

College of Liberal Arts & Education

EDUCATION PROGRAMS HANDBOOK

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

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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

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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

Name	Area of Expertise/Liaison	Office	Phone	e-mail
Alan Grigg, Ed.D.				

Administrative Support , Faculty and Staff

Office	Phone	e-mail
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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.

- 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
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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.

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, 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

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

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

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 Major

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Secondary Teaching Majors and Minors

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.
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Clinical Experience Requirements by Program

General Secondary Education	Special Education
	Emotionally Impaired/Behaviorally

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.

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-

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

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

Student Awards, Prizes and Honors

Malcolm Carron Education Award

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

DETROIT MERCY POLICIES AND PROCEDURES

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 deasin tremo e.0 (c6)10 (a)7 (em)7 (ent)14 (o1r)7 (c)14 (ondi)5.9meet6 (d)6 (c)mdditiow 2.00.w T* [(I)6 (I)

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

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

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 ment

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