and verified, a meeting will be scheduled with the Director of DSS to discuss your specific accommodations needs based on your disability.
4. The Director of DSS will provide your professors with official notifications of your approved accommodations each semester. However, letters are not automatically sent to your professors. You must contact the Director of DSS each semester to request accommodations.

It is very important for students with disabilities to self-advocate. It is your responsibility to advise the Director of Disability Support Services if you ever feel that your needs are not being met or your accommodations are not being provided.

Title IX
UDM is committed to fostering a safe, productive learning environment. Detroit Mercy's Title IX Policy prohibits sex and gender-based discrimination including sexual or gender-based harassment, sexual exploitation, sexual assault, intimate partner violence/dating violence, stalking, cyberstalking, and retaliation. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), you are encouraged to report this to Detroit Mercy's Title IX coordinator, Ms. Marjorie Lang at langma@udmercy.edu or at 313.993.1802. The Title IX office is located on the 5th floor of the Fisher Academic Center on the McNichols campus. If you speak with a faculty member about an incident, that faculty member must notify Detroit Mercy's Title IX coordinator. The Title IX coordinator is available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

CONTACT INFORMATION:

Emilie Wetherington	**Campus:**	McNichols Campus
Director of UAS/Disability Support Services	**Location:**	Library, 3rd floor, Room 328
University of Detroit Mercy	**Email:**	gallegem@udmercy.edu
4001 W. McNichols Rd.	**Phone:**	(313) 993-1158
Detroit, MI 48219-00	**Fax:**	(313) 578-0342