

College of Liberal Arts & Education

EDUCATION PROGRAMS HANDBOOK

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

July 2017

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.

Michigan Requirements for Teacher Certification and Michigan Tests for Teacher Certification (MTTC) 29

About the Testing Program 29

 About the Tests 29

 Michigan Professional Readiness Examination (MPRE)..... 29

 Subject Area Tests (MTTC) 29

 About the First Aid/CPR Requirement..... 30

Detroit Mercy Education Department Information 30

Department of Education Faculty Committees..... 30

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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 the importance of social justice and equity for all students.

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 thin sTw 1. -0.004oTw 1.5 0 Td 0.28 0 Td [(w)(J 0 T Tw3)8

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 reflect the*

Elementary Teacher Education

Undergraduate Level

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 Master of Arts (M.A.) and experience as a 512 (teacher) 05g reflective practitioners. Skills 25 / Tm 5.0

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

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 S(ur)7 (e)7 (s)4 3 riting (ng) a

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- Master of Arts with major in Curriculum & Instruction:
Students acquire an operational framework of core competencies which utilize a

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 247 semester hours in a group discipline. Students are required to select an appropriate secondary teaching major and teaching minor. 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

SECONDARY PROFESSIONAL TEACHER EDUCATION
Undergraduate/Post Degree Program Education Course Sequence

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

TEACHER EDUCATION PROGRAM REQUIREMENTS

“Pathway to Teacher Certification”

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 interview. 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, Cohool Cu36.26 -1rTw [(d)10 (uc)4lew [(d) /P </4Tc -0.002-tyic;D 37c -0.002 Bacton in (u36.26 -1/ (qui)) (x

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. Writing a professional portfolio

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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.

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

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.

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

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.

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.

CONTACT INFORMATION:

Emilie Wetherington	Campus:	McNichols Campus
Director of UAS/Disability Support Services	Location:	Library, 3 rd 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