



GRADUATE
2014-2016 CATALOG
MARYGROVE COLLEGE

MARYGROVE COLLEGE

8425 W. MCNICHOLS ROAD DETROIT, MI 48221

TELEPHONE: 313-927-1200, FAX: 313-927-1345, WEB: [HTTP://WWW.MARYGROVE.EDU](http://www.marygrove.edu)

College Office Hours: Administrative offices are open Monday through Friday, 9:00 a.m. to 5:00 p.m.

The College observes the following holidays: New Year's Eve, New Year's Day, Martin Luther King Day, Good Friday, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving, Christmas Eve, and Christmas Day.

The provisions of this catalog are not regarded as an irrevocable contract between the student and Marygrove College.

We have attempted to present information about the College as accurately and completely as possible. However, the College reserves the right to change provisions or requirements at any time without notice.

MARYGROVE COLLEGE INFORMATION SOURCES

Admissions:

Undergraduate Admissions: 866-313-1927 or 313-927-1240
FAX 313-927-1399

Graduate Admissions: 313-927-1513, FAX 313-927-1833

Alumni Relations..... 313-927-1443

Athletics..... <http://www.marygrovemustangs.com>

Bookstore 313-927-1359

Campus Ministry and Service Learning..... 313-927-1403

Campus Safety:

Campus Safety Office..... 313-927-1401

Outside Security Booth 313-927-1666

24-Hour Emergency Phone Number..... 313-927-1411

Conference Center/Food Service Operations (Ovations):

Madame Cadillac Bldg., Room 112 313-927-1407

Continuing Education..... 313-927-1350, FAX 313-927-1753

Copy Center/Mailroom..... 313-927-1356, FAX 313-927-1863

Submit print requests electronically to ccc@marygrove.edu

Counseling Services 313-927-1474

Enrollment Center..... 866-903-3033 or 313-927-1692

Facilities Departmentemail: facilities@marygrove.edu

Financial Aid:

Liberal Arts Bldg., Room 108..313-927-1692, FAX 313-927-1533

Florent Gillet Residence Hall (front desk) 313-927-1380

Information Technology (IT) Help 313-927-1283

Online Help Desk Site: <http://support.marygrove.edu/>

Library:

Circulation desk..... 313-927-1355,

Reference desk: 313-927-1346; <http://research.marygrove.edu/>

Mission Integration Office 313-927-1395

Nancy A. McDonough Geschke

Writing Center..... 313-927-1278

Registrar..... 313-927-1260, FAX 313-927-1262

<http://www.marygrove.edu/current-students/registrar/registrars-office.html>

Student Development..... 313-927-1258

Student Technology Instruction

& Collaboration Center (STICC Lab) 313-927-1582

Success Center:

Experiential Learning/Career Services..... 313-927-1844

International Programs..... 313-927-1485

Student Support 313-927-1561

Wellness Center..... 313-927-1720

http://www.marygrovemustangs.com/f/Health_and_Wellness/Fitness_Center.php

Women's Center 313-927-1274





Welcome to Marygrove College!

On behalf of our faculty and staff, thank you for selecting Marygrove College to advance your career, and your life. A graduate degree from Marygrove will hone skills that can translate directly into leadership positions in your chosen profession.

Marygrove College is widely recognized for its commitment to the metropolitan Detroit community, and we have earned a national reputation for urban leadership – largely defined as expertise on contemporary social, cultural, political, educational and economic issues in urban areas. In fact, we infuse that expertise into virtually every course we offer, regardless of the program you study.

Founded by the Sisters, Servants of the Immaculate Heart of Mary more than a century ago, we are an independent, Catholic liberal arts college that attracts and serves students of all faiths who are passionate about engaging these urban issues, in a variety of ways.

At Marygrove, you'll benefit from a rich history of scholarship and responsibility within the community, an extraordinarily devoted faculty, and a host of academic resources, including an exciting living urban laboratory in which to research and learn.

Competence, Compassion and Commitment are the ideals that form the basis for everything we do. These same values are what students embrace and live out as a result of their education here, and that makes us proud.

We encourage you to embrace all that the Marygrove Community has to offer graduate students. Take advantage of the many opportunities to participate in activities and programs, both intellectual and social, which can transform you into an effective leader – with the skills and experience that prepare you to take on the complex issues of urban life.

We look forward to challenging you and enriching your career goals. Welcome!

Dr. David J. Fike

A handwritten signature in black ink, appearing to read "David J. Fike". The signature is fluid and cursive, written over a white background.

PRESIDENT



Marygrove College is accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA) at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, phone: (800) 621-7440.

Accreditation information can be found in the Marygrove library or on our website www.marygrove.edu. Marygrove College is approved by the Michigan State Department of Education. The Social Work Program is accredited by the Council on Social Work Education.

Marygrove College does not discriminate on the basis of sex, age, race, national or ethnic origin, religion or handicap in its educational or financial aid programs.

ACADEMIC CALENDAR 2014-2015

FALL 2014	
Registration for Fall Semester	April 1 – September 1
Classes Begin	September 2
Add/Drop Period	September 2-9
Founders' Day Academic Convocation	November 12
Last Day to Withdraw (15-week class)	November 24
Thanksgiving Break	November 27-30
Study Day	December 9
Final Examinations	December 10-16
Official End of Fall Semester	December 16

WINTER 2014-2015	
Registration for Winter Semester	October 27 – January 12
Classes Begin	January 12
Add/Drop Period	January 12-17
Martin Luther King, Jr., Holiday	January 19
Spring Break	March 1-7
Easter Break	April 3-5
Last Day to Withdraw (15-week class)	April 11
Final Examinations	April 27 – May 2
Official End of Winter Semester	May 2
Commencement	May 9

SUMMER 2015	
Registration for Summer Term	March 9 – May 11
Official Start of Summer Term	May 11
Session I Classes	May 11 – June 20
Memorial Day Holiday	May 25
Session II Classes	June 22 – August 12
Independence Day Holiday	July 4
Official End of Summer Term	August 15

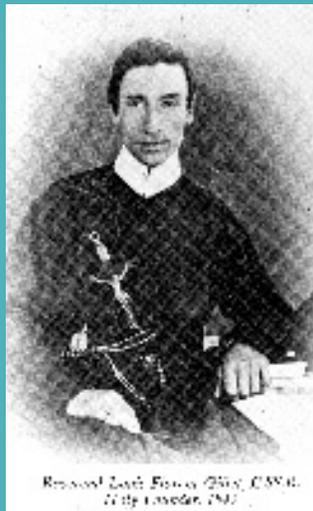
TABLE OF CONTENTS

Marygrove College Information Sources.....	2	Master in the Art of Teaching	
Letter from the President	3	Online Program.....	60-64
Academic Calendar	4	Master of Education Plus	
History of the College.....	6-9	Teacher Certification.....	65-73
Mission and Sponsorship	10	Reading.....	74-76
Hallmarks of the College	11	Special Education.....	77-81
Campus Facilities	12-14	Teacher Professional Development	82-94
Campus Life	15-20	English.....	95-98
Graduate Admissions Process.....	21-25	Human Resource Management	99-100
Financial Information	26-30	Liberal Arts, Visual Arts and	
Academic Policies.....	31-37	Social Foundations	101-102
Appeal/Review Procedures.....	38-43	Modern Language Translation.....	103-104
Graduate Studies at Marygrove College	45	Social Justice	105-107
Graduate Programs for Educator Preparation		Marygrove College Board of Trustees	109
and Professional Development.....	46-47	Administration & Professional Staff	110-111
Added Endorsement Program for Teachers..	48-50	Faculty.....	112-115
Educational Leadership	51-53	Index	117-118
Educational Technology.....	54-56	Campus Map	119
Literacy Learning	57-59		

HISTORY OF THE COLLEGE



Mother M. Donohue, 1884



Reverend Louis Florent Gillet, O.S.A.,
1845-1904



The history of Marygrove does not begin with the year 1927 or the city of Detroit, but with the year 1845 and the town of Monroe. On November 10, 1845, three women made religious vows at St. Mary Parish in Monroe, formally beginning a religious congregation known today as the Sisters, Servants of the Immaculate Heart of Mary, or IHMs.

One of the three, **Sister Theresa Maxis**, had been invited to come to Monroe by a Redemptorist missionary priest, Father Louis Florent Gillet. Together, they are considered the co-founders of the IHM congregation.

Theresa Maxis, a woman of color, was the first leader of the new community. Of Haitian origin, she had formerly served as president of the Oblate Sisters of Providence, a black community of Catholic women in Baltimore, Maryland. When she arrived in Monroe, she began almost immediately to develop a school for young women.

On Christmas day, a notice appeared in the Monroe Advocate announcing the opening of a “Young Ladies Academy” offering a course of study that included French and English grammar, arithmetic, mythology, bookkeeping, needlework, beadwork, tapestry, worsted flowers, and music.

On January 15, 1846, St. Mary Academy welcomed its first students. The opening of parochial schools throughout Michigan, Ohio and Pennsylvania followed this beginning, but the Academy remained the center of innovation and progress in the IHM educational system.

Marygrove is the direct descendant of the original St. Mary Academy. By the beginning of the twentieth century, the Academy had begun to offer college-level courses and by 1905, the Sisters had built a separate St. Mary College. In 1910, the State of Michigan empowered the college to grant degrees, and in 1914, the State Department of Education authorized it to grant teaching certificates. Those original charters are still in effect at Marygrove today.

In the early 1920s, it became apparent to the IHM Congregation and to Church leaders in Detroit that the College was outgrowing its buildings and that Detroit would be a more appropriate site for a new campus. **Mother Domitilla Donohue** agreed with Detroit’s bishop that moving the College to the city would give more women an opportunity for higher education. They also believed that the College would have a larger field of influence in Detroit and that the College could itself be a monument to the city of Detroit. **Accordingly,**

HISTORY OF THE COLLEGE (CONTINUED)

in March 1922, Mother Domitilla purchased an 80-acre wooded tract in a developing area of northwest Detroit as the site of the new St. Mary College for a quarter of a million dollars.

The purchase price of the land, however, exhausted the money that had been set aside to build the new campus in Monroe. Undaunted, the Congregation launched a Building Campaign Fund in 1923, culminating in a week-long Marygrove Festival at the Arena Gardens in Detroit. With the help of the St. Mary Alumnae Association, Michigan parishes, graduates of IHM schools, and Detroit business leaders, the Festival alone raised \$101,000. Still, the total campaign fund itself could not match the cost of the new buildings. So, in an act of courage, faith, or sheer bravado difficult to imagine today, Mother Domitilla and her governing council indebted the IHM Congregation for the \$4 million necessary to build and equip the College.

The new site suggested a new name, and in 1925, with the laying of the cornerstone of the present Liberal Arts Building, St. Mary College became Marygrove College.

Two years later, in September 1927, the gates of the Detroit campus opened, welcoming 287 students, 100 of whom were sophomores, juniors, or seniors.

So, in an act of courage, faith, or sheer bravado difficult to imagine today, Mother Domitilla and her governing council indebted the IHM Congregation for the \$4 million necessary to build and equip the College.

The first class of Marygrove students was greeted by the first lay president of a Catholic women's college in the U.S.

Dr. George Hermann Derry (1927-1937). Dr. Derry, educated at the Catholic University of Paris, was an educator, a scholar, a philosopher, and a lecturer with an international reputation. His experience included chairing the political science department at Bryn Mawr and the philosophy department at Marquette University.

Dr. and Mrs. Derry lived with their three children in the president's house on campus (now Hartman Hall), often entertaining intellectual figures of international importance. Dr. Derry frequently invited Marygrove undergraduates to meet the guests as part of the students' social and cultural development.

Mother Domitilla appointed Dr. Derry the first president of the new college because his philosophy of education matched the Congregation's own vision of scholarly excellence, service to the professions, and commitment to social justice. In particular, the Congregation charged Dr. Derry with the task of building a curriculum that would enable the professional education of women, many of whom would be the first in their families to obtain a college degree.

The system of education that Dr. Derry devised – and the IHM faculty shaped – derived from a theory of education based on the liberal arts. An art, according to Dr. Derry, was the right way of doing a thing. This philosophy came to be known to generations of alumnae as The Marygrove Idea. It encouraged Marygrove women to develop personal power, to be driving forces in their chosen fields, to act consciously on their own values, and to be proficient in what Dr. Derry considered the seven liberal arts:

- The art of behavior before God
- The art of behavior within society
- The art of expression
- The art of reasoning
- The art of historical realization
- The art of leisure
- The art of making a living

The test of a college, Dr. Derry believed, was what its graduates knew and could do.

Certainly, one woman who embodied what the Marygrove woman ought to be was **Sister Honora Jack, IHM, president of the College for twenty-four years (from 1937-1961)**. Her history at Marygrove began in 1927 as the first English professor; later she served as dean of the College from 1930-1937. Under her direction, the curriculum emphasized speaking and writing skills, critical thinking, and collaborative and interdisciplinary learning. In what Sister Honora called a system of "planned integration" and today's educators would describe as a series of synthesizing experiences, Marygrove students moved through a course of study that included a freshman orientation, a sophomore open-forum, and junior-senior seminars. These classes required students to thoroughly research and write a paper, present it orally, discuss it, and defend it in the company of students and faculty from several disciplines.

So that Marygrove women would move naturally into what Sister Honora thought of as "the normal work-life of the world," she inaugurated an academic requirement of "professional contacts." Each department required its students to attend a certain number of professional meetings related to their major field each semester.

HISTORY OF THE COLLEGE (CONTINUED)

Sister Honora's educational vision was recognized in 1943 when the Association of American Universities, an association of graduate schools, placed Marygrove on the approved list. This was the highest possible rating for an undergraduate institution at the time. In 1947, the American Association of University Women accepted Marygrove as a corporate member.

Student involvement in community service was also an important educational value for Sister Honora, so important that she created the staff position of director of social action. The director's chief function was to provide direction, counseling, and supervision of students in volunteer activities, ranging from hospitals to schools to social service agencies. By the early 1950s, two-thirds of Marygrove students were involved in volunteer service and the College's program received several national awards.

In the late 1950s, Sister Honora also formed a lay board, which met as an advisory group to the president, a forerunner of today's Board of Trustees. At the time, it was considered progressive to involve lay people in policy making at a Catholic religious institution.



When Marygrove celebrated its fiftieth anniversary, Sister Honora launched a major development drive for the construction of the new library wing. She said at the time, "We have not asked for gifts, but for investment. And no investment brings higher interest in human influence than does the investment in the education of women."

The assertive presidency of **Sister Mary Emil Penet, IHM, from 1961-1968**, brought national attention to the College, not the least because of Sister Mary Emil's own adamant belief in the education of women. In the early 1950s, she had played an essential role in promoting the highest possible academic standards for teaching nuns throughout the United States. This idea was not always popular in official Church circles as the Sisters temporarily left teaching posts to attend graduate schools across the country.

Committed to social reform and to educational justice, Sister Mary Emil undertook two initiatives that have continued to influence Marygrove today. One was Marygrove's early membership in the Fitzgerald Community Council, a neighborhood organization committed to integrating the northwest Detroit area. On October 8, 1963, during a press conference, Sister Mary Emil said, "The acid test of our sincerity in banding together in this Community Council is whether in our heart of hearts we ever would want a lily-white neighborhood here if we could have it. Marygrove would not want it."

Sister Mary Emil's other initiative was her role in winning legislative support for the Michigan Tuition Grant Program. This program, begun in 1966, was the first to provide state grant money to students who might not otherwise be able to afford a private Michigan college. Today, nearly every student attending Marygrove is a direct beneficiary of Sister Mary Emil's vision.

Sister Mary Emil's legacy to the College also included major revisions in the general education program. Her curricula revisions grew from her realization that the world at the end of the 20th century would be increasingly interdependent and multicultural. In particular, Sister Mary Emil was the architect of a required 16-credit-hour sequence of courses in the humanities that emphasized world cultures, an idea even now being discussed and implemented in colleges across the country.

Marygrove's growing responsiveness to the Detroit community took on new and deeper dimensions in 1967 after the urban rebellion in Detroit. Recognizing Marygrove's own insularity, **Interim President Sister Jane Mary Howard, IHM (1968-1969)**, initiated a recruitment program designed to attract additional black students for the fall 1968 term. It included offering one scholarship to a senior from every public high school in Detroit. The program also reached into the parochial schools of both Detroit and Philadelphia. Within a year, 25 percent of the 260 first-year students were black, more closely reflecting the changing demographics of the metropolitan area and Marygrove's own neighborhood.

For a three-year period in the late sixties and early seventies, under the leadership of **Dr. Arthur Brown (1969-1972)**, the first lay president since Dr. Derry and the first Marygrove president elected by a lay board of trustees, Marygrove initiated a series of changes that marked it as a flexible urban institution open to change. Students were invited to join the administrative processes and to participate in curricular decisions. The College instituted the Division of Continuing Education and Community Service, an educational outreach and service program, that today draws hundreds of children and adults onto the campus. The College also extended the Marygrove mission by including men, more transfer students, and associate degree candidates in the student body.

HISTORY OF THE COLLEGE (CONTINUED)

After a decade of almost uninterrupted change, the Board of Trustees appointed **Dr. Raymond Fleck (1972-1979)** to the presidency. Dr. Fleck presided over the College in a time of great economic and financial difficulty, both for the College itself and for the city and state. Nonetheless, under his administration, Marygrove rededicated itself to the Detroit community by firmly rejecting recommendations that it relocate to the suburbs. In addition, for the first time since 1953, the College community revised Marygrove's mission statement, identifying competence, compassion, and commitment as essential goals of the institution itself and of its students.

In 1980, **Dr. John E. Shay, Jr. (1980-1997)** assumed the presidency after twenty years in student affairs at the College of the Holy Cross and the University of Rhode Island. With Dr. Shay's administration came the institution of aggressive financial management, major federal and state grant support, dramatic growth in the College's continuing education programs, creation of the Allied Health unit, the inauguration of the Master in the Art of Teaching degree, and a significant upswing in enrollment.

Under Dr. Shay's leadership, Marygrove's Board of Trustees began to reflect more truly the Detroit community, and the College renewed and strengthened its ties with the IHM Congregation. In addition, Marygrove enjoyed fifteen years of balanced budgets, no significant debt, a successful \$7.5 million capital campaign, and the launching of the \$21-million 21st Century Initiative – a fund-raising effort designed to position the College for the new millennium.

Following Dr. Shay's retirement in 1997, Marygrove's longstanding executive vice president, Sister Andrea Lee, IHM, served as interim president before her appointment to the presidency of the College of St. Catherine, St. Paul, Minnesota.

In 1998, Dr. Glenda D. Price was elected as Marygrove's seventh president. Dr. Price was the first African-American woman and first non-religious woman to hold the Marygrove presidency.

Dr. Price immediately implemented the Griots program, an initiative to increase the number of African-American male teachers in metro Detroit school systems, an idea that had been proposed in Dr. Shay's administration. With significant increased funding from major local and regional foundations, she also initiated, in rapid order, study abroad, honors, and research assistant programs; Onstage!, an arts education outreach effort directed to Detroit children and youth; "Defining Detroit," an acclaimed series of multidisciplinary presentations in honor of Detroit's 300th anniversary, which evolved into the Institute for Detroit Studies; an annual Academic Colloquium; affiliation with the Faculty Resource Network at NYU and the National Science Foundation's Project Kaleidoscope; and two additional institutes: the Institute

of Music and Dance and the Women's Leadership Institute. Because of President Price's deep involvement in the Detroit civic and corporate communities, the College was able to establish new programmatic partnerships with the Detroit Public Schools, The Skillman Foundation, University of Detroit Mercy, and Lawrence Technological University. Men's and women's basketball teams took to the courts, and new strategies to strengthen Marygrove's relationship with alumni won national foundation support.

During her administration, Marygrove set new strategic goals, developed a campus master plan, and began implementing an ambitious information technology plan. The College won support for the \$3 million renovation and full upgrade of the Marygrove Theatre, which re-opened on Founders Day, November 10, 2002, the 75th anniversary of Marygrove College in the City of Detroit. A large federal grant allowed the mathematics and science division to begin the complete modernization of its facilities, including new faculty-student research labs, state-of-the-art smart classrooms, and first-rate teaching laboratories. Renewal of the campus infrastructure, particularly in the area of technology, was matched by an equally strong record of faculty research and publications, each positioning Marygrove for growth in the 21st century.

With the 2006-2007 academic year, **Dr. David J. Fike became Marygrove's eighth president.** He had been provost in the 2005-2006 academic year, architect of the 2006-2009 Strategic Plan for the College whose vision is fostering Urban Leadership. Through that vision, the College takes full advantage and pride in its Detroit location by providing students the opportunity to apply classroom knowledge in an urban laboratory. The College also educates and prepares its students to take leadership positions in America's urban centers. The vision also compels Marygrove College to demonstrate its institutional leadership in Detroit and the metropolitan region. As such, Marygrove College is true to its historic role of teaching from a global perspective and encouraging lifelong learning, personal responsibility, professionalism and leadership as it continues to make history.



MISSION AND SPONSORSHIP



MISSION OF THE COLLEGE

Marygrove College, an independent Catholic liberal arts college sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to fostering Christian values, to educating students from diverse backgrounds, and to serving the people of Metropolitan Detroit and beyond. The fundamental purpose of Marygrove College is to educate each student toward intellectual and professional competence; toward career flexibility through grounding in the liberal arts; and toward active compassion and commitment. To this end, Marygrove provides a personalized learning environment which, through excellent teaching in its undergraduate, graduate, and continuing education programs, sets for its students these goals:

Competence, the ability to understand and participate effectively in the promise of our evolving world.

Compassion, the capacity to care about and respect the worth and dignity of people.

Commitment, the will to act responsibly based upon one's beliefs and to contribute to the building of a more just and humane world.

IHM CONGREGATIONAL BELIEF STATEMENT ON SPONSORSHIP

The Sisters, Servants of the Immaculate Heart of Mary (IHM) work in partnership with the administration, faculty, staff, and boards to uphold the integrity of the IHM mission in the schools, maintain academic excellence, and keep tradition alive in each of the schools for future generations. The mission of the IHM-sponsored educational institutions includes personal and social transformation, which bear witness to the liberating mission of Jesus. Sponsored schools, faithful to the mission of the IHM congregation, educate in an environment permeated by the Gospel values of love, compassion, justice, reconciliation, and concern for the poor.

BELIEF STATEMENT

Inspired by their founders, Theresa Maxis and Louis Florent Gillet, the IHM Sisters have served the Catholic Church in various ministries, including education, since 1845. As the sponsor of educational institutions, the IHM congregation holds the following beliefs:

- We believe in a commitment to the liberating mission of Jesus with special focus on those who are poor, abandoned, or oppressed.
- We believe in the development of a Christian community, which witnesses to a profound respect for each human being and an acceptance of all persons.
- We believe in challenging students to make decisions in the light of Gospel values and global realities.
- We believe in encouraging students to act on behalf of justice.
- We believe in a commitment to eradicate the causes of oppression and injustice through a feminist perspective that empowers all.
- We believe in an ecological consciousness that fosters an interdependence of all nature, nurturing relationships that will enhance the well-being of the Earth and all persons.
- We believe in fostering excellence in education.
- We believe in a holistic education of persons, fostering self-motivation, flexibility, and openness to change.



HALLMARKS OF THE COLLEGE

STRONG LIBERAL ARTS CURRICULUM WITH RELEVANT CAREER PREPARATION

At Marygrove, students prepare for contemporary careers and, through liberal arts studies, develop skills of critical thinking, communication, and ethical decision-making – skills necessary for career effectiveness and flexibility.

CURRICULAR FOCUS ON LEADERSHIP DEVELOPMENT

As an intentionally small college, Marygrove places a high priority on the development of leadership skills through curricular and extra-curricular experiences including student government, performing arts, peer tutoring, mentoring programs, community service, and college-wide committee work.

EXCELLENT TEACHING IN A PERSONALIZED LEARNING ENVIRONMENT

Marygrove faculty members offer excellent instruction, careful attention to individual student needs, and thorough academic advising.

CLOSE FACULTY/STUDENT INTERACTION AND CROSS-DEPARTMENTAL COOPERATION

Faculty is available for student consultation after class, during scheduled office hours, and by appointment. There are many opportunities for cross-disciplinary learning experiences. Faculty and students often collaborate on college projects and committees.

AN AESTHETICALLY BEAUTIFUL CAMPUS

Many have called Marygrove one of Detroit's most beautiful locations. All agree that it is the city's most beautiful campus, creating a perfect atmosphere for learning with its peaceful wooded lawns and Tudor Gothic buildings.

INTENTIONAL RACIAL AND CULTURAL DIVERSITY AMONG STUDENT BODY AND STAFF

Marygrove places a high value on its diverse student body – women and men of all ages with various cultural, ethnic and political backgrounds. Serious attempts are made to recruit faculty and staff who will serve as excellent role models for students.

DEVELOPMENT OF A LEARNING COMMUNITY ANIMATED BY RELIGIOUS VALUES

The College's deep commitment to Christian values is rooted in the mission and values of its founders, the Sisters, Servants of the Immaculate Heart of Mary. This commitment underscores every aspect of college life. The faculty, staff and students share the goal of creating a just and caring learning community. They view their college as a kind of prototype of the world we all hope for and work toward.

FOCUS ON ACTION TOWARD SOCIAL JUSTICE

Students and faculty are engaged in a variety of campus-initiated projects, coalitions, and local and national organizations committed



toward various ends consonant with the IHM Sisters' and Marygrove College's goals of eliminating the social causes of injustice.

SERVICE TO THE PEOPLE OF DETROIT AND THE DETROIT URBAN REGION

The College actively participates in the civic, cultural and community life of Detroit and encourages students to do likewise. Its division of Continuing Education opens Marygrove's doors to thousands of Detroiters each year.

MARYGROVE COLLEGE EDUCATES LEADERS FOR URBAN COMMUNITIES OF TODAY AND TOMORROW

Marygrove College is widely recognized for its commitment to the metropolitan Detroit community and has a national reputation for expertise on contemporary social, cultural, political, educational, and economic issues in urban areas. It offers degrees and programs that develop students' understanding of these issues as well as students' leadership skills, particularly those skills necessary to lead in urban communities. The College also serves as an institutional leader by undertaking projects related to current issues of significance to the City. Both of these roles – developing urban leaders and serving as an institutional leader – capitalize on Marygrove College's location in the City of Detroit.

CAMPUS FACILITIES



Often called Detroit's most elegant place to learn, Marygrove is located on 53 beautifully wooded acres in northwest Detroit. The park-like campus is centered by four very spacious buildings. Two main structures, both completed in 1927, are the Liberal Arts Building and Madame Cadillac Hall.

Built of Bedford stone in a Tudor Gothic architectural style, both buildings are distinguished by the quality of their materials, including Carrera and Tavernelle Rose marble, English oak paneling, stained and leaded glass windows, terra cotta fireplaces, and bronze grillwork. From the maple and oak hardwood floors to the slate roofs, the buildings are crafted with a quality of material and attention to detail that can never be replicated. In many ways, both buildings represent Marygrove at its best: they express a philosophy of education that reveres excellence and honors the values that endure.

LIBERAL ARTS BUILDING

This building contains classrooms, administrative offices, faculty offices, science laboratories, art studios, dance studios, and the facilities below.

BEYOND WORDS ART GALLERY

Located in the Library of the Liberal Arts Building, the Gallery is part of the original Library and features work by Michigan artists. The Gallery opened in February 2001 and has had a full schedule of exhibitions of two dimensional media, sculpture, ceramics and installation since then. The Gallery is open the same hours as the Library.

BOOKSTORE

Located on the first floor of the Liberal Arts Building, the Bookstore has textbooks, paper, pens, art supplies, computer supplies, cards, newspapers, calendars, mugs, etc. and even free advice from the Bookstore Manager. If you want Marygrove's name on it, the Bookstore is likely to have it.

CAMPUS SAFETY OFFICE

Campus Safety officers are on duty 24 hours a day. Campus Safety can assist with the following: first aid, escort service from buildings to vehicles, campus IDs, parking permits, lost and found, contacting off-campus emergency personnel, registering conditions that would require that you receive

special assistance in emergencies. Emergency phones are located in the Liberal Arts and the Madame Cadillac Buildings and in each parking lot.

CENTRAL SERVICES

Located in the basement of the Liberal Arts Building, they provide the following services:

- Copying
- Printing
- Mail room
- Ordering office supplies
- Switchboard

LIBRARY

The Marygrove College Library, which occupies five stories in the east wing of the Liberal Arts Building, is a warm, comfortable, comprehensive resource center. Its facilities include:

- An outstanding, up-to-date reference collection
- 38 student-use computers with Microsoft Office suite
- Sophisticated printing, copying, faxing and scanning units
- Group and individual (quiet) study areas
- A smart classroom

CAMPUS FACILITIES (CONTINUED)

- Wireless internet access throughout the Library
- 80,000 circulating books
- 350 current print periodical subscriptions, archived in bound volumes and microforms
- 100 online databases, including approximately 10,000 full-text periodical titles
- 3,000 digital and analog video recordings plus group and individual viewing areas
- An easy reading, juvenile and young adult children's literature collection
- A K-12 Curriculum Center
- Three seminar/conference rooms
- Individual study carrels with windows on four floors
- The "Spot" – Special Place for Online Technology – laptop friendly furniture!

The Library is staffed by a superb team of professional librarians and paraprofessional assistants and technicians. Services provided for students and other patrons include:

- Seven-day-a-week/day and evening hours of operation
- Comprehensive, in-depth research assistance for on-campus and distance learners – drop in and by appointment, in person, by telephone, email, fax and instant message
- Online access from on or off campus to the library's catalog, databases, electronic books collection and other web-based resources
- Specialized hands-on information; literacy/library instruction sessions in all disciplines and at all levels of study

MARYGROVE COLLEGE THEATRE

This 400-seat auditorium is available for performances in music, dance, and theater as well as other cultural and academic events.

NANCY A. MCDONOUGH GESCHKE WRITING CENTER

The Writing Center houses 10 computers for Marygrove students who are working on writing or research assignments. The Writing Center also provides writing consultation to students enrolled in required composition classes. The center's staff members train students in the use of writing technology and offer assistance on assignments that require sophisticated formatting techniques.

The Writing Center is also home to the Writing Assistance Program. This program is a service that the English and Modern Languages Department offers to Marygrove students in designated courses. Through the Writing Assistance Program, faculty from the English and Modern Languages Department help students work through the process of research, first drafts, revisions, and the final product.

The Virtual Writing Center is a Blackboard site which offers online writing resources to students in all graduate courses. Students may email drafts of specific assignments to the Co-director of the Writing Center who will have the document reviewed by one of the Center's Writing Assistants. The reviewed copy is then sent to the students who are responsible for the final products submitted to their instructors.

SACRED HEART CHAPEL

The literal center around which Marygrove was built, Sacred Heart Chapel, resembles a Gothic cathedral in miniature. The Italian marble altars, the beautiful Bavarian art glass windows and the Casavant organ stand as memorials to friends of the College.

The Chapel's peaceful interior often draws students, faculty and staff for a quiet moment apart from the pressure of the day or evening. The Chapel is also used for Catholic liturgies and College functions.

THE STUDENT TECHNOLOGY INSTRUCTION & COLLABORATION CENTER (STICC)

Located on the lower level of the Library in rooms L011 & L012, STICC offers a variety of services to students to help improve their computer technology skills and enhance their chances for success at Marygrove and beyond. STICC services include:

- Workshops on leading software applications such as Microsoft Office
- One-on-one consultations
- Online tutorials
- Computer Skills Assessment testing
- Scanning
- CD burning
- A presentation practice area
- Collaborative workspace
- Step-by-step documentation on performing common computer tasks
- Microsoft Office Certification

THE GALLERY

Located in the Liberal Arts Building on the fourth floor, this beautiful and spacious exhibition features works by contemporary local and national artists, art faculty and students.

WOMEN'S CENTER

Located in room 030 of the Liberal Arts Building, the Women's Center offers a sanctuary of resources, from assault crisis hotlines and Lesbian/Gay/Bisexual/Transgender/Questioning (LGBTQ) support networks to information on academic curriculum and programming in women's studies. There are several shelves of books available for check-out, from history to self help. The Center is open to men and women.

CAMPUS FACILITIES (CONTINUED)

COMPUTER FACILITIES

Marygrove provides electronic mailboxes for all students. All classrooms and computers on Marygrove campus are connected to the Internet. Wireless access points are available throughout the Library and many areas on campus. Over 200 computers are dedicated to student use in computer classrooms, the library, and labs on campus. Marygrove students can register and pay for classes online.

MADAME CADILLAC HALL

Originally designed as a residence hall, Madame Cadillac Hall today houses faculty offices, classrooms, the graduate offices, Human Resources; Institutional Advancement division; Undergraduate and Graduate Admissions, the cafeteria, the athletic department and fitness center and Student Support Services. The facilities below can be found in Madame Cadillac Hall.

ALUMNAE HALL

This main social hall occupies the entire south wing of the first floor. The room's distinguishing feature is a large terra cotta fireplace. It is used for receptions, lectures and other College events.

CAFETERIA

Well-balanced meals are served seven days a week.

DENK CHAPMAN HALL

With its intimate terra cotta fireplace, oak paneled wood walls, and carved beam ceilings it affords the College a medium-sized room for social gatherings.

FITNESS CENTER

Located in the lower level of Madame Cadillac Hall, the Fitness Center is equipped with free weights, universal machines and cardiovascular equipment. It is open to all Marygrove students, faculty and staff. Patrons must have a current Marygrove ID to use the facilities.

MAIN DINING HALL

The ceiling is very high and paneled with large wooden beams, heavily moulded and carved. The entire south end of the room breaks out into a bay window, flooding the room with light. It is used for receptions, lectures and other College events.

FLORENT GILLET RESIDENCE HALL

A coeducational residence for students, Florent Gillet Residence Hall opened in 1958. The living areas are divided into suites, composed of two bedrooms, a bathroom and a study area. There is also a large community area for student events and a computer lab with 24-hour access on each floor. (Note: The residence hall is currently available to undergraduate students 17-25 years old only).

GOLF PRACTICE FACILITY

The golf facility provides Marygrove's golf team and the Midnight Golf Program with a place to gather, learn and

practice. It features a large practice putting green, a large sand bunker, two practice tee areas to accommodate up to 26 hitting bays, and a 4-hole short course.

SOCCER FIELD

In 2010 a soccer field was installed on the east side of campus. It represents a commitment by the College to environmental sustainability while providing a new and exciting on-campus activity for Marygrove's athletes, the campus community and the surrounding neighborhood.

A berm located between the Golf Practice Facility and the soccer field has inset seating and can accommodate approximately 250 people. There is also an athletic building that provides a convenient place to store equipment and machinery, and a concessions building with restrooms (which use recycled water) and food for spectators.

STUDENT CENTER

Inside the Student Center you will find the Student Affairs Division, the office of the Vice President of Student Affairs and Enrollment Management, the Director of Student Life, Academic Advising and Career Development, Counseling and Student Development, Campus Ministry and Service Learning, Technology Services, and Campus Student Organizations.

Located on the first floor, the Resource Room is a beautiful, quiet space available for students to read and relax or hold group study sessions. Books, magazines and journals are available for students' enjoyment. In addition, there is also a recreation room for students to unwind.

STUDENT LOUNGES

There are two student lounges on campus:

Green And Gold Lounge

Located in the Student Center Building, this lounge is a fun, relaxing environment for meeting with friends, studying, checking email or watching TV. Lockers are also available.

Liberal Arts Student Lounge

Located on the lower level at the east end of the Liberal Arts Building, this lounge has comfortable furniture for students to relax before, after and between classes. Workshops and student activities also take place here. There are vending machines, televisions, lockers and a study room for individual and/or group studying.

THE KEENAN COURTYARD

The courtyard, adjacent to Madame Cadillac Hall, is a place for students, faculty, staff and others to gather, study, eat lunch, or to sit quietly and reflect.

VISUAL AND PERFORMING ARTS FACILITIES

Art students may use a computer graphics lab equipped with Apple Macintosh computers and software, printmaking facilities and equipment, a photographic laboratory, and a ceramics studio.

At Marygrove, it's most important to us that you spend your time on campus wisely, actually doing what you came here to do: get an education and complete your degree. To help you meet those goals, we'll see to it that classes are scheduled conveniently, that you have a choice of instructors, and that support services will be there to help you overcome the inevitable rough moments.

But even if a good schedule and financial assistance are all that you expect or want from us, we believe that education is more than credits, courses, tuition grants, and examinations. During your years here, we hope to offer you opportunities to grow not only intellectually and professionally, but also emotionally, socially, and spiritually.

Whether you are single or married, full-time or part-time, Baptist or Catholic, liberal or conservative, fluent in math or strong in English, musical or athletic, we want you to meet and share experiences with faculty and fellow students in a comfortable atmosphere. We want you to take advantage of our deliberately diverse student body, our support services, our cultural activities and academic rituals, and our social life.



In other words, we want you as a full member of the Marygrove community. As a Marygrove student, you will be expected to represent the institution and live up to its reputation. You will begin your journey during the Opening Liturgy. Your journey will conclude at Baccalaureate. Both events are steeped in ritual and tradition. Both are dignified, scholarly and will leave you with memories to last a lifetime. Between these two points in your academic career, you should seek to refine and transform yourself into the person you have always envisioned being.

STUDENT DEVELOPMENT

The Office of Student Development provides services and programs that assist students in reaching their educational goals at Marygrove. Students are also provided opportunities to learn more about themselves and to understand their roles as leaders. Students who have concerns about campus procedures or require a staff advocate for any reason should stop by or call for assistance. Practical services offered to students include the assignment of lockers, student organization registration, personal counseling, and the provision of information regarding college programs and activities.

The Assistant Dean of Student Development directs the office and serves as liaison for students to faculty, staff, administrators, alumni and parents. The Office of Student Development is located on the first floor of the Student Center Building.

CAMPUS MINISTRY

Campus Ministry at Marygrove seeks to be an extension of Christ's love offered indiscriminately to the entire student body, faculty and staff at Marygrove College. We are committed to collaborating with the administration and academic staff in order to provide an education based on the best of Catholic traditions and values. This commitment is rooted in the core beliefs of the IHMs (Sisters, Servants of the Immaculate Heart of Mary).

The office is located on the second floor of the Student Center. The events, activities and services of Campus Ministry seek to help all function and grow as a community rooted in faith and committed to service.

CAMPUS LIFE (CONTINUED)

OFFICE OF CAMPUS SAFETY

Campus Safety officers are on duty 24 hours a day. You may need Campus Safety for the following: First aid, escort service from buildings to vehicles, Campus IDs, Parking Permits, Lost and Found, contacting off-campus emergency personnel, registering conditions that would require that you receive special assistance in emergencies. On-campus phones are located in the Liberal Arts and the Madame Cadillac Buildings, also in each parking lot to assist you in an emergency. Campus Security can be reached by calling (313) 927-1401. In case of an emergency, call (313) 927-1411.

PERSONAL COUNSELING

If you feel that you would like help with personal or family problems, you can stop in to see one of the counselors in the department during office hours, or in the evenings by appointment. The counselors can also provide referrals if you are seeking off-campus social or psychological services.

In addition, the Office offers a series of highly publicized student-development workshops. The workshops feature such helpful topics as study skills, test anxiety and becoming a master student. For more information, call (313) 927-1474 or (313) 927-1469.

IMMUNIZATION AND INSURANCE INFORMATION

Routine immunizations should be current prior to your arrival on campus. Immunizations are not a College requirement. Marygrove College recommends that students come to school fully immunized to protect their health. Immunizations are one of the most effective public health measures in preventing communicable diseases and adult vaccines are recommended by the CDC.

The recommended immunizations include:

- Measles, Mumps, and Rubella (MMR)
- Varicella
- Tetanus, Diphtheria, and Pertussis
- Hepatitis A
- Meningitis: All adolescents 11-18 years of age, including freshmen living in the residence hall. Non-freshmen college students may choose to be vaccinated to reduce their risk of meningitis.
- Hepatitis B: All college students should have completed the series of 3 vaccinations prior to admission.
- Influenza: Annual vaccinations are recommended for college students at high risk of complications from the flu such as persons with diabetes, asthma, and immunodeficiency problems. Students who wish to prevent illness from disrupting routine activities (class attendance, sports participation, etc.) during epidemics may also wish to seek immunizations.

Health Insurance

Health Insurance is not mandatory at Marygrove College when staying in the residence hall (Florent Gillet). Students who wish to enroll in the Student Health and Accident plan need to do nothing further. You will be enrolled by default when you don't submit a waiver to the College and your account will be charged. If you are currently covered under any other insurance, please be sure you have a copy of your insurance card with you while at Marygrove College.

Waiving out of the student health and accident plan requires the student to have comparable insurance. Those who do not submit a waiver to the college by the first week of class will be automatically enrolled in the student health and accident plan. A charge will be applied to the students' account.

All students are automatically billed for the student health insurance. Once the completed waiver statement is submitted, the charge for the student health insurance will be removed.

Athletics

All student-athletes must have proof of medical insurance and a physical examination prior to being allowed to practice or compete within the intercollegiate athletic program. Please contact the Athletics Department for more details.

STUDENT LIFE

The Student Life Office provides leadership and opportunities for students to interact with college faculty and staff at activities designed for student development and recognition. Led by the Coordinator of Student Involvement, Leadership and Greek Affairs (SILGA), this office also works with student leadership development. The Coordinator's office is located on the second floor of the Student Center Building.

WELLNESS SERVICES

Wellness Services provides student, staff and faculty with health information, health insurance registration, wellness and lifestyle education, and health promotion programs. Individual counseling is available to those who have questions or concerns about individual health and wellness issues. When appropriate, referrals are offered to community programs and agencies. Wellness Services maintains a list of health care providers offering free and sliding scale services. Additionally, workshops are presented throughout the year on various topics including: reproductive health, substance abuse, nutrition and exercise. Health promotion events offer opportunities for education, information and free on-site health screening. For more information, call the Office of Athletics & Wellness, at (313) 927-1391, located in the Fitness Center.

CAMPUS EVENTS

BLACK HISTORY MONTH

Each year during February, Student Development and ad hoc student committees sponsor an array of activities to celebrate African-American culture and history. Events can include art exhibits, family celebrations, lecture sessions, a film series, recognition ceremonies and colloquia.

CONCERTS

Throughout the year, the Music Department presents a variety of performances given by Marygrove students and faculty. In addition to a major department-wide concert at the conclusion of the fall and winter semesters, there are faculty and student recitals, performance ensemble concerts, studio classes, master classes, departmental recitals, informal music gatherings, interdisciplinary concerts, and collaborative performances with outside musical groups.

Each year, the Marygrove music department also sponsors a number of music-related workshops, master classes and performances given by special guest artists. A few of our recent events include:

- 'A Different Tune' – concert and lecture by Haitian-born trumpeter, Carlot Dorvé
- 'Women's Work: A Concert Celebration of Female Composers and Poets'
- 'Stories of the Spirituals' – recital and lecture by tenor, Glen Holcomb (MG '94)
- Traditional Hymns, Gospels, and Anthems for the Small Church Choir Workshop
- Alexander Technique Masterclass with Dr. Michael Gillespie
- 'I Will Lift Up Mine Eyes' – concert celebration of African-American composer, Adolphus Hailstork with guest conductor, Dr. Augustus O. Hill.

PERFORMING ARTS OPPORTUNITIES – MUSIC

As a Marygrove music student, you will have the opportunity to perform through several performance ensembles, studio classes, master classes, departmental recitals, student degree recitals, lyric theatre performances, interdisciplinary concerts, and collaborative performances with outside musical groups.

Any Marygrove student, regardless of major, is welcome to audition for any performing theatre or music group sponsored by the College, or in conjunction with the University of Detroit Mercy.

CONTEMPORARY AMERICAN AUTHORS LECTURE SERIES

Since 1989, capacity crowds have filled Alumnae Hall to hear such well known writers as Gloria Naylor, Mary Helen Washington, John Edgar Wideman, Paule Marshall, Sherley Anne Williams, Octavia Butler, Jamaica Kincaid, Rita Dove, Ernest Gaines, Merle Collins, Lucille Clifton, Toi Derricotte, Edwidge Danticat, Edward P. Jones, Elizabeth Alexander, and Walter Mosley. In addition to giving a public lecture or reading, the featured speaker meets with Marygrove students in a small seminar session. During the weekend of the lecture series, the College honors student writers as well as the guest author at an event hosted by the College President.

FALL FESTIVAL/SPIRIT DAY

Held at mid-term each fall, the Fall Festival brings together students, faculty, staff, and administrators for food and games. Marygrove "spirit clothing" is the attire and fun is the agenda.

FOUNDERS' DAY

Founders' Day, celebrated annually, is an opportunity for the entire College community to gather, recognize, and thankfully acknowledge the founders and sponsors of Marygrove College – the Sisters, Servants of the Immaculate Heart of Mary (the IHM Congregation), which began on November 10, 1845.

As well as sharing our rich history, the program recognizes the IHM commitment to academic excellence with an Academic Honors Convocation and highlights the continued work of the congregation – reflecting their beliefs: "Deep Faith. Courageous Spirit. Action for Justice." The conversation continues as IHMs and IHM Associates in attendance share the work of their ministry with Marygrove faculty, staff and students over a light lunch.

MARTIN LUTHER KING, JR. MEMORIAL CELEBRATION

The Martin Luther King, Jr., celebration is one of the most inspirational events on campus during the academic year. A ritual that has come to be the symbolic beginning of the second semester, the celebration brings together Marygrove's best student speakers, dancers, and musicians along with faculty, staff, students, members of the board of trustees, and guests from the wider civic community.

OPENING LITURGY – WELCOME CEREMONY FOR NEW AND RETURNING STUDENTS

Each year, the Marygrove community welcomes its newest members during a September convocation in the chapel. Featuring music, dance, and ritual, the incorporation ceremony will introduce you to the people of the College.

CAMPUS LIFE (CONTINUED)

PERFORMING ARTS OPPORTUNITIES – DANCE

Marygrove College Dance Company, Marygrove's resident dance company, produces major concerts each year, featuring both classical works and original choreography.

As a Marygrove student, you are welcome to audition for any performing theatre or music group sponsored by the College or in conjunction with the University of Detroit Mercy. More than 30 programs and recitals are given annually on campus. The Marygrove College Chorale and Chamber Singers give numerous concerts for the pleasure of the Marygrove community and the general public. The Chorale and Chamber Singers have made two European tours, a tour of the former Soviet Union and other tours in the United States and Canada. The Chorale distinguished itself by winning the Church Music Choral Festival held in Limerick, Ireland.

CONSTITUTION DAY

Constitution Day celebrates the adoption of the U.S. Constitution on September 17, 1787. Every year all publicly funded educational institutions provide educational programming about the Constitution on or around that day. Marygrove celebrates with a faculty presentation about some aspect of the Constitution, a quiz, prizes, and refreshments.

ACADEMIC SYMPOSIUM

Every year the Academic Affairs division presents a day-long Symposium composed of Marygrove faculty and students. This Symposium allows faculty, students and staff to share their research, teaching, interests and expertise with our community. Participants are asked to submit an article along with a presentation. This co-curricular activity seeks to embrace a campus-wide effort to enrich all. For specific inquiries about this opportunity, see your program coordinator.

STUDENT PUBLICATIONS

The Marygrove College Student Handbook is your guide to student life on campus and provides you with important information on College policies and procedures. The Handbook includes an academic calendar and planner, which is updated and distributed every year.

Marygrove's Office of Institutional Advancement publishes *Marygrove News*, an ongoing, online news blog for students, faculty and staff during the academic year. Institutional Advancement also produces *The Tower Times*, a publication for alumni and friends of the College.

CAMPUS GATHERING PLACES

BOOKSTORE

If you want Marygrove's name on it, the bookstore is likely to have it. (The exception might be aspirin and Band-Aids; they come plain.) Textbooks, paper, pens, art and computer supplies, cards, the *Detroit Free Press*, calendars, mugs, free advice from the Bookstore Manager, etc., they're all available in the Bookstore on the first floor of the Liberal Arts Building.

CAFETERIA

Well-balanced meals are served six days a week in the cafeteria located at the end of the main hall of Madame Cadillac Hall. Meals at reasonable prices are available to all students.

FITNESS CENTER

The Marygrove College Fitness Center is located in the lower level of Madame Cadillac Hall. It is equipped with free weights, universal machines and cardiovascular equipment. The Fitness Center is open to all Marygrove students, faculty and staff. Patrons must register in the Fitness Center and have a current Marygrove ID to use the facilities. For more information, call (313) 927-1391.

WOMEN'S CENTER

The Women's Center, a welcoming communal space committed to inclusivity and equality, provides services and information about women's issues; encourages the ongoing development of Women's Studies curricula, events and programs; and promotes the present and future success of women as urban leaders. The Center is located in the lower level of the Liberal Arts Building. For more information, call (313) 927- 1274 or (313) 927-1474.

NORTHWEST ACTIVITIES CENTER (NWAC)

Marygrove students receive a membership with the nearby Northwest Activities Center (NWAC) and have access during the fall and winter semesters. The NWAC is located approximately 1.5 miles from campus and offers free weights, cardiovascular equipment, an indoor pool, and two gymnasiums. Students must present a current Marygrove ID upon entering the facility. For more information, call (313) 927-1391.

STUDENT LOUNGE

Liberal Arts Student Lounge is located on the lower level at the east end of the Liberal Arts Building. It has comfortable lounge furniture for students to relax before, after and between classes. There are vending machines, televisions, lockers and a study room for individual and/or group studying. Lockers are also available.

STUDENT GOVERNANCE

STUDENT ORGANIZATIONS

The Office of Student Development assists Marygrove students, organizations and clubs and their advisors in developing meaningful, personal, cultural, social, recreational, professional, and organizational growth experiences. All student groups must register their organization/club each semester through The Office of Student Development in order to be officially recognized by the College. Updated information about club officers, members and advisors must be submitted, with a copy of the organization's bylaws and constitution. Students interested in starting a new organization or club should also contact The Coordinator of Student Involvement, Leadership and Greek Affairs for the necessary forms for approval at (313) 927-1472.

GENTLEMEN'S ROUNDTABLE

As a part of growing student life opportunities, male students are welcomed to participate in the Gentlemen's Round Table (GRT). GRT was established with an open invitation to all enrolled male students with a continual open door. All male students are welcomed to attend initial meetings, become members of GRT, declare an academic major and minor course of study and receive academic business cards. This group meets every two weeks for lunch. GRT provides a safe conversation space for academic, personal, relationship, decision-making and other aspects, which may affect the dream of educational achievement. GRT members participate in various on-campus and off campus activities. Members and co-sponsors suggest and contact potential speakers, assist men in networking beyond campus and enhance leadership growth toward a wider audience. GRT hosted a Movers and Shakers Networking Event and an on-campus Shadow a College Student Mentor Program, which invited 8th grade males to spend the day on campus attending class with a GRT member. Through the concept of the phoenix bird, interactive meetings with speakers, professionals and off-campus field trips, GRT provides opportunities to push open doors toward personal dreams in an effort to enhance the campus and the world. This group of young men have experienced graduations, personal successes, employment, internships and learned the value of overarching opportunities.

THE WOMEN'S LEADERSHIP INSTITUTE

Each academic year, from September-May, the Women's Leadership Institute offers 15 Marygrove women a series of curricular and co-curricular activities designed to build their leadership skills. To take part in the program, the women are recommended by staff and/or faculty. Once selected, women leaders in the community mentor the students. The students also attend biweekly workshops exploring and learning essential skills for the 21st century leader. Finally, the student develops and delivers a workshop to the women living in a transitional housing facility in the community surrounding Marygrove College. Contact the program director at (313) 927-1474 for more information.

ATHLETIC PROGRAM

The Marygrove College Mustang Athletic Program offers students an opportunity to participate in intercollegiate varsity athletics and club sports. The Mustang Athletic Program is a member of the National Association of Intercollegiate Athletics (www.naia.org) and the United States Collegiate Athletic Association (www.theuscaa.com). Currently, the intercollegiate varsity sports offered for men are basketball, cross country, golf, soccer, track & field, and lacrosse. Varsity sports offered for women include basketball, cross country, golf, soccer, track & field, and volleyball.

Team tryouts are held in the Spring, Summer and Fall. Students can also take advantage of club sports, including cheerleading and the dance team. For more information on the Mustang Athletic Program, call (313) 927-1391 or visit www.marygrovemustangs.com.

INTRAMURALS

Marygrove College provides intramural opportunities to students, faculty, staff and alumni. The program provides recreational activities in individual and team sports. Activities include basketball, volleyball, soccer, track and field, flag football, whiffle ball, softball and many others. For more information on intramurals, call (313) 927-1391.



CAMPUS LIFE (CONTINUED)

MAINTAINING CAMPUS ORDER

CONDUCT

The trustees, administrators, faculty, staff and students constitute the academic community of Marygrove College. As a member of the community, each agrees to share the responsibility for maintaining and preserving the educational objectives of Marygrove College.

Any student member of the community who violates campus rules or civil law will be subject to disciplinary action. A listing of campus rules is available in the Student Handbook from written warning to dismissal from the College. Should circumstances warrant it, a violator may be immediately removed from the College's grounds and/or turned over to local authorities. The procedure for the due process of violators is in the Marygrove College Student Handbook, which is available from the Office of Student Development. Other members of the community should consult their respective handbooks for further information.

LOCKERS

Students may be assigned lockers located in the basement of the Liberal Arts Building or on the main floor of the Student Center Building. Lockers are issued on a first-come, first-served basis through the Office of Student Development. Students are responsible for providing their own locks and must relinquish the locker at the end of the academic year (September-April). Students taking classes during the summer semester may retain their locker until August by filling out a Summer Contract.

PARKING

Students must use the designated student parking lots. Parking stickers should be displayed in a visible area of the automobile. Parking in a designated "no parking" area or in a handicapped parking space without official license or permit is not permitted, and a ticket will be issued.

Parking permit hangers are required for all vehicles used by Marygrove staff and students. Permits must be replaced each year in the Fall.

SMOKING

Effective July 1, 1995 all campus buildings are completely smoke-free.

STUDENT IDENTIFICATION CARDS

Students may obtain ID cards from the Office of Campus Safety. To locate an officer or to arrange an appointment to have an ID picture taken, a card replaced or a new semester sticker, call 1411 on the campus phones or dial (313) 927-1411. Each Fall and Winter registration period, staff will be on hand in the Central Services Office in the Liberal Arts Building to take ID pictures and distribute cards. In addition to serving as an official identification of your status as a student at Marygrove, an identification card is necessary for borrowing books from the Marygrove library and other libraries in the area. It also serves as a card for copy machines (go to the Business window in the Student Services Center to have your card activated for this service). Your student ID card might also help to save you money on tickets to movies, plays or other events that give discounts to students.



GRADUATE ADMISSIONS PROCESS

Marygrove prides itself on its diverse student body, faculty, and staff. In keeping with that spirit, the College is an equal opportunity educational institution and does not discriminate on the basis of gender, age, national or ethnic origin, race, religion, or disability challenge¹ in its educational or financial aid programs.

Marygrove College graduate programs are open to full-time or part-time students, who fulfill the graduate admission requirements of the College. To be eligible for a particular course of study, the student must be formally admitted to Graduate Study at the College.



ELIGIBILITY FOR ADMISSION

Admission to graduate study at Marygrove is selective. The student must have completed an undergraduate degree from a regionally accredited higher education institution. Marygrove requires a minimum grade point average (GPA) of 3.0 on a 4.0 scale (“B”) in all previous college work for full admission. Specific entrance requirements may vary by program; these are described in detail in the program sections of this catalog.

Students, whose qualifications cannot be assessed via traditional means, may be considered for admission with Probationary Student Status (for details, please see “Probationary Graduate Student Status” later in this section). Final decisions regarding probationary admission status are made by the chair of the department upon the recommendation of the program coordinator. If a student wishes to appeal the admission status, he/she may contact the Office of Recruitment and Enrollment.

Standardized test results generally are not required. Individual programs may require basic skills and standardized tests for full admission as approved by the department. For example, the Education Department requires the MTTC Basic Skills Test for full admission into the teacher certification program.

APPLICATION PROCEDURES

If a student is pursuing a graduate degree at Marygrove, the student must complete the following tiered graduate admission process through the Office of Recruitment and Enrollment:

A. General Requirements

- Submit a graduate application, including the application fee.
- Send Official Transcripts indicating the degree(s) earned and any other undergraduate and graduate courses completed directly to Marygrove College.
- Graduate program applicants must submit a career plan. The “career plan” is a description of the applicant’s life/career goals and an explanation of how the particular graduate program to which the student is applying will assist in realizing his/her objectives. It should be word-processed and is not to exceed two pages. (This does not apply to Master in the Art of Teaching [MAT] applicants.)
- A copy of the applicant’s teaching certificate is required for application to the following programs: Master in the Art of Teaching, Educational Leadership, Educational Technology, Reading & Literacy, and Special Education programs.

GRADUATE ADMISSIONS PROCESS (CONTINUED)

Submit Documents

Submit the above documents to:

Marygrove College
Office of Recruitment and Enrollment
8425 West McNichols Road
Detroit, MI 48221-2599

B. Specific Master's Degree Program Requirements

Arrange for an interview with the program coordinator of the graduate program for which the student is applying. (This does not apply to MAT applicants.)

Complete additional admissions requirements for specific graduate programs, for example: letters of recommendation, significant work experience related to field of study, writing sample, or current resume.

Admission to the Teacher Certification Program is distinct from admission to other programs offered by the College. Candidates for graduate programs leading to a teaching certificate must meet all criteria for admission to the College and to the Elementary or Secondary Teacher Certification Program. See the MASTERS IN EDUCATION PLUS TEACHER CERTIFICATION section of this catalog for details.

OUT-OF-STATE APPLICANTS

Marygrove welcomes out-of-state graduate program application. A student living outside the State of Michigan may schedule a phone interview with the program coordinator. An interview must be scheduled as soon as possible after actual enrollment (except for MAT applicants).

TRANSFER CREDIT

In some instances, the student may transfer semester hours of graduate credit to a Marygrove graduate program from another accredited graduate institution. For equivalency evaluation, graduate program applicants must contact their program coordinator or director of their graduate program. The graduate program coordinator determines the equivalency of courses subject to department chair review. The following provisions apply:

- For graduate programs of 30-34 credit hours, a maximum of six (6) hours may be transferred.
- For graduate programs of 35 or more credit hours, a maximum of nine (9) hours may be transferred.
- Maximum of three (3) credit hours may be transferred into graduate certificate programs.

The following policies govern the transfer of graduate credits:

- The transfer course is deemed equivalent to a course required for the master's degree for which the student is applying.
- The transfer course was completed with a minimum of a B grade (3.0/4.0).
- The institution where the student received course credits is accredited by a regional accrediting body.
- The transfer course was taken within the six-year time period required for completion of the Marygrove College graduate degree. Graduate program coordinators may make exceptions subject to department chair review.

SECOND MASTER'S DEGREE

A student can earn a second master's degree at Marygrove College if the second degree program of study is different from the first and both the program coordinator and Academic Dean of the department approve the plan of study. However, the pursuit of the second master's degree cannot be concurrent with the first degree. The student must apply for formal admission to the second program through the Admissions Office and must meet all admission requirements for admission to the program. Students seeking a second master's degree can transfer six or nine hours from the first program, as stipulated in the transfer credit policy in this catalog.

SPECIAL STUDENT APPLICANTS

If a student is interested in graduate courses for enrichment, the student must submit, before the first day of class, an application, a \$25 application fee and a copy of either a transcript or diploma indicating the date of conferral of an undergraduate degree. In lieu of a transcript or diploma, the student must submit an affidavit from the prior institutions indicating the student has an undergraduate degree.

GUEST APPLICANTS

Graduate students matriculating at other accredited educational institutions are welcome to take courses at Marygrove College for the purpose of transferring credit to another home institution. Written permission must come from the Registrar or the Director of Graduate Studies of the home institution. A graduate guest form from the home institution or the Michigan Intercollegiate Graduate Studies (MIGS) form must be filled out before being admitted and registered at Marygrove College. This form must also bear the seal of the college/university.

Please note: the student will need to submit the guest form with a \$25 application fee to the Office of Recruitment and Enrollment prior to the beginning of the registration period of the term for which the student is enrolling.



GRADUATE ADMISSIONS PROCESS (CONTINUED)

INTERNATIONAL STUDENT ADMISSION PROCESS

International students must comply with the basic admission requirements of the College, which are based upon merit and academic credentials (i.e. college preparation, grade point average, and/or standardized test scores of each student). In addition to regular admission, international students seeking F-1 student visa must comply with the following additional requirements:

ENGLISH LANGUAGE REQUIREMENTS

If your native language is not English, students must submit a qualifying TOEFL, IELTS, or MELAB score or proof of satisfactory completion of a recognized intensive language center. Minimum score for TOEFL (525 PBT, 196 CBT, and 70+ IBT), IELTS (5.5+), MELAB (73+) will be acceptable.

Examinations are readily available in centers located abroad. When making arrangements for either examination, please request that test results be forwarded to Marygrove College, Office of Recruitment and Enrollment, 8425 W. McNichols Road, Detroit, MI 48221 USA. The English language requirement may be waived if applicant graduated from a U.S. high school within the last two calendar years, or transferred in college English from another U.S. institution.

CONDITIONAL ADMISSION BASED ON ENGLISH LANGUAGE REQUIREMENTS

Students who meet the regular admission standards, but do not have the satisfactory score required of the TOEFL, IELTS, MELAB, or ESL certificate will receive conditional admission.

This process is reviewed case by case. These students will be required to successfully complete an English as a Second Language (ESL) program before regular admission. Marygrove College has partnered with Language Center International (LCI), which will allow students to pursue academic and intensive language programs concurrently. In the event the student is not passing successfully, we reserve the right to rescind on the agreement and encourage student to transfer to ESL training full-time.

OFFICIAL TRANSCRIPTS (TRANSLATION AND EVALUATION)

In support of the application for admission, an international student must submit a certified translation of an official transcript, course-by-course evaluation and recommendation for admission from a reputable international credential evaluation service. Marygrove only accepts evaluations processed by members of NACES. The website for NACES is: <http://www.naces.org/members.htm>.

STATEMENT OF FINANCES

An international student must be able to prove that sufficient funds are available to meet all expenses as well as for vacation periods. A Statement of Finances and an original copy of the bank statement are therefore required and must accompany the application for admission. Students may submit a combination of scholarship, sponsorship, and bank statements to equal to a total of one full year of tuition, housing and related expenses.

If you are being sponsored by the following: your government, the U.S. government, or by a relative or friend, this must be stated and the person responsible for payment of your educational and personal expenses must sign the statement.

The Statement of Finances must be notarized in order to be considered valid by the College.

Marygrove does not provide financial aid for international students. However, to promote diversity, the College does provide academic scholarships to all qualified students regardless of citizenship.

CERTIFICATE OF HEALTH INSURANCE

All international students are required to purchase a health insurance policy that provides for full hospital and medical coverage during their entire stay in this country as a student. A receipt, which shows payment of premiums, must be presented to the International Student advisor within 30 days of the start of the semester.

All materials are highly recommended to be submitted in sufficient time to allow for all processing to ensure a timely appointment set with local U.S. Embassy.

ISSUANCE OF I-20 DOCUMENT

Upon the completion and successful submission of all documents, an I-20 will be issued to the student by the Primary Designated School Official (PDSO, or DSO) located in the Office of International Programs.

COMPLIANCE WITH SEVIS REGULATIONS

Please note that in order to maintain F-1 student status, students must "pursue a full course of study and make normal (satisfactory) progress toward completion of a course of study." For graduate students at Marygrove College a full course of study is defined as six credit hours per term. There may be certain exceptions when a student is in the last semester. Note that international students are required to report any status changes to the Office of International Programs, such as an address change or a change in registration.

GRADUATE ADMISSIONS PROCESS (CONTINUED)

GRADUATE ADMISSION STATUS

MASTER'S DEGREE STUDENT STATUS

When the student fulfills all of the entrance requirements for Marygrove College Graduate study and the requirements for the specific program for which application is being made, the student will be granted full Master's Degree Student Status.

GRADUATE CERTIFICATE PROGRAM STATUS

When the student fulfills all of the entry requirements for Graduate admission to a specific certificate-only program, the student will be given full Graduate Certificate Program Status.

These programs include the Human Resources Management Certificate Program, and Modern Language Translation Program. See the Human Resources Management and Modern Language Translation sections of this catalog for more information.

PROVISIONAL GRADUATE STUDENT STATUS

Provisional Graduate Admission Status may be granted to students who appear to meet all of the regular admission requirements for Marygrove College graduate study (including a minimum 3.0 undergraduate GPA) and of the specific program for which they are applying, but who lack official transcripts or have some other problem in the admission procedure. Provisional Graduate Student Status is for one term only. A maximum of six credit hours may be taken with Provisional Graduate Admission Status in that term.

Credit hours taken under Provisional Graduate Student Status may be applied toward a graduate program only when the student meets the admission requirements of the program. Under Provisional Graduate Student Status the student is expected to adhere to the same academic standards and College requirements as all other Marygrove College graduate students.

The student must clear up any problems related to Provisional Graduate Status by the end of the first term of taking courses in order to receive full Master's Degree or Graduate Certificate Program Student Status.

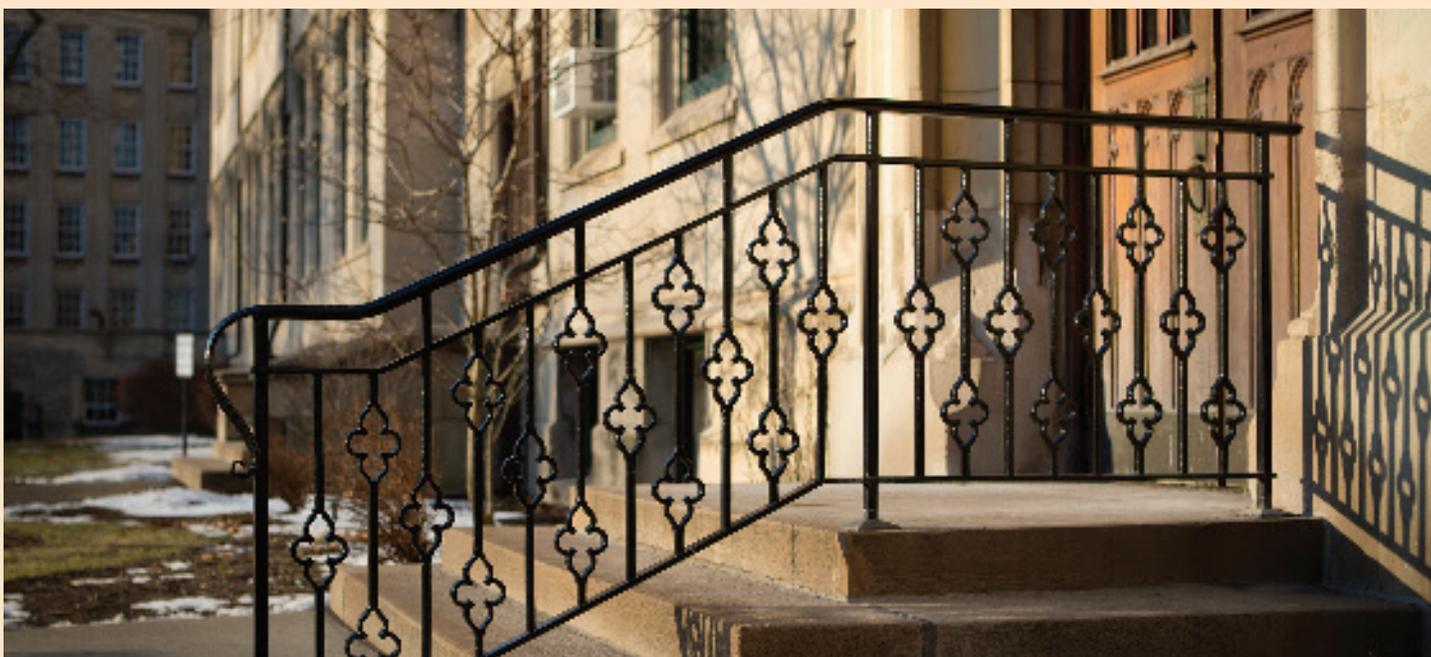
By registering with Provisional Graduate Status, the student must abide by the final decision of the program coordinator regarding full admission to a Marygrove College graduate program. Students who wish to be granted Probationary Graduate Student Status may not take classes under Provisional Graduate Student Status.

PROBATIONARY GRADUATE STUDENT STATUS

Probationary Graduate Student Status may be granted to applicants who have completed an undergraduate degree program, but do not meet all of the academic requirements for regular graduate program admission, or whose qualifications for admission cannot be assessed through traditional means.

When granted Probationary Graduate Status, the student must attain a 3.0 grade point average (GPA) upon completion of six Marygrove credit hours specified by the program coordinator and must fulfill all other requirements set by the program coordinator. The student will then be granted full Master's Degree or Graduate Certificate Program Student Status. If, however, the above requirements are not met, the student will not be allowed to take additional courses at Marygrove.

Applicants who have an overall undergraduate GPA of 2.7 with a 3.0 or higher GPA in all upper division undergraduate coursework may be granted Probationary Graduate Status by the program coordinator. With the exception of Master in the Art of Teaching (MAT) students, in order to receive Probationary Graduate Student Status, applicants must be interviewed by the coordinator of the program to which they are applying



GRADUATE ADMISSIONS PROCESS (CONTINUED)

and their skills assessed. Some applicants may be required to enroll in one or more undergraduate courses to strengthen their background for graduate study, though undergraduate courses will not be accepted for graduate credit.

When special circumstances merit, a Department Chair may grant Probationary Graduate Student Status to applicants with less than a 2.7 GPA upon the recommendation of the program coordinator. Probationary Graduate Admission Status may be granted to Master in the Art of Teaching (MAT) applicants pending two positive letters of recommendation from individuals in an administrative or supervisory capacity, written on school letterhead. MAT probationary status students are granted formal full admission upon completion of two graduate courses: EDU 568 and EDU 622 with a GPA of 3.0 and a minimum grade of "B" in each.

GUEST GRADUATE STUDENT STATUS

Guest Graduate Student Status is granted to those graduate students matriculating at other accredited educational institutions, who are taking courses at Marygrove College for the purpose of transferring credit to the home institution. Guest status is valid for only one semester. Applications for Graduate Guest Student Status are found in the Registrar's Office and are submitted there. If additional Guest courses are desired, a Guest Status application must be submitted.

SPECIAL GRADUATE STUDENT STATUS

Special Graduate Student Status is for those who wish to take non-degree graduate level courses for personal or professional development. Candidates must submit a Special Graduate Student Status application, including an application fee, to the Office of Recruitment and Enrollment. Admission as a Special Student does not guarantee subsequent admission to a graduate program.

STUDENT'S DUTY TO MODIFY STATUS

Graduate degrees and certificates will not be awarded to students who have not been granted Master's Degree or Graduate Certificate Student Status. It is the responsibility of each degree-seeking candidate, admitted with Provisional or Probationary Graduate Student Status, to verify that formal full admission to a graduate program has been approved. The change to a Master's Degree Student Status requires that the student file a written request for status change in the Registrar's Office.

Full admission to matriculate in the Master's Degree Plus Teacher Certification Programs (M.Ed. + TCP) requires successful completion of the first "Exploratory" Phase of the programs and successfully passing all sections of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test.

including schools that receive federal funds. Section 504 provides that: "No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance ..."

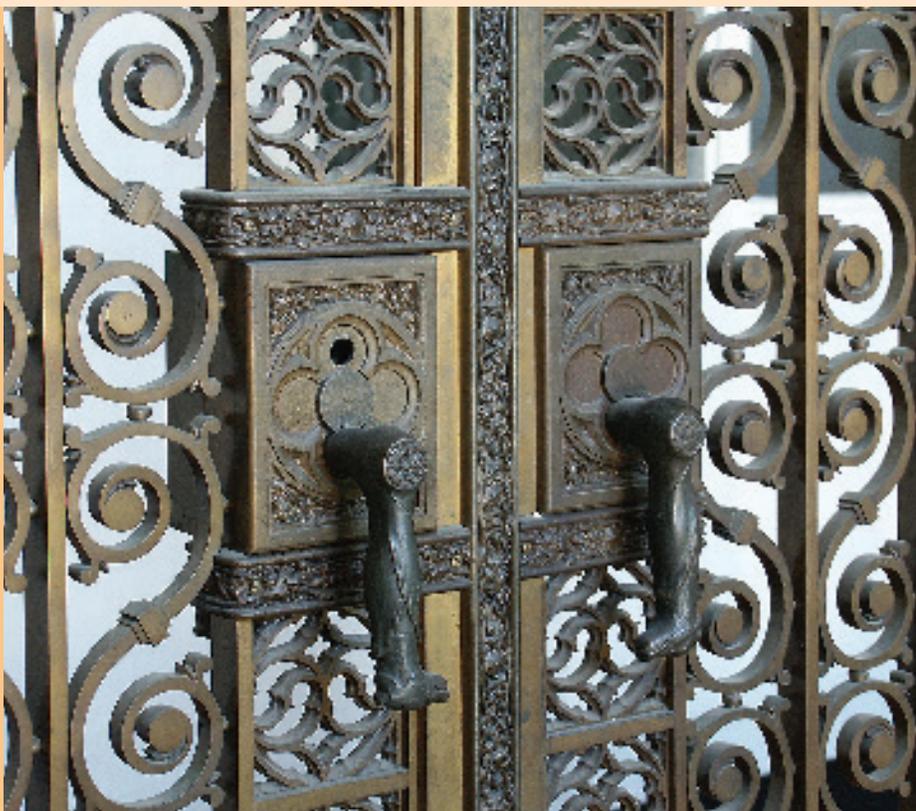
Title I of the Americans with Disabilities Act of 1990 (ADA) prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, education and training. A qualified individual is defined as one who, with or without reasonable accommodation, meets the academic and technical standards required for admission or participation in an education program or activity.

In order to receive accommodations, individuals must supply written documentation by a licensed physical and/or psychological health care professional stating the disability and how the disability impacts the student in the academic setting. Assistance in establishing academic accommodations to meet the needs of individual students will be provided by the Disability Coordinator in the Office of Retention and Student Success. To ensure that students are treated equitably and fairly, the college has appointed the Assistant Dean of Student Development Marygrove College Section 504 Officer. Complaints about unmet needs or information about rights and responsibilities are handled through the College's 504 Officer by calling (313) 927-1474.



¹ Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities,

FINANCIAL INFORMATION



SCHOLARSHIP AND FINANCIAL AID INFORMATION

FOR INFORMATION, contact:

Enrollment Center
Liberal Arts Building, Room 120
Phone: (313) 927-1692 or (866) 903-3033
Email: ec@marygrove.edu

Marygrove graduate students can apply for one or more types of financial assistance by completing the FAFSA as noted:

- Federal Loans
- Federal College Work-Study limited employment based on certain criteria
- Private Loans (non-federal, FAFSA not required)
- Grants and Scholarships: via outside research; viewing the Scholarship Grid via Black Board under 'student tab' (some scholarships required FAFSA completion)

APPLICATION PROCEDURES FOR FINANCIAL AID AT MARYGROVE

The student must file *The Free Application for Federal Student Aid* (FAFSA) annually for consideration and determination of federal aid eligibility (including loans). Once the FAFSA is submitted to the Federal processor, the Processor will send an email confirmation of application processing allowing printing of the Student Aid Report (SAR). The student will be mailed a Student Aid Report (SAR) if additional information is requested by the Federal processor. The SAR will display the calculated "Expected Family Contribution" (EFC). The EFC is used to determine the student's need for financial assistance. The Cost of Education minus the EFC equals the student need.

When filing the FAFSA the student must input Marygrove College's school code of 002284 or Marygrove College will not receive the data electronically. Students are sent an email via their Marygrove email address and if additional documentation or information is required these items will be listed in **MG-Web Advisor**. Additional information may consist of, but is not limited to, federal tax information, W-2 forms, proof of non-taxable income, asset information, proof of citizenship, verification worksheet, proof of paid or received child support, family size and/or number of other family members attending college.

The Marygrove Enrollment Center is available for financial aid and enrollment assistance.

DEADLINES FOR FINANCIAL AID APPLICATIONS

The U.S. Department of Education makes the FAFSA available each January to cover the following academic year beginning in September. The FAFSA establishes eligibility for fall (September), winter (January) and summer (May and June) semesters. To ensure maximum financial aid eligibility and timeliness students should submit the FAFSA to the Federal Processor and respond to all correspondence or request for documents from the Financial Aid Department regardless of semester student plans to enroll.

FULL, THREE-QUARTER OR HALF-TIME STATUS ELIGIBILITY

In order for graduate students to be considered for financial aid students must be registered for classes in a status of full-time (6/more hours), three-quarter-time (4-5 hours) or half-time (3 hours). Financial Aid is not available for students with fewer than 3 credits. To remain eligible for financial aid the student must remain in good standing and continue to meet the College's requirements for satisfactory academic progress (SAP) which is 3.00 overall grade point average and 77% completion of all enrolled classes per semester.

AVAILABLE DISCOUNTS

Family Discounts

Tuition discount of 5% of tuition is available when more than one member of an immediate family (i.e., parents and children) is registered at Marygrove College.

Staff Education Assistance Benefits

All permanent full- and part-time employees of the College are eligible for education assistance benefits. Family members (legal dependents) of employees are eligible for a tuition-family discount. Detailed information regarding requirements is viewable in the Marygrove College Employee Handbook.

Senior Citizen Grant

Senior citizens aged 65 or older are eligible for a 50% reduction in tuition costs for on-campus graduate courses. When applying for senior citizen grants, students must provide proof of age. Please note this is considered a form of financial assistance, thus an award package might require revision to stay within overall cost of education/budget.

TYPES OF FINANCIAL AID PROGRAMS

FEDERAL UNSUBSIDIZED-STAFFORD LOAN

This loan is a federal loan and is capped at cost of attendance/budget per semester (fall only; fall/winter or fall/winter/summer) with consideration determined by FAFSA completion. Regardless of the semester(s) of enrollment Unsubsidized-Stafford loans are based on cost of attendance and may not exceed \$20,500 for one academic year, noting students are responsible for accruing interest beginning at time of disbursement. All requirements of the Direct loan program, such as loan amounts, limits, use and disbursement of loan monies, etc., are governed by federal regulations.

FEDERAL DIRECT GRADUATE PLUS LOANS

Grad PLUS Loans are available to students in addition to the Federal Direct Unsubsidized-Stafford loan. The amount is limited to the student's annual cost of attendance, less all other financial aid received. Students must submit a FAFSA and apply for the Direct Graduate PLUS Loan at <http://studentloans.gov>.

ALTERNATIVE/PRIVATE LOANS

This program provides student loans for undergraduate and graduate students who are eligible based on credit-worthiness.

TEACH GRANT

Graduate students working toward a first Masters degree leading toward teacher certification in Bilingual Education, Foreign Language, Math, Reading, Science, and Special Education may be eligible for a TEACH Grant. TEACH Grant awards up to \$4,000 per academic year to students in these programs with a minimum cumulative GPA of 3.25 for up to two years. Interested and eligible students must submit a TEACH Grant Application, available on Blackboard. Master in the Art of Teaching (MAT) students are not eligible for the TEACH Grant.

COLLEGE WORK-STUDY

This program provides part-time, on or off campus employment (at approved locations) for full-time or part-time graduate students. Hourly pay rates begin at position level and are based on skills and experience. Awards are based on available funds.

GRADUATE STUDENT ASSISTANTSHIPS

There are a limited number of graduate assistantships to those graduate students who qualify. Typically, assistantships involve working for a faculty member in a research capacity, and/or on an educational project. For specific information contact the Assistant to the Dean of Arts and Sciences.

EMPLOYER EDUCATION PROGRAMS

Students are encouraged to contact the educational representative at their place of employment to determine if educational benefits are available.

VETERAN'S BENEFITS

Veteran's Benefits are available to students from the Veteran's Administration. These benefits vary depending on the student's Chapter of Eligibility. Only Chapter 31 will be included in employer reimbursement. For more information please contact the U.S. Department of Veteran Affairs at 888-442-4551.



FINANCIAL INFORMATION (CONTINUED)

FINANCIAL AID AWARDS: TITLE IV FUNDS/ INSTITUTIONAL REFUND POLICY (R2T4)

The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: Unsubsidized Stafford Direct loans, Federal Perkins loans, Direct PLUS loans, Graduate PLUS loans, Federal Pell Grants, Federal SEOG, and TEACH Grant. When a student withdraws or is expelled from the college, and the student received federal financial aid, the Financial Aid Department must calculate the amount of aid the student has earned and is entitled to keep, then determine if a student is eligible to retain those funds or must refund those dollars to the federal government program.

TITLE IV FUNDS POLICY

A student’s withdrawal date is the date the student began the **institution’s withdrawal process** or **officially notified the institution of intent to withdraw**; or if the **student leaves without notifying the institution, it is the midpoint of the enrollment period**, or the **student’s last date of attendance at a documented academically-related activity**.

Refunds on all charges for tuition, room and board, and fees will be prorated based on the college policy.

Title IV aid and all other aid is earned in a prorated manner on a per diem basis up to the 60% point in the semester. Title IV aid and all other aid is determined to be 100% earned after that 60% point in time. A copy of the worksheet used for this calculation can be requested from the Financial Aid Office. In accordance with federal regulations, when financial aid must be reduced/returned based on the R2T4 calculation, the ***funds are returned in the following order:***

- Unsubsidized Direct loans
- Federal Perkins loan
- Direct PLUS Graduate Loan
- Direct PLUS Parent loan
- Federal Pell Grants
- Federal SEOG
- Federal TEACH Grant
- Iraq/Afghanistan Service Grant
- other state, private and institutional aid

The student responsibility in regard to the “Return of Title IV funds” include returning any funds that were disbursed directly to the student and which the student was determined to be ineligible (via the Return of Title IV Funds calculation). The student will be notified by the College if a return/repayment is required.

Private, State of Michigan, and Marygrove College funds are not subject to the same pro-ration formula and these funds will be adjusted based on the amount of charges the student owes after the return of Title IV funds calculation has been completed.

STUDENT PAYMENT POLICY

Following the final day of registration (end of add/drop period), all Marygrove students are required to maintain a zero balance on their student account or have met all agreed-upon payment arrangements. Those who have not met these criteria will be deemed to be in default. Students who have enrolled in courses but have not paid in full or made payment arrangements by the payment deadline (i.e., those in default) will be notified by the College that they will be administratively withdrawn from courses. The payment deadline is six business days prior to the first day of each term. Students who have not made satisfactory arrangements by the end of the final day of registration will be administratively withdrawn (dropped) from their courses.

Students who are administratively withdrawn from their courses may not attend classes and must follow the normal add/drop policies to be re-registered into courses. This requires obtaining the instructor’s and advisor’s signatures for open courses that have met or are closed, and the advisor’s signature for open courses during the add/drop week. Please note that a late registration fee will be also assessed for those re-registering.

In addition to a \$100 deferred payment charge, any student at any time in default will not be allowed to register for classes, receive academic transcripts, have academic credits certified, or receive a diploma at graduation. Any student in default may also be subject to withdrawal from the College and their student account being referred to a collection agency.

WHAT PAYMENT PLANS ARE AVAILABLE?

Students must pay for the entire cost of the semester by the end of the first week of classes. However, Marygrove offers a payment option that can enable you to spread payments out over the course of a semester. By offering a payment plan, Marygrove provides you a way to afford a private education.

Upon registering for each term, you must enter a Tuition Management System (TMS) payment plan for any tuition or fees not covered by financial aid. These payment options involve additional charges and fees. TMS’ interest-free monthly payment plan is an innovative way to help you pay for your tuition. It allows you to spread your educational expenses over smaller monthly installments. These installments are paid over the course of a given semester. You may call TMS at 1-800-356-8329 or visit www.afford.com to enroll. The Financial Services Office Representatives can also set-up a TMS payment plan.

SPONSORED BILLING/THIRD PARTY BILLING OPTIONS

Many employers will pay for part of an employee's tuition to help educate and retain their workforce. In order to have Marygrove College bill your employer for your tuition and/or fees, you must provide a voucher or other written documentation from your employer that states that Marygrove College can invoice the employer and that the employer will pay. You will remain liable for all tuition and fees not covered by your employer and must enter into a payment agreement with TMS for this portion.

Documentation must be provided at the time of registration each term to the Business Office for your registration to be completed. This documentation must include a description of what is covered by your company's employee tuition assistance program in terms of fees, books and supplies, and tuition. If your employer is under a voucher system, the voucher must be submitted at the time of registration each term to the Business Office. It is critical to plan ahead and have all paperwork ready before you register.

Veteran's Benefits

Veteran's benefits are available to students from the Veteran's Administration. These benefits vary depending on the student's Chapter of Eligibility. Only Chapter 31 will be included in employer reimbursement. For more information please contact the U.S. Department of Veteran Affairs at 888-442-4551.

Payroll Deduction

Any employee of Marygrove College may arrange to have deductions taken from each paycheck to pay off a semester's charges. All balances must be paid in full before the end of the semester.

METHODS OF PAYMENT

Payments may be charged using a MasterCard and/or Visa. Checks should be made payable to Marygrove College. All tuition and fees are payable in U.S. currency.

CHANGE OF ADDRESS

You need to inform the Student Services Center or the Registrar's Office of your change of address if you move. Billings returned to Marygrove College because of an address change will not defer the responsibility of making payments when they are due.

PENALTIES FOR FAILURE TO KEEP ACCOUNT CURRENT

If you fail to meet your financial payment obligations, you will be required to withdraw from the College during the semester. Semester grades will not be entered into your permanent record if you do not fulfill the regular obligations of the payment schedule. You are responsible for the total balance, even if you subsequently withdraw from courses, in accordance with the refund policy described below.

If you are in debt to the College at the end of any term, you will not be able to receive an official transcript or to receive a diploma until the indebtedness has been discharged. If you have an unpaid balance, you will not be allowed to register for a subsequent semester.

WHAT IS THE MARYGROVE WITHDRAWAL/REFUND POLICY?

If you cannot complete a course or if you cannot attend any courses for which you registered, you must withdraw (drop) officially from the class or classes or from the College. The date on which the Registrar's Office receives and signs the withdrawal request will be the official date of withdrawal and will determine the amount of any adjustment of tuition, fees and financial aid after classes have begun. All refunds will first be applied to any indebtedness which you may have with the College.

- If you need to withdraw from one or more classes you must obtain a withdrawal form from the Registrar's Office.
- If you need to withdraw from all classes for the semester, you must contact the Registrar's Office to complete a withdrawal from College form.

If you withdraw from the College and are the recipient of the Title IV funds, the funds will be subject to the prorated calculations for determining the refund.



FINANCIAL INFORMATION (CONTINUED)

2014–15 MARYGROVE COLLEGE TUITION AND FEES

TUITION – Colleges and universities rely on tuition to cover the direct costs of furnishing an education. As a private institution of higher education, Marygrove College is heavily dependent on tuition to cover instructor’s salaries, keep the heat and lights on, clean and maintain the facilities, and furnish basic equipment and supplies necessary for the learning environment. Marygrove has been fortunate to be the recipient of numerous gifts and grants to help defray some of these costs and assist in keeping your education affordable.

2014-15 GRADUATE TUITION*

Credit Courses delivered on campus \$640 per credit hour

Graduate Course Audit \$336 per credit hour

Courses delivered off-site \$486 per credit hour

* Off-site courses taken in conjunction with classes delivered on-campus will be charged on-campus tuition and fees.

* Graduate students taking undergraduate courses will be charged graduate tuition and fees.

2014-15 MAT TUITION

MAT Online Program \$486 per credit hour

2014-15 PHARMACY TECH

Credit Courses delivered on campus \$640 per credit hour

2014-15 UNDERGRADUATE TUITION

Credit Courses delivered on campus

1–11 credit hours..... \$707 per credit hour

12–18 credit hours..... \$9,968

more than 18 credit hours.....\$9,968 + \$707 per credit hour over 18

Undergraduate Course Audit..... \$350 per credit hour

Courses delivered off-site** \$580 per credit hour

** Off-site courses taken in conjunction with classes delivered on-campus will be charged on-campus tuition and fees.

FEES

There are many service areas which respond to your specific need and rely on the collection of fees to defray the cost of providing those services beyond the cost of your education.

2014-15 UNDERGRADUATE AND GRADUATE FEES

Registration Fee \$115

Student Activities Fee.....\$60

ROOM AND BOARD – MARYGROVE RESIDENCE HALL

Double Occupancy

\$4,645 per term – includes 19 meals per week with \$200 flexible cash on Student ID Card

\$4,065 per term – includes 14 meals per week with \$150 flexible cash on Student ID card

\$3,245 per term – includes 12 meals per week with \$100 flexible cash on Student ID card

Triple to Quad Occupancy

\$4,340 per term – includes 19 meals per week with \$200 flexible cash on Student ID Card

\$3,760 per term – includes 14 meals per week with \$150 flexible cash on Student ID card

\$3,340 per term – includes 12 meals per week with \$100 flexible cash on Student ID card





ACADEMIC ADVISING

Marygrove College offers personalized academic advising by faculty members who teach in and direct graduate programs. A graduate student's program coordinator acts as the academic advisor, assisting the student in clarifying goals and planning an educational program consistent with interests and abilities. The program coordinator facilitates this planning process by helping graduate students understand college policies, procedures and requirements, and assisting in the selection of appropriate courses. Coordinators also aid in monitoring and evaluating the student's program and in integrating the many resources of the institution to meet individual needs. Nonetheless, the student is responsible for meeting academic requirements notwithstanding the advice received from an academic advisor.

COURSE INFORMATION

COURSE PREREQUISITES

Courses often have prerequisites or requirements that students must meet before a course can be taken. Prerequisites might take the form of completing a lower level course, performing an audition, or securing the permission of the instructor. Graduate students must complete course prerequisites. Without fulfilling the stated prerequisites for a course, they will be prevented from registering for that course.

COURSE NUMBERING SYSTEM

The first digit of a course number indicates the level of the content and gives students an idea of the type and difficulty of the course. Courses in the 500-699 series are offered for graduate credit.

In some instances, a course may carry two department prefixes and/or course numbers. The double number indicates that credit may be earned in either department. When registering for a course that is dual-listed, students must indicate clearly the department from which they intend to receive credit by using the correct course number when registering. Changes cannot be made after the add/drop period.

Marygrove undergraduate seniors with a B average (3.0 GPA) are eligible to take 500 level courses. Seniors who seek to do so should contact the Office of Admissions for an application and the instructor of the course for further information. Courses in the 600 series are graduate level courses open to graduate students only.

CROSS-LISTED COURSES

A number of courses are cross-listed for graduate or undergraduate credit. This occurs most frequently in Teacher Certification courses in the Education Department. The level of expectation for both quantity and quality of work performed for graduate credit is greater than that for undergraduate

ACADEMIC POLICIES (CONTINUED)

credit, so graduate and undergraduate students in a course at the same time will have differing work loads and assignments. These differences are spelled out in separate syllabi for each course section. For course numbers and descriptions, see the appropriate program section of this catalog and the Marygrove College *Undergraduate Catalog*.

COURSE SCHEDULING

The graduate calendar year at Marygrove is divided into three semesters:

- The first semester runs from September to December (Fall)
- The second semester from January to April (Winter)
- The third semester from May to August (Summer I: May to late June; Summer II: June to mid-August).

Calendar dates are published at the beginning of each academic year and can be found at:

<http://www.marygrove.edu/current-students/registrar/academic-calendar.html>

Marygrove College reserves the right to change course schedules and to cancel a class. In the event of such changes or cancellation, graduate students will be notified as soon as possible provided they registered for the course, according to Marygrove College's established procedures.

REGISTRATION

REGISTRATION PROCEDURES

Students enrolled in on-campus programs (non MAT) may register online via WebAdvisor. Students with a zero balance owed in the Business Office may register for classes during regular registration. Students with a balance outstanding will not be allowed to register for subsequent semesters until the balance is paid in full.

ADD/DROP

Students who wish to change their original registration may do so online in WebAdvisor or by completing an add/drop form during the add/drop period. Add/drop forms are available in the Registrar's office or on the Registrar's web page. The add/drop period extends through the first calendar week of each fall and winter semester.

During the summer session, a student can add or drop a course no later than the beginning of the second class. The student should refer to the term schedule for dates and to the current fee schedule for processing a student-initiated registration change during the official add/drop period.

STUDENT COURSE LOAD

A full-time credit load for graduate students is six hours per term. A part-time credit load is less than six credit hours. Course credit load may affect financial aid.

Students may not take courses outside the planned program without their program coordinator's permission and the permission of the department offering the course(s).

GUEST STUDENT STATUS AT ANOTHER INSTITUTION

Marygrove College graduate students have the opportunity to apply to take courses at other accredited colleges. Written approval from a student's program coordinator and the Registrar is required before a guest student application can be processed. Approval forms are available in the Registrar's office. To qualify as a guest student, a student must have completed a minimum of two courses and be in good standing at Marygrove College.

If a course is completed at another college without first obtaining guest student approval from Marygrove, those credits may not be accepted at Marygrove College.

MULTIPLE DEGREES

Students may pursue only one degree at a time. If a student wishes to change programs prior to degree completion, the student must apply for the new program through the Admissions Office. If the student later chooses to return to the original program, reapplication must be made through the Admissions Office and the student must meet all current requirements, including time limits for completing courses.

GRADUATION REQUIREMENTS

STUDENT RESPONSIBILITY

To earn a degree at Marygrove College, a graduate student must follow all procedures, meet all general and specific requirements, and abide by all academic regulations that appear in this catalog. Graduate students are responsible for learning and following the requirements, policies, and procedures affecting their programs. Students should consult their program coordinators regularly to verify that all degree requirements are being met in a timely fashion.

PROCEDURE

To qualify for a graduate degree a student must:

1. Establish full Master's Degree Student status within the student's particular program. It is the responsibility of each degree-seeking candidate admitted with probationary, provisional or special student status to apply for Master's Degree Student status once requirements for such status have been fulfilled. (See "Student's Duty to Modify Status" in the *Admissions* section of this catalog).
2. Complete all coursework approved for the degree
 - with the necessary grade point average (minimum 3.0 on a 4.0 scale) applicable to all graduate students, and
 - within the Marygrove College six-year time limit applicable to all degree programs.

ACADEMIC POLICIES (CONTINUED)

- Submit an application for graduation one full term in advance of the expected date for completion of degree requirements. See the Registrar's Office calendar on *Blackboard* for the Graduation Application deadline for each semester. A Graduation Application can be downloaded from WebAdvisor.

If financial obligations to Marygrove College have not been fulfilled, the degree will be awarded but the diploma and transcripts will be withheld until your account has been settled.

TIME LIMIT FOR COMPLETION OF DEGREE

Graduate students should normally follow the degree requirements in effect at the time of their first graduate program registration at Marygrove. Students may, however, apply for graduation using the requirements of any graduate catalog in effect while attending the College in a graduate program, as long as it is not more than six years old. Graduate credit earned more than six years prior to the date on which the degree is to be granted may not be applied to meet graduation requirements. This policy applies to transfer credits as well as to Marygrove College credits.

A student may petition his/her program coordinator for a reasonable extension of this time limit. The reasons for the request and a clear plan for completion, along with the recommendation of the program coordinator, must be submitted to the Registrar's office. This petition must be submitted before the expiration of the six-year period.

SPECIFIC DEGREE REQUIREMENTS

Degree requirements are specific to each program. Students should refer to the program sections of this catalog for specific program requirements.

For professional certification, Marygrove College reserves the right to change program requirements based upon requirements set forth by the governmental and/or accrediting agencies that regulate certification.

GRADUATION

Marygrove College has a single commencement ceremony each May during which degrees for graduate students are conferred for the prior summer, fall and winter semesters.

Diplomas are awarded on the term end date for the semester that degree requirements are completed. At that point, transcripts become available and diplomas are mailed to the student's address on record.

ACADEMIC STANDARDS

ACADEMIC CREDIT

Credit for all courses at Marygrove College is expressed in semester hours. In addition to the traditional coursework method of attaining graduate credit, graduate students

may earn credit for courses through tutorial instruction, independent study, or credit for prior learning. Both tutorial instruction and independent study require the completion of an application form with approvals from the study director, the department chair and the academic dean. Application forms are available in the Registrar's Office.

GRADUATE GRADING SYSTEM

Grades are symbols that indicate the degree of mastery of course objectives. Grades do not necessarily reflect the quantity of effort put into learning the material, but rather serve as a measurement of performance and results. The grading system, the significance of grades, and the numerical value of grade points follow:

GRADE POINTS PER CREDIT HOUR		
Outstanding Performance	A	4.0
	A-	3.7
Adequate Performance	B+	3.3
	B	3.0
	B-	2.7
Inadequate Performance	C+	2.3
	C	2.0
Failing/No Credit	E	0.0
Audit	AU	
Incomplete	I	
No Credit	NC	
No Record of Attendance	NR	
Passing	P	
Official Withdrawal	W	
Unofficial Withdrawal	X	0.0
Deferred	Y	

Grades are available on WebAdvisor two weeks after the last day of the semester. Students who have an accounts receivable balance at Marygrove will not be able to receive a transcript.

AUDIT: AU

A graduate student who wishes to participate in a course without being graded for it must obtain written permission from the instructor and register as an auditor. Audit forms are available in the Office of the Registrar. The decision to audit a class must be made at the time of registration. A change cannot be made from credit to audit or from audit to credit after the course has begun. Grades are not given for courses that are taken on an audit basis.

Fees may differ for auditing a course. Some courses may require a course fee in addition to the audit tuition fee. Graduate students cannot receive financial aid for an audited course.

ACADEMIC POLICIES (CONTINUED)

INCOMPLETE WORK: I

A graduate student who has successfully completed the majority of work in a course but is unable to meet all course requirements or take the final examination because of exceptional or extenuating circumstances, may petition the instructor for a grade of "I" (incomplete). An Incomplete is assigned when there is, in the judgment of the instructor, a reasonable probability that a student can complete the course successfully without attending regular class sessions. The student is responsible for completing all course work.

The grade of "I" is inappropriate if, in the instructor's judgment, it will be necessary for a student to attend subsequent sessions of the class. If class attendance is necessary, the student must re-register for the course during the next or subsequent semester. The grade of "I" is calculated with no grade points until the instructor officially records a new grade. All work must be completed in time for a new grade to be recorded at the end of the following term.

An extension beyond the term immediately following the course can be granted only for a serious reason and will be limited to one calendar year. This must be approved in writing by the course instructor and the Registrar before the end of the extension period. If the work is not completed in the time allowed, the "I" will change to an "E" on the student's record with the permanent computation value of 0.0. Each student is permitted a maximum of two incomplete grades per semester. However, a student who has two incomplete grades will not be permitted to register for subsequent terms until the work from at least one of the incomplete courses is completed.

NO RECORD: NR

An "NR" is a non-punitive grade assigned if the student's name appears on the class list or course roster, but the instructor has no record of the student attending class. An "NR" is recorded on the transcript but is not computed in the grade point average.

WITHDRAWAL FROM A COURSE: W

A student who is unable to complete a course after the add/drop period has ended must officially withdraw from the course. A student can withdraw through the twelfth week of class (or, up to 80 percent of the class if it is shorter than 15 weeks).

To withdraw, a graduate student must obtain a Withdrawal Form, meet with his/her program coordinator, complete and return the form as indicated, and pay the Change of Registration fee in the Business Office. The Withdrawal Form can be found on the Registrar's Office page on the College website or in paper form from the Office of the Registrar.

The grade of "W" is assigned when a student withdraws from a course in accordance with College policy. The grade of "W" is a non-punitive grade which does not impact the grade point average.

Excessive withdrawals will result in a review of satisfactory academic progress and potential probation or dismissal from Marygrove College.

The impact of withdrawal of financial aid can be found in the "Scholarship, Financial Aid, and Other Financial Information" section of this catalog.

UNOFFICIAL WITHDRAWAL: X

An "X" is assigned when a registered student unofficially withdraws without completing enough course work for the professor to determine a grade. An unofficial withdrawal occurs when a student stops attending a class but fails to submit the form for an official withdrawal. An "X" is computed into the semester and cumulative grade point averages with 0.0 points. An "X" remains on the transcript with the permanent value of an "E" grade. Excessive unofficial withdraws will result in a review of satisfactory academic progress and potential probation or dismissal from Marygrove College.

The College cannot give refunds to or cancel fees for a student who unofficially withdraws.

GRADE DEFERRED: Y

The grade of "Y" is assigned when the student is up-to-date in the work of a course that is planned to continue beyond the semester (i.e. a course requiring a master's project). The grade of "Y" may only be used in certain designated courses, with paperwork submitted in advance to the Registrar's Office, or when a student is called to active military duty.

A student may take up to two years to complete a course with a grade of "Y." At the end of the two-year period, the "Y" grade will be changed to "NC" (no credit), unless the instructor agrees to an extension. For an extension, a Request for Extension of a Y Grade must be completed and signed by both instructor and student and submitted to the Registrar one month prior to the expiration of the "Y" grade. If no extension is granted, and the student needs the course for completion of a degree or certificate, the student must re-enroll in the course and pay the regular tuition and fees charged at that time.

TUTORIAL INSTRUCTION

Tutorial instruction is an approach to learning by way of regularly scheduled conferences with a professor outside of traditional classroom attendance. Tutorial conferences must be scheduled at least one hour per week for a three credit course. While a student is excused from classroom attendance, all course requirements must be met. This method of earning graduate credit is restricted to regularly scheduled courses. Transcripts will bear the catalog number of the course for which the student takes the tutorial.



ACADEMIC POLICIES (CONTINUED)

ACADEMIC HONESTY AND ACADEMIC PROBATION

ACADEMIC HONESTY

Marygrove College is dedicated to maintaining and promoting academic excellence. The faculty and administration expect Marygrove students will conduct themselves with utmost integrity in all academic endeavors and with responsible personal behavior in the classroom. Marygrove College will not tolerate academic dishonesty; all students are held accountable for any form of academic misconduct. Academic dishonesty includes plagiarizing the work of others, cheating on examinations or assignments, and falsifying data or records.

POLICY ON ACADEMIC DISHONESTY

For the purposes of identifying academic dishonesty the following definitions apply:

Plagiarizing – “Derived from the Latin word *plagiarius* (‘kidnapper’), to plagiarize means ‘to commit literary theft’ and to ‘present as new and original an idea or product derived from an existing source’ (Merriam-Webster’s Collegiate Dictionary [11th ed.; 2003; print]). *Plagiarism involves two kinds of wrongs. Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud.*” – (MLA Handbook for Writers of Research Papers. 7th ed. New York: MLA, 2009. print).

Plagiarism is a term that covers a number of serious academic offenses including:

- Claiming authorship of a partial or complete assignment that someone else has written
- Failing to cite the words, ideas, or images of a source used within an assignment
- Failing to indicate quotations from another person
- Patch writing: integrating words or sentences from a source into one’s own prose without appropriate indications such as quotation marks and citations ascribing authorship
- Downloading material from the Internet and pasting it into an assignment as if it were original work
- Procuring a paper from an online service or an individual and submitting it as one’s own
- Misrepresenting in any way the extent of one’s use of others’ ideas, words, or images.

INDEPENDENT STUDY

Independent study is a method of earning credit for academic work not listed in the catalog. An independent study must be proposed in writing and is directed by a faculty member. This form of study may extend the curriculum of a program in a specific way, or it may be a research project in an area not directly connected to a course. Independent study is intended for students who want to deepen their learning; it is not a method for solving scheduling difficulties. An independent study bears the course number 691.

TRANSFER CREDIT

Course credits taken from previous educational endeavors may be applied toward a master’s degree. For equivalency evaluation, graduate students must contact their program coordinator. The program coordinator recommends the equivalency of courses subject to department chair/administrative review. See the Admissions chapter for transfer credit policies. Note that each program may have its own additional conditions for transferring in credits. That information is located in the Academic Programs section of this catalog.

STUDENT LEAVE OF ABSENCE POLICY

Marygrove College has a six-year graduate degree completion requirement. A student in a Master’s Degree program may request a temporary Leave of Absence when life events make continued participation in the degree program especially difficult or impossible for a time. An approved Student Leave of Absence allows a student to not register during a fall, winter or summer term and yet remain in compliance with College enrollment requirements. An approved Leave of Absence suspends progress toward the degree for a minimum of one fall, winter or summer term. The six-year graduate degree completion requirement may be extended by the amount of time for which a Student Leave of Absence is approved.

There are four types of graduate student Leaves of Absence at Marygrove College:

Leave of Absence for Medical Reasons, Leave of Absence for Dependent or Family Care, Leave of Absence for Military Service and Leave of Absence for Personal Reasons.

A Leave of Absence may have implications for financial aid and loans. Students needing a Leave of Absence must consult with the Office of Financial Aid to determine how a Leave will affect their aid and eligibility to defer loan repayment. Students who are eligible for an Emergency Leave of Absence must consult with the Office of Financial Aid as soon as possible.

To view the complete Leave of Absence Policy or to initiate a leave of absence, contact the Office of the Registrar in LA 102.

ACADEMIC POLICIES (CONTINUED)

Cheating – Academic cheating is closely related to plagiarism. Cheating includes copying from another student's examination or assignment, submitting work of another student as one's own, submitting the same work in more than one course without the approval of the instructors, and intentionally violating the rules governing a course and the institution for one's own benefit.

Falsifying Data or Records – Submitting false information or making untrue statements on official College documents, or forging signatures on academic forms, is expressly prohibited.

CONSEQUENCES OF ACADEMIC DISHONESTY

Depending on the extent and severity, when academic dishonesty is discovered one or more of the following penalties may be imposed. The student may:

- lose all credit for the assignment in question
- be placed on academic probation for one term
- fail the course
- be dismissed from the College.

ACADEMIC DISHONESTY PROCESS

The faculty member will make a copy of all evidence of academic dishonesty and will impose an appropriate penalty based upon the policies in the course syllabus for the specific type of offense.

1. The faculty member will contact the student to discuss the situation.
2. The faculty member will then submit the "Notification of Academic Dishonesty" form to the Divisional Dean and the student's academic advisor with evidence attached and notice of the penalty imposed, with notation of "confidential."
3. The student will be given the opportunity to review the form, the evidence, and the penalty, either in the faculty member's company or in the Dean's office. Copies of this form remain on file in the offices of the Dean and the Vice-President for Academic Affairs for a period of seven years. Failure of the student to sign the form in no way invalidates the action taken.
4. The Dean will schedule a conference with the student and faculty member if the faculty member requests it. The Vice President for Student Affairs and Enrollment Management or his/her designee will be present as an objective observer at all such conferences.

REPEAT OFFENSES OF ACADEMIC DISHONESTY

1. If the Dean or Vice-President for Academic Affairs receives a second notification of academic dishonesty for the same student, the Dean will schedule a consultation with the student involved and current course instructor(s). The Vice President for Student Affairs and Enrollment Management or his/her designee will be present as objective observers at all such meetings.
2. At this meeting the faculty member(s) will present the evidence. If the Dean determines that evidence of a repeated instance of academic dishonesty has been presented, the student will receive a failing grade in the course. If academic dishonesty is found by the Dean not to be evident, no further action will occur.
3. The Dean will place written notice of the academic misconduct in the student's permanent record, and will present the evidence to the Academic Review Board, which will then impose one of the following penalties.

The student will be:

- a) placed on academic probation for one term, or
- b) suspended for one term, or
- c) dismissed from the College.

The student has the right to request an appeal at any stage of these processes through the academic appeal procedure described in the Appeal/Review Procedures in this catalog.

ACADEMIC PROBATION

A cumulative grade point average (GPA) of a 3.0 (B average) must be maintained to show adequate academic standing and progress in all graduate programs. A student who does not maintain a 3.0 GPA will be placed on academic probation and given one term to return the GPA to 3.0. If the grades achieved in the term are sufficient to raise the student's GPA to a 3.0 or better he/she will be removed from probation. If the grades achieved in the term are not sufficient to raise the student's GPA to a 3.0 or better, he/she will be dismissed from the College. The students may petition for readmission after one calendar year from the point of dismissal.

As long as a GPA of 3.0 is maintained, students may carry up to six (6) hours of C grades in 30-34 hour programs, and up to nine (9) hours of C grades in 35-or-more-hour programs without having to repeat courses.

Courses with grades below B may be repeated only once. Courses with E grades may be repeated only with the permission of the student's program coordinator. Financial aid may be restricted based on academic standing.

ACADEMIC POLICIES (CONTINUED)

ACADEMIC APPEALS

The Academic Appeal Procedure is the exclusive remedy for academic grievances. The appeal procedure is in the Appeal/Review Procedures chapter.

DISMISSAL FROM THE COLLEGE

In keeping with its mission as an educational community committed to individual and social responsibility, Marygrove College has the right to dismiss a student for infractions of regulations, unsatisfactory academic standing or progress, and/or for other reasons which affect the welfare of the individual student or the College community.

OFFICIAL RECORDS

OFFICIAL STUDENT RECORDS AND FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Marygrove College maintains the confidentiality of student records in compliance with the Family Educational Rights and Privacy Act of 1974. This act stipulates that college students shall have full access to any and all official records, files, and data, including all material included in their cumulative records folder.

All permanent academic records for matriculated students are kept in the Registrar's office. These records include application, transfer, registration, and transcript materials.

If you wish to review your records, you should send a written request to the Registrar. An appointment will be set up for the review within a reasonable time (30 days). According to the Family Educational Rights and Privacy Act (FERPA), students have the right to view their files but are not allowed to copy them.

Marygrove designates the following student information as public or "directory information:" name, address, telephone number, dates of attendance, class status, previous institutions attended, major field of study, honors, degrees conferred, participation in recognized sports and activities, physical factors, date and place of birth.

This information may be disclosed by the College at its discretion. Currently enrolled students may withhold disclosure of any category of information under the Rights and Privacy Act. To withhold disclosure, written notification must be received by the Registrar's office prior to the end of registration each term. Forms requesting the withholding of "directory information" are available in the Registrar's office. The College assumes that the absence of such a request indicates student approval for disclosure.

Effective 2012 FERPA permits the disclosure of personally identifiable information and other academic information from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. More information will be provided in the annual notification.

TRANSCRIPTS

Permanent records of your progress are kept in transcript form.

Approximately two weeks are needed to process grades, record them, and prepare records for copy. Therefore, if you need transcripts at the end of a semester, you should wait two weeks after grades are submitted by instructors to request those transcripts.

College transcripts may be requested in person, by mail, or through Web Advisor. Because your signature is required for release of transcripts, we cannot honor requests made by telephone. The written request should include the name under which you took courses, your address, dates of attendance at Marygrove, your student identification number or social security number and the name and address of the person to whom the transcript should be sent.

Transcripts will not be issued if your financial obligations to the College have not been met.



APPEAL AND REVIEW PROCEDURES



Student appeals fall into one of four categories: academic, discrimination/sexual harassment, student affairs, and administrative.

If the decision or action being appealed pertains to a class, e.g., a grading or academic honesty issue, the student should follow the Academic Appeal Procedure.

If the action deals with discrimination or sexual harassment, the student should follow the discrimination/sexual harassment procedure, and should contact the Assistant Dean of Student Development.

If the decision or action being appealed pertains to the residence halls or student conduct, the student should follow the Student Affairs Appeal Procedure.

If a student decision or action being reviewed pertains to matters regarding withdrawal/refund policies and financial services issues, the student should follow the Administrative Review Procedure.

If a student is unsure of which procedure to follow or, in the case of the Administrative Review procedure, to whom to appeal, s/he should consult the Vice President for Academic Affairs whose decision will be final.

ACADEMIC APPEAL PROCEDURE

I. TYPE OF APPEAL

A student shall appeal only academically related grievances to this board. Areas subject to the Academic Appeal Procedure are:

- Final course grades
- Admission into a program, major or department
- Cases of academic dishonesty

The Academic Appeal Procedure is the exclusive remedy for academic grievances.

II. PROCEDURE FOR APPEAL

1. If the student wishes to appeal a matter subject to the Academic Appeal Procedure, he/she must first contact the instructor or person directly responsible for the matter being grieved and discuss the matter. Whenever possible, grievances should be resolved at this level.
2. If no agreement is reached at this level, the student should contact the chairperson of the department to discuss the matter.
3. If no agreement is reached at this level, the student should contact the chairperson of the division involved to discuss the matter.

4. If no agreement is reached at this level, the student, if he/she wishes to pursue the grievance, must file a written grievance with the Dean of Academic Programs documenting that the above steps were taken. No appeal will be considered unless:

- a) The student making the appeal files the grievance in writing, stating the specific complaint, reasons for the complaint and remedy suggested.
- b) The written request to the dean is made within 45 calendar days following the incident or notice upon which the alleged grievance is based, or in case of a contested grade, within 45 days following the end of the term in which the grade in question was received.

III. COMPOSITION OF THE BOARD

The Appeals Board shall be composed of five (5) members. Two (2) students shall be appointed by the Assistant Dean of Student Development, two (2) faculty members shall be appointed by the Faculty Assembly Officers, and one (1) academic administrator shall be appointed by the Vice President for Academic Affairs. The students and faculty appointed will be from a discipline different from that of the student submitting the appeal.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

IV. HEARING PROCEDURE

The Dean of Academic Programs will initiate the convening of the Academic Appeals Board and explain the process. The Appeals Board shall select a chair and a recorder from among their number. The Appeals Board will review the documents presented, interview the parties concerned and others deemed necessary, render a judgment and notify the parties involved.

Within the hearing, the following minimum protections will be guaranteed:

- 1) A record shall be kept of the hearing. The extent of the record shall be at the discretion of the board.
- 2) Each principal shall be permitted one advisor, who shall be a member of the College community (i.e., student, faculty or staff member).
- 3) Principals, advisors and Board members shall be permitted to question all witnesses.
- 4) Deliberations of the committee shall be in executive session.
- 5) In order to consider and /or render a decision on a particular grievance, the Board must have the same five members in attendance at all hearings and votes on the grievance.
- 6) The Chair of the Board will send a letter to the involved parties, with a copy to the Vice President for Academic Affairs, indicating the decisions of the Board based on a vote of the members.

The decision the Board renders will be made on both the merits of the grievance and the remedy to be applied. The Vice President for Academic Affairs will accept as final the result of a simple majority vote of the Appeals Board.

DISCRIMINATION AND SEXUAL HARASSMENT PROCEDURE

It is the policy of Marygrove College that no one shall be discriminated against or excluded for any benefits, activities, or programs on the grounds of race, gender, religion, ethnic group identification, age, sexual orientation, or physical or mental disability.

Sexual harassment constitutes a form of sex discrimination and will not be tolerated at Marygrove College in any context, whether in a student/faculty, supervisor/employee, employee/employee, student/student, employee/student or other relationship. All members of the Marygrove community are responsible for ensuring that their conduct does not introduce sexuality into relationships inappropriately and contrary to the wording and intent of this policy. Independent contractors, vendors and others who do business with Marygrove on or off campus are also required to comply with this policy.

Discrimination as identified above is illegal under Michigan Compiled Laws 37.2102-37.2210, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. In addition to any sanctions that may be imposed by Marygrove College as a result of this policy, individuals who engage in unlawful discrimination or who sexually harass others may be held personally liable to their victims and subject to additional legal sanctions.

CONFIDENTIALITY AND NON-RETALIATION

1. To the extent possible, Marygrove College will make every reasonable effort to conduct all proceedings in a manner which will protect the confidentiality of all parties. All parties to the complaint should treat the matter under investigation with discretion and respect for the reputation of all parties involved. If it is impossible to resolve the complaint while maintaining such confidentiality, the parties will be so informed.
2. Retaliation against an individual for reporting discrimination or sexual harassment or for participating in an investigation is strictly prohibited by Marygrove College. Such retaliation shall be considered a serious violation of this policy and shall be independent of whether a charge or complaint of discrimination or sexual harassment is substantiated. Encouraging others to retaliate also violates this policy.

REPORTING PROCEDURE

Please refer to the Marygrove College website for a complete description of Marygrove's Discrimination and Sexual Harassment Policy and Reporting Procedure, including the Informal and Formal Complaint Process and Recommendation Reporting Process.

This is how the reporting process begins:

1. Complaints may be initiated by a party (the "complainant") who believes s/he has experienced unlawful discrimination, sexual harassment and/or retaliation or by an individual who has learned of unlawful discrimination, sexual harassment and/or retaliation in his or her official capacity.
2. Where verbal complaints, or generalized complaints are submitted, the complainant will be provided with the College's standard form, asked to complete it and submit it to the designated representative from the Office of Student Development (if the complainant is a student). At the beginning of each academic year, the designated representatives – the Equal Employment Opportunity Officer from the Office of Student Development and the Human Resources Office – will be published through the customary means of College communication including the Marygrove College Blackboard portal and website.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

- The Office of Student Development will be responsible for the investigation and resolution of discrimination and sexual harassment complaints involving students in their academic roles.

Please see the Marygrove website for the more complete description of the policy and procedure.

STUDENT AFFAIRS APPEAL PROCEDURES

PRESERVING THE COLLEGE COMMUNITY AND MAINTAINING CAMPUS ORDER

The trustees, administrators, faculty, staff and students make up the academic community of Marygrove College. As a member of the community, each has a common loyalty to cooperate responsibly in maintaining the educational mission of the College. While the vast majority of the community are law abiding and contribute to the peace and order that the College has been proud of, others fail to realize the seriousness and impact of their actions. In keeping with Marygrove's educational mission, any member of the community who violates campus policies and regulations outlined in this handbook or civil law may be subject to disciplinary action.

The following are examples of violations of campus order. These examples are intended to be illustrative rather than an exhaustive list of unacceptable behaviors:

- Alcohol use and abuse
- Dishonesty
- Forgery
- Harassment, assault, abuse (physical or psychological) of staff or students at the College
- Fraud
- Any violations of the College's Computer Usage Policy (<http://www.marygrove.edu/current-students/resources/it-department/computer-usage-policy.html>)
- Gambling
- Theft
- Violence and destruction
- Firearms and deadly weapons on campus (registered or not)
- Using, possessing, or distributing of any controlled substance or illegal drug on College premises or at College-sponsored activities. Public appearance on campus or at any College-sponsored event while under the influence of illegal drugs will be considered a violation.
- Failure to comply with reasonable directions and requests of campus personnel
- Being convicted of a felony while enrolled as a student
- Engaging in the unauthorized entry to, use or occupancy of College premises, facilities or properties
- Issuing a bomb threat
- Refusing to show or surrender College identification upon request by a College official
- Misusing or interfering with fire equipment and failure to follow a fire drill or other emergency procedures

- Obstruction of normal College functions and activities
- Endangering the welfare of others in the College community
- Hazing, which is defined as any method of initiation into a student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm
- Disruption of the teaching/learning environment (any circumstance or behavior caused by a student to alter the in- or out-of classroom activity originally developed by a faculty or staff member of the College)
- Engaging in criminal activity
- Failure to follow College policy and/or federal, state, county or municipal laws
- Harassment of students, faculty or staff involved in the adjudicative process
- Violation of any agreement made during the adjudicative process, including but not limited to no-contact orders. Perjury or retaliatory or disruptive behavior will also be grounds for further disciplinary action.
- Refusal to desist from prohibited conduct
- Intentionally making false charges against another member of the College community to harass, harm, defame and/or intimidate that individual.

SANCTIONS

The primary aim of disciplinary action is to help facilitate the growth of students by helping them deal maturely with the questions of personal responsibility. These sanctions are intended as guidelines which may be modified based on the circumstances and developmental or other needs of the student. The sanction rendered is based on the seriousness of the situation and the impact the situation had or could have on the community.

Reprimand: A written or oral reprimand is an official statement from the Assistant Dean of Student Development. This reprimand officially advises the student of a violation and warns that further violations may result in a more severe disciplinary action.

Reprimand with Conditions: Where appropriate, this level of written reprimand may include any or all of the following conditions:

Educational program or task: Assignment of educational program and/or appropriate task.

Loss of privileges: Removal of privileges or restriction of activities for a designated period of time.

Trespass: A permanent action that restricts an individual's access to a specified location, campus or college-sponsored event.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

Restitution: Reimbursement by the student to cover the cost of damage or loss of property or services. Reimbursement may be partial or complete depending on circumstances, e.g. number of people involved or degree of responsibility.

Referral: A student may be referred for counseling or other appropriate professional help if it is believed that this can assist in avoiding further violations.

Probation: Loss of good standing as a member of the College community for a specified period. This is an official written notice that advises that the student may risk separation from the College if there are any further violations. Where appropriate, probation may include any or all of the previously-listed conditions.

Registration Record Hold: If a student fails to complete the conditions of a judicial sanction e.g. College Service Hours, etc., a Registration Record Hold may be placed on his or her registration account. With this hold in place, the student is prohibited from participating in registration and course adjustment, requesting transcripts, and from receiving a diploma. The Assistant Dean of Student Development will remove the hold after the student has met the conditions of the sanction.

Temporary Suspension: The Assistant Dean of Student Development may suspend a student immediately, before their case has been reviewed and a sanction is rendered. This would occur in circumstances where the College officer has determined that the student's behavior or circumstances pose a clear and present danger to himself/herself or the College community. Under these circumstances, the judicial process would be expedited and additional resources and consultants would be utilized to render the most fair and prudent judgment on behalf of the student, in an effort to protect the well-being of those within the College community. In some instances, the Assistant Dean of Student Development, in consultation with a mental health professional, may require a student to undergo an examination by a licensed mental health professional (at the student's expense). Based on the recommendation of the student's licensed health care professional or, in instances when the student refuses to obtain the examination, the student may be suspended from the College. All conditions, if any, necessary for readmission to the College, will be stated in the suspension documentation.

Suspension: Temporary separation from the College for a specified period. At the end of the specified period the student may apply for readmission to the College. Special conditions affecting eligibility for readmission or special conditions to be in effect upon readmission may be designated. Restitution, where appropriate, may be required of a suspended student.

Suspended students may not visit the campus unless prior permission by the Assistant Dean of Student Development has been granted.

Dismissal: Permanent separation from the College. Dismissed students may not visit the campus unless prior permission by the Assistant Dean of SD has been granted. Dismissed students will not receive academic credit for the semester in which the dismissal occurred.

Medical Suspension: To help students perform at their best, Marygrove College provides counseling. On occasion, however, some students' medical and psychiatric needs are beyond that which the College can be reasonably expected to provide. When a student's medical or psychiatric condition threatens his or her welfare, disrupts or threatens the campus community or makes excessive demands on its staff, the Vice President for Academic Affairs, in consultation with the Director of Athletics, Wellness and Recreation and the Director of Counseling and Student Development, may request that the student undergo an examination by a medical doctor and/or a psychiatrist at the student's expense. Based on the recommendation of the student's licensed health care professional or, in instances when the student refuses to obtain the examination, the student may be separated from the College on medical or psychiatric grounds.

Emergency Temporary Suspension

The Assistant Dean of Student Development may suspend a student immediately, before their case has been reviewed and a sanction is rendered. This would occur in circumstances where the College officer has determined that the student's behavior or circumstances pose a clear and present danger to himself/herself or the College community. Under these circumstances, the judicial process would be expedited and additional resources and consultants would be utilized to render the most fair and prudent judgment on behalf of the student, in an effort to protect the well-being of those within the College community.

REFERRAL TO COUNSELING

In certain circumstances, aside from disciplinary measures, the College may refer a student to the Director of Counseling and Student Development for assistance. Referrals are made when students are involved in disciplinary cases that manifest behaviors and/or attitudes which prevent their ability to function effectively, or when a student's behavior becomes a threat to himself/herself or other students.

In suspension and dismissal, fees will be refunded in accordance with regular College procedures. The grades, which would be appropriate if the student withdrew voluntarily, would be assigned. In the case of a medical suspension, students would not be held responsible for fees.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

JUDICIAL PROCEDURE

STEP I: INITIATING AN INVESTIGATION

An allegation of a violation of the Principles of the Student Code of Conduct can be made by any member of the campus community (faculty, staff, or student). Allegations should be directed to the College's Judicial Officer or Assistant Dean of Student Development (SD). The Judicial Officer will have the responsibility of adjudicating issues of students conduct in violation of the code.

The Judicial Officer or Assistant Dean of SD may decide to initiate a formal College investigation of an allegation. When initiating a formal College investigation, the Judicial Officer or Assistant Dean of SD shall conduct the investigation and shall notify in writing the student of: a) the alleged infraction, b) the investigating officer of the College, and c) the College's judicial procedure and potential sanctions.

The Judicial Officer or Assistant Dean of SD may seek to resolve the incident through an Informal Hearing, Administrative Hearing, or Judicial Board Hearing.

The Informal Hearing (held between the Judicial Officer or Assistant Dean of SD and Student) resolution could be to increase awareness of the principles and importance of the Student Code of Conduct but may not result in a written finding or sanction.

The Formal Administrative Hearing (held between Judicial Officer or Assistant Dean of SD and Student) is an option only if the student admits guilt. Resolution could be a written reprimand or other disciplinary action directly related to the Student Handbook code of conduct. In addition, the student forfeits his/her rights to the appeals process.

The Judicial Board Hearing (held between Judicial Board and Student) is made up of faculty, staff, and students of the Marygrove College Community who have been trained in the College's Judicial Process. Resolution could be a written reprimand up to dismissal from the institution.

STEP II: INVESTIGATION, FINDING, AND SANCTION

The Judicial Officer will gather whatever information necessary to determine the veracity of the allegation. Information gathering may include the following, among others: soliciting written statements from the student and/or witnesses, interviewing the student and/or witnesses, collecting any corroborating evidence, etc.

The Judicial Officer will write the College's official finding and sanction. The College's official finding and sanction, to be sent in writing to the Assistant Dean of SD should state:

a) the finding (what violation, if any, occurred), b) the reasoning used in reaching the finding and sanction, c) any extenuating circumstances that influenced the investigation,

the finding or the decision regarding sanction. A separate letter, stating the finding and the sanction (if any), will be sent to the student. If a violation is found to have occurred, a copy of the student's letter is placed in the student's official file and the sanction is binding unless the student follows the College's Appeal Procedure.

APPEAL

A student may request an appeal in writing to the Assistant Dean of Student Development, postmarked within 48 hours of the letter of disciplinary action. An appeals committee, composed of 2 faculty members (appointed by Faculty Assembly Officers), 2 students (appointed by Assistant Dean of Student Development) and 1 administrator (appointed by the Vice President for Academic Affairs) will be assembled to review the complaint and determine whether there is a basis for appeal.

By virtue of filing an appeal, the accused student agrees to allow the committee permission to review confidential records as relevant. If the committee will hear the appeal, the student has a right to the following during the hearing:

- Be assisted by an advisor from within the College (advisor cannot be present in hearing with the student, however)
- Present evidence and witnesses on his or her behalf
- Question and challenge statements made on behalf of the complaining party
- Be informed of all witnesses
- Refuse to answer questions
- Refuse to attend the hearing.

For sanctions other than suspension or dismissal, the Assistant Dean of Student Development has the final say unless judicial procedures were not followed accurately.

All appeal letters must include a copy of the sanction letter sent to the student by the College officer who rendered the sanction, and a clear statement of the basis of the student's appeal (i.e., student feels that proper procedures were not followed or student is seeking a reversal on new or overlooked evidence that could exonerate him/her from the charges).

If the review committee decides to hear the case (for all suspensions and dismissals or in procedural oversights), their decision will be final. The student will be informed in writing of the committee's appeal decision at the conclusion of the review. A copy will be sent to Assistant Dean of Student Development and a copy will be placed in the student's file.

Until the appeal has been ruled on by the Disciplinary Appeals Committee, the imposed sanction(s) will take immediate effect. The Assistant Dean of Student Development or Director of Judicial Affairs will notify the student in writing regarding continuance of classes and other activities.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

Discipline records are kept on file for two years after a student graduates or five years after the student's last semester of attendance if the student did not graduate. Cases involving felony crimes and acts of severe destruction and violence will be kept on file indefinitely.

During the summer session, student members will be appointed by the Judicial Officer. A student member will have:

- no record of disciplinary action;
- at least a 2.50 cumulative grade point average;
- current status as an enrolled full time student.

The Assistant Dean of Student Development or the Judicial Officer may handle all cases during the summer administratively.

ADMINISTRATIVE REVIEW PROCEDURE

Students should follow the policies regarding Withdrawals/ Refunds and Financial Information found in the *Graduate Catalog*, the Marygrove website and the Student Handbook.

If a student has a dispute in one of the above areas, the student submits the specific issues(s) in writing including facts, dates, student actions, forms and a request for a specific resolution to the appropriate director of the department governing that policy. Example: Financial aid awarding to the Director of Financial Aid and Scholarships; Registration issues to the Registrar; Financial Statement charges and issues to Financial Services.

The department will review all documents and a decision is rendered and the student is notified in a letter and through their Marygrove email student account. Whenever possible, the issue should be resolved at this level.

PROCEDURE FOR REVIEW

If a student disagrees with the resolution, the student may request an administrative review with due cause and/or additional documentation. A student can only request a review of administrative issues to the Administrative Review Board.

A student submits in writing a request for an administrative review of the department decision including the reason for the review, and additional documentation to the Director of the Student Services Center. The Director of the Student Services Center will collect all relevant information and actions from the appropriate department(s), and will retain the original file.

COMPOSITION OF THE BOARD

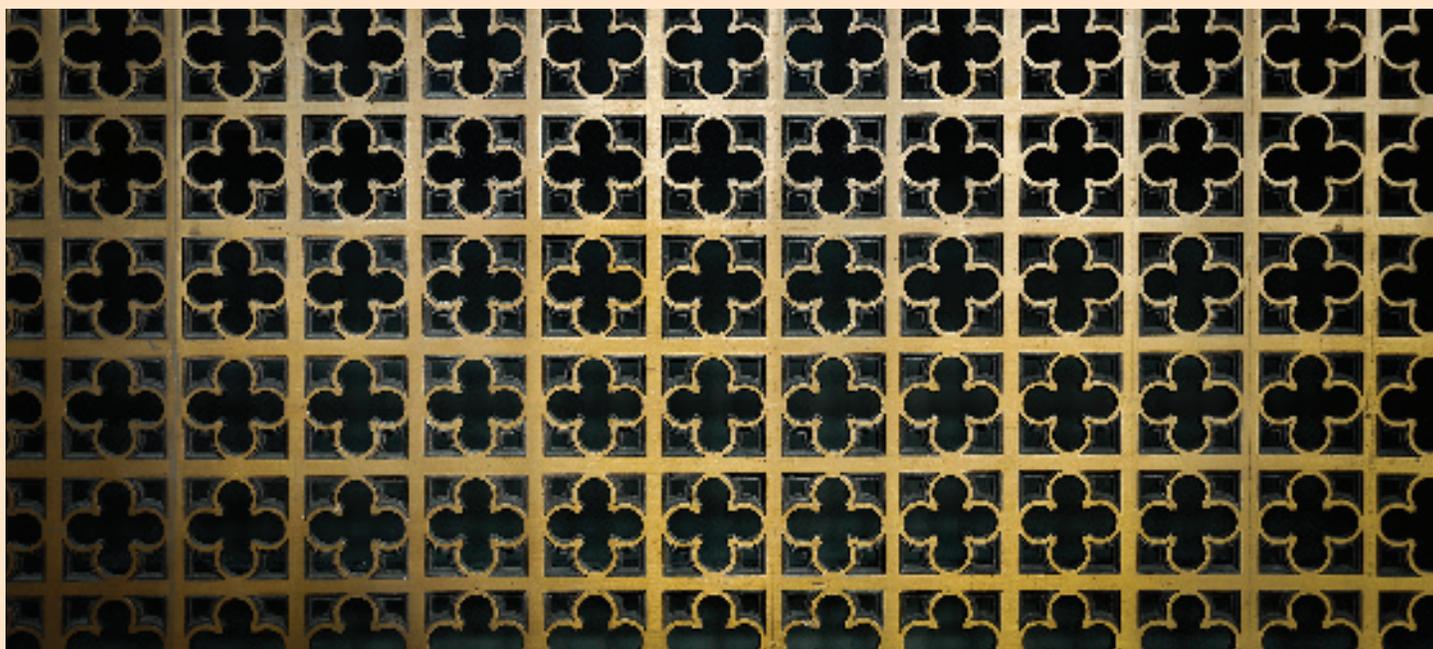
The Administrative Review Board shall be composed of three members: one faculty member (to be appointed by the Faculty Assembly Officers), one student (to be appointed by the Assistant Dean of Student Development), and one administrator (to be appointed by the Vice President for Academic Affairs).

HEARING PROCEDURE

The Director of the Student Services Center will initiate the convening of the Administrative Review Board. The Board shall select a chair and a recorder from among their number. The Board will review the written documentation presented, interview parties concerned and others deemed necessary, render a judgment and notify the parties involved.

The decision the Board renders will be a final decision on both merits of the issue and the remedy applied.

The chair will send a letter to the student by certified mail. The minutes of the Board will reside in the office of the Director of the Student Services Center.





GRADUATE STUDIES AT MARYGROVE COLLEGE

Marygrove College offers a range of Master's Degree programs and Professional Development programming, including the following:

- Masters in Education (M.Ed.) Plus Teacher Certification
- Master of Arts (M.A.) in Educational Leadership
- Master of Education (M.Ed.) in Education Technology
- Master in the Art of Teaching (M.A.T.) Online Program
- Master of Education (M.Ed.) in Reading leading to the Reading Specialist [BR] Endorsement
- Master of Education (M.Ed.) in Special Education with a Concentration in Learning Disabilities leading to the Learning Disabilities [SM] Endorsement
- Added Endorsement Programs at both the Elementary and Secondary Level
- Continuing Professional Development for Educators
- Master of Arts (M.A.) in English
- Master of Arts (M.A.) in Human Resource Management
- Master of Arts (M.A.) in Literacy Learning
- Master of Arts (M.A.) in Social Justice
- Modern Language Translation Certificate
- Graduate Level Courses in the Liberal Arts, Visual Arts and Social Foundations

Marygrove College's graduate programs provide unique opportunities for the professional development, career enhancement, and personal aspirations of adult learners. Grounded in a College Mission based on goals of Competence, Compassion and Commitment, graduate studies at Marygrove are structured to provide career flexibility and challenging adult learning strengthened by foundations in the liberal arts. With a campus-wide Urban Leadership Vision, students at Marygrove not only enjoy a superb graduate-level education experience, they tap their own particular expertise to contribute to developing urban leadership.

Graduate level opportunity at Marygrove is academically challenging and highly personalized, offering innovative methods for delivering instruction. Our cutting-edge systems for instruction and inquiry include student access to online programs, hybrid courses and programs, and engaging in-person evening and weekend courses offered at times when most adults can attend.

Adults returning to college for graduate study generally have a wide breadth of previous experience, knowledge, and self-motivation, with interests and competencies in many areas (Speck 1996). Graduate students are recognized as especially self-directed, goal oriented, and practical (Lieb, 1991). To engage the wealth of life experiences our students bring, Marygrove's graduate programs consistently provide concrete, relevant learning opportunities, practical application of material being learned, and structured, helpful feedback.

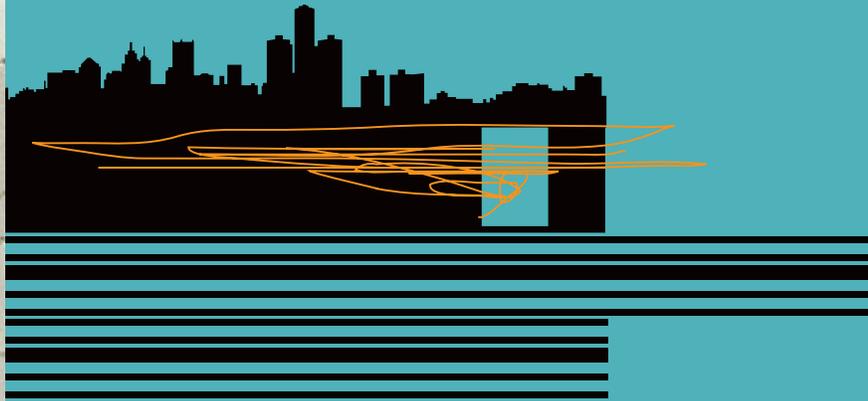
Each of our graduate programs are scaled to create interactive learning communities, with class times convened for the optimal convenience of working adults, many of whom are changing careers. The academic rigor, individualized support, and community context of our programs lead to successful outcomes for our graduate students, many of whom become urban leaders.

LEAD

GRADUATE PROGRAMS FOR EDUCATOR PREPARATION & PROFESSIONAL DEVELOPMENT



Teaching is an especially demanding, yet particularly rewarding profession. Few careers ask so much of a person's character and creativity, and few professions give as much satisfaction in return. The Education Department Mission and Conceptual Framework below form the basis for the outcomes of all graduate Education Division programming.



EDUCATION DEPARTMENT MISSION STATEMENT AND CONCEPTUAL FRAMEWORK

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society.

To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

OVERVIEW OF PROGRAMS

The teacher certification and professional development programs at Marygrove College provide a wide scope of preparation and opportunities for educators in public, parochial, and private schools, grades K-12. Complete descriptions of the programs outlined below can be found in the corresponding pages that follow.

ADVANCED DEGREE PROGRAMS FOR EDUCATORS

MASTER OF EDUCATION (M.ED.) PLUS TEACHER CERTIFICATION

The Education Department works in collaboration with academic departments in the Arts and Sciences Division to professionally prepare graduate students for teaching. The first teaching certificate is Provisional, specified for teaching at the Elementary or Secondary Level. It is important to determine a desired teaching level at the beginning of one's program. Elementary and Secondary Level program requirements are different, as are Elementary and Secondary classroom environments. Certifiable teaching majors and minors are included in these programs.

EDUCATIONAL LEADERSHIP

FOR INFORMATION contact

Mary Katherine Hamilton, IHM, Ed.D.
Program Coordinator
Madame Cadillac Building, Room 218
Direct: (313) 927-1548
E-mail: mhamilton@marygrove.edu

PROGRAMS OFFERED

Master of Arts



MISSION STATEMENT

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society. To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL DESCRIPTION

A Master of Arts in Educational Leadership is a State Approved Administrative Certification Program that provides candidates with the knowledge, dispositions, and skills to manage and lead today's schools. Courses are offered both online and on-campus. It prepares the educational leader to promote the success of all students by facilitating a vision of success that engages the school staff, families, and community members in research based practices that lead to increased student achievement. The program prepares administrators for the K-12 school principal, supervisory, and director opportunities. Candidates completing the program will be eligible for State of Michigan Administrative Certification K-12. The program focuses on the principal as the instructional leader and the chief architect of change in the school. In addition to a thorough grounding in the fundamental principles of administrative and management theory and capacity building, students will be introduced to the concept of the principal as change agent working closely with teachers, parents, and community members to create a supportive environment where teachers can teach and students can learn. The program is consists of 36 credit hours of course work, consisting of 11 core classes and one sociology elective.

EDUCATIONAL LEADERSHIP (CONTINUED)

ADMISSIONS REQUIREMENTS

Administrative candidates must have a bachelor's degree, a 3.0 cumulative GPA and a teaching certificate. They are also required to develop a career plan and meet all requirements stated in the Graduate Admissions section of the Catalog.

GRADUATION REQUIREMENTS

In order to graduate candidates must have completed 36 graduate credit hours in the State approved courses and maintain a 3.0 or higher grade point average (GPA). The complete listing of all applicable graduation requirements is included in the academic policies section of the *Graduate Catalog*.

SPECIFIC PROGRAM REQUIREMENTS

A. Required Courses:

EDL 512	Organizational Theory and Management
EDL 515	Executive Leadership and Ethical Decision Making
EDL 516	Managerial Finance
EDL 518	Management in Computer Information Systems
EDL 529	Introduction to Management and Leadership
EDL 537	Curriculum Theory and Development
EDL 602	Introduction to Educational Research
EDL 627	Legal Issues in Education
EDL 647	Instructional Leadership and Staff Development
EDL 677	Internship I – Issues in Education
EDL 687	Internship II – Administrative Practicum

B. Urban and Social Foundations (One Class Required):

SOC 506	Racial and Ethnic Diversity
SOC 593	Urban Social Issues

COURSE DESCRIPTIONS

Note: Field experiences and field hours are required in all courses.

EDL 512 Organizational Theory and Change 3 credits

This course is designed to study organizational principles and organizational systems, theories and processes affecting leadership, and management of planned change. It will also focus on the roles and responsibilities of school leaders as they address a set of beguiling challenges that schools face today and are likely to face for the foreseeable futures. The main goal is to expand students' perspectives on these organizational and curricular challenges, and thereby to assist them as potential leaders in forming enlightened approaches to address them. The course prepares students to assume responsibility for school administration with appropriate communication, management, supervision, respect and value of human diversity.

EDL 515 Executive Leadership and Ethical Decision Making 3 credits

This course will focus on the theories of leadership and their influence on educational systems. It will develop problem analysis and solution skills and ethical approaches to decision making. The role of decision-making and appropriate models for the executive will be stressed. The student will gain an understanding of and information needs of education decision-makers and how such needs can be met. The emphasis is on data driven decision making and organizational learning.

EDL 516 Managerial Finance 3 credits

This course will focus on sources of funding for schools with an emphasis on equity and adequacy of funding formulas for all students. It includes both human and financial resource allocation to improve student learning. It will cover reporting financial operations, the preparation and utilization of financial data for internal applications including decision-making and budget preparation, with an emphasis on long range and strategic planning forecasting.

EDL 518 Management in Computer Information Systems 3 credits

The course will provide students the opportunity to explore how administrators can use computer technology to promote, enhance, and support both administrative and instructional activities in K-12 education. Emphasis will be placed on how the integration of educational technology in the classroom can contribute to student achievement as well as the training and professional development of faculty.

EDL 529 Introduction to Management and Leadership 3 credits

The course is designed to analyze the components of educational and curriculum leadership necessary to improve instruction in K-12 education institutions. The focus is on the development of a personal and coherent vision of effective institutions including knowledge of alternative visions, the design of steps to achieve a vision, the knowledge and attitude needed to affect changes in programs. Students will be introduced to the concept of the "principal as change agent." Issues facing educational leaders, with a focus on principals in K-12 education will be considered in the context of the educational administrator as the chief architect of school improvement and change.

EDUCATIONAL LEADERSHIP (CONTINUED)

EDL 537 Curriculum Theory and Development 3 credits

This course studies the theories of curriculum, curricula development reform, multiculturalism, school reform, and diversity issues for the principal role as instructional leader. This includes the implications of curriculum theory for supervision of instruction, staff development and school improvement as a means to improve student learning. A review of philosophical, cultural, and technological foundations underlying curriculum development is also presented. This course is appropriate for administrators, school supervisors of specific content areas, and personnel involved with staff development, curriculum development and instructional leadership responsibilities.

EDL 602 Introduction to Educational Research 3 credits

This course EDL 602 is designed to prepare administrative candidates for their role as educated consumers of research and as researchers. The course will examine principles and procedures for studying and producing educational research. It will also introduce to students the basic vocabulary, concepts, and methods of research. Students will learn to analyze educational research, plan and conduct their own research studies, and report research findings effectively and accurately. The emphasis will be on application of research principles. Additionally, the course will present a framework for analyzing, evaluating and critiquing research.

EDL 627 Legal Issues in Education 3 credits

This course will focus on the legal rights and responsibilities of administrators, students, teachers and community. It emphasizes pertinent and landmark court cases that have shaped educational policy and individual rights and responsibilities of students, teachers, parents, and community. It focuses primarily on all schools funded by federal, state and local government. This class is appropriate for administrators and teachers.

EDL 647 Supervision of Personnel and Staff Development 3 credits

This course will focus on the ways of facilitating staff effectiveness in achieving professional goals and improving instruction. The course includes skill building with regard to choosing or designing programs for staff development, supervisory skills, evaluating performance, and conducting follow-up conferences.

EDL 677 Internship I – Issues in Education 3 credits

This course is an in-depth study of one or more organizational, school improvement or curriculum issues not covered in the regular curriculum but has significance based on data analysis. It requires the student to attend a summer work session on the Marygrove campus. During this session students will select an

action research topic that will form the basis for a Plan of Work for the Practicum course. This Action Research Plan of Work will include:

- A. Description of Needs Analysis of the school site for their Internship.
- B. Data Driven Component to measure and act upon the gap analysis discovered.
- C. Evidence of Interviews with key stakeholders to validate data gathered on the Issue examined.
- D. Literature Review using theory, research and best practices on Issue to be examined.
- E. Communication of results to the College Advisor and Site Administrator to gain support for their findings and Project to be implemented in the Practicum class.

EDL 687 Internship II – Administrative Practicum 3 credits

This course will consist of a supervised Practicum experience for administrative candidates to demonstrate competency of the eight Michigan Standards for the Preparation of School Principals. Candidates will be required to engage in several administrative duties, responsibilities, and activities such as, organizational leadership, curriculum development, and supervision and evaluation of staff during the practicum experience. Students will develop a plan of work that will be approved by the instructor and site administrator. The onsite administrator and college supervisor will evaluate the students' performance during the practicum experience.

Elective

Urban and Social Foundations: One Course Required

SOC 593 Urban Social Issues 3 credits

The course will present an analysis of selected topics on the social concerns of urban life. An interdisciplinary Social Sciences approach is used to investigate the roots of these urban problems, their consequences for individuals, communities and societies, and strategies to deal with them.

SOC 506 Racial and Ethnic Diversity 3 credits

The course will present an analysis of the social, economic and political aspects of racial/ethnic relations in the United States and the effects of diversity on various racial and ethnic groups.

Note: Educational Leadership students enrolled in the sociology classes will focus on the factors and issues of schooling in an urban setting. Field work in a community organization is required for Educational Leadership candidates. The addendum to the syllabus is included in each syllabus.

EDUCATIONAL TECHNOLOGY



FOR INFORMATION contact

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Program Coordinator
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PROGRAMS OFFERED

Master of Education

21 Hour State of Michigan NP Endorsement:
Planned Program

MISSION STATEMENT

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society. To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL INFORMATION

Marygrove College, in partnership with Lawrence Technological University, now provides educators a means to improve their teaching skills at the same time they improve learning for their K-12 students through the use of educational technology. Graduates of the program will become leaders in using computers and integrating educational technology in the classrooms.

They will also become technology experts in the school and school district. The M.Ed. program comprises 30 credit hours of graduate study in practice-oriented courses covering all aspects of integrating technology into the classroom.

Upon completion of the 18 core credit hours certified teachers can obtain their NP endorsement. This endorsement is valid with or without the master's degree. Courses are generally scheduled in the evenings and on weekends and are offered online or in traditional settings. The Educational Technology programs are designed to develop knowledge and skills in using the computer to enhance teaching, applying emerging technologies to the creation of educational media, participating in decision making about adopting educational technology applications, making presentations to various audiences using appropriate technologies and training and coaching others in the application of technology.

EDUCATIONAL TECHNOLOGY (CONTINUED)

ADMISSIONS REQUIREMENTS

Students must meet all of the requirements specified in the “Graduate Admissions” section of this catalog and have a valid teaching certificate. Please note that if you are accepted you will be taking classes at both Marygrove College and Lawrence Technological University.

SPECIFIC PROGRAM REQUIREMENTS

Required for the M.Ed. and NP Endorsement programs. Courses are offered by both Marygrove College (MG) and Lawrence Technological University (LTU). Students will attend classes on both campuses. Each course carries three hours of graduate credit.

A. Required Courses

- EDT 640 Technology Tools for Teachers (MG)
- SED 573 Assistive Technologies in Special Education (MG)
- EDT 688 Issues in Educational Technology (MG)
- EDT 650 Distance Learning through Technology (MG)
- MET 6203 Computer Applications for Education (LTU)
- MET 6213 Applied Instructional Technology (LTU)
- MET 6223 Multimedia Development I (LTU)

B. Elective Courses

- EDL 518 Management in Computer Information Systems (MG) and ONE of the following:
- EDL 512 Organizational Theory & Change (MG)
- EDL 515 Executive Leadership and Ethical Decision Making (MG)
- EDL 529 Introduction to Management and Leadership (MG)

C. Capstone (Required for the M.Ed.)

- EDT 665 Seminar and Project (MG)

COURSE DESCRIPTIONS

EDL 512 Organizational Theory and Change 3 credits

This course is designed to study organizational principles and organizational systems, theories and processes affecting leadership, and management of planned change. It will also focus on the roles and responsibilities of school leaders as they address a set of beguiling challenges that schools face today and are likely to face for the foreseeable futures. The main goal is to expand students’ perspectives on these organizational and curricular challenges, and thereby to assist them as potential leaders in forming enlightened approaches to address them. The course is designed for both positional leaders, such as principals and department heads, and leaders without titles, such as teacher leader, business leaders and community leaders.

EDL 515 Executive Leadership and Ethical Decision Making 3 credits

This course will focus on the theories of leadership and their influence on educational systems. It will develop problem analysis and solution skills and ethical approaches to decision making. The role of decision-making and appropriate models for the executive will be stressed. The student will gain an understanding of and information needs of education decision-makers and how such needs can be met. The emphasis is on data driven decision making and organizational learning.

EDL 518 Management in Computer Information Systems 3 credits

The course will provide students the opportunity to explore how administrators can use computer technology to promote, enhance, and support both administrative and instructional activities in K-12 education. Emphasis will be placed on how the integration of educational technology in the classroom can contribute to student achievement as well as the training and professional development of faculty.

EDL 529 Introduction to Management and Leadership 3 credits

The course is designed to analyze the components of educational and curriculum leadership necessary to improve instruction in K-12 education institutions. The focus is on the development of a personal and coherent vision of effective institutions including knowledge of alternative visions, the design of steps to achieve a vision, the knowledge and attitude needed to affect changes in programs. Students will be introduced to the concept of the “principal as change agent.” Issues facing educational leaders, with a focus on principals in K-12 education will be considered in the context of the educational administrator as the chief architect of school improvement and change.

EDT 640 Technology Tools for Teachers 3 credits

This course focuses on the integration of technology into lesson plans that support critical and higher order thinking, creative expression and problem solving skills. Emphasis is placed on a variety of technology tools and integration methods based on learning theory and teaching practice.

EDT 665 Distance Learning through Technology 3 credits

This course prepares school teachers to design and teach an online course in their subject area. This course explores design and delivery strategies of online courses. Online pedagogy, content, assessment, collaboration, management and human issues are investigated.

EDUCATIONAL TECHNOLOGY (CONTINUED)

EDT (EDU) 665 Educational Research Seminar 3 credits

Prerequisite: None

This course provides the opportunity to examine various types of educational research models and research related activities while creating a terminal thesis.

EDT 688 Issues in Educational Technology 3 credits

Prerequisite: None

This course explores educational technology issues related to classroom integration and appropriate resolution strategies. A constructivist, problem-based approach is used to place the issues in a natural, school context that forces students to think and demonstrate ways to best manage the use of technology in teaching and learning.

MET 6203 Computer Applications in Education 3 credits

Addresses the selection and implementation of educational software packages and utilization of Internet resources in the classroom. Involves student development of computer generated instructional materials for the classroom and other educational settings.

MET 6213 Applied Instructional Technology 3 credits

This course is designed to provide students with the understanding of the concepts and operations of educational technology including research findings, trends, history, and future implications of new and combined technologies. Students apply various instructional technology strategies in the design and development of units in their field of expertise to be used in the classroom.

MET 6223 Multimedia Development I 3 credits

Emphasis on the use of multimedia hardware and software to develop posters, transparencies, and PowerPoint presentations. The presentations integrate pictures, graphics, animation and sound. Students learn the concepts of multimedia such as design, and how to incorporate the Internet into their presentations.

SED 573 Assistive Technology in Special Education 3 credits

SED 573 introduces the use of adaptive technology, methods for linking technology and instruction of students with special needs, techniques for selecting and utilizing computer-based instructional programs and methods for developing interactive instructional materials.

LITERACY LEARNING

FOR INFORMATION contact

Vivian Johnson, Ph.D.

Literacy Learning and Reading Program Coordinator

Madame Cadillac Building, Room 220

E-mail: vjohnson@marygrove.edu

PROGRAMS OFFERED

Masters of Arts (M.A.) in Literacy Learning



MISSION STATEMENT

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society. To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL DESCRIPTION

The Master of Arts in Literacy Learning is designed for individuals who have an interest in experiential learning and a commitment to community change through literacy development. Students explore literacy as transformative of socio-cultural, political, and economic factors that impact individuals, families, and communities. Educator Paulo Friere's approach to literacy learning as social activism serves as the program's framework.

Individuals completing the program are prepared to work in a variety of community settings such as literacy centers, private tutoring, community organization, faith-based literacy ministries, and as K-12 paraprofessionals.

LITERACY LEARNING (CONTINUED)

ADMISSIONS REQUIREMENTS

ADMISSIONS PROCESS

Applicants must meet all of the general graduate admission requirements (see the “Graduate Admissions” section of this catalog).

Applicants must have earned a Bachelor’s Degree from a regionally accredited institution. Applicants are NOT required to have a teaching certification for admission into the program. Please note - the Masters in Literacy Learning does NOT lead to the Elementary or Secondary Michigan Teaching Certification.

STUDENT REQUIREMENTS

In addition to the admission requirements explained in the “Graduate Admissions” section of the Marygrove College Graduate Catalog, for acceptance to this program applicants must submit a typed 3-5 page essay that describes:

- (1) a personal statement about his/her own literacy experiences,
- (2) the reason for selecting the MALL program and indication of a choice of a focus area: family literacy, adult literacy or community literacy, and
- (3) experiences, if any, tutoring or working in some instructional capacity with struggling readers or writers.

This essay should be double spaced and proof read for accuracy. The essay should be sent in with Graduate program application materials.

TRANSFER CREDIT

A request for consideration of transfer of appropriate graduate credit from another institution (or program) may be made as part of the application process. Applicant may submit transcripts, along with course descriptions and syllabus to be reviewed for course substitutions, in the program application process. A maximum of six transfer credits can be accepted for transfer.

PROGRAM APPLICATION CHECKLIST

- Completed application, including signature and date
- Official transcript(s) received directly from the college or university attended with grades posted for ALL undergraduate and graduate courses
- Essay

APPLICATION DEADLINES

This program may be started only during the Fall or Winter term.

The application deadline for Fall term, which starts in September, is the first Wednesday in August.

The application deadline for Winter term, which starts in January, is the first Wednesday in December.

SPECIFIC PROGRAM REQUIREMENTS

To complete the Master of Arts in Literacy Learning, students must complete 30 credits of approved coursework including an action research project which is conducted as part of the course LLE 639 – Research in Literacy and Program Development.

A. Required Courses

LLE 500	Foundations of Literacy for Liberation	3 Credits
LLE 510	Socio-Cultural Factors and Literacy Learning	3 Credits
LLE 520	Literacy and Social Activism	3 Credits
LLE 530	Family Literacy Learning: Home, School and Community	3 Credits
LLE 550	Perspectives of Adult Literacy	3 Credits
RDG 559	Literature Based Approaches to Reading Instruction	3 Credits
RDG 609	Diagnostic Techniques in Reading Instruction	3 Credits

B. Community Literacy Courses

LLE 540	Community as a Literacy Learning Center	3 Credits
LLE 541	Leadership in Community Literacy Learning	3 Credits
LLE 639	Research in Literacy and Community Program Development	3 Credits

COURSE DESCRIPTIONS

LLE 500 Foundations of Literacy for Liberation 3 Credits

This course is a historical, theoretical and sociological exploration of the foundation of literacy learning from a global and Western perspective. It also examines Paulo Friere’s pedagogical principles for utilizing literacy as a form of social activism and liberation.

LLE 510 Socio-Cultural Factors and Literacy Learning 3 Credits

This course is an introduction to social, cultural, and language factors as underpinnings of issues diverse learners face in varied environments, including home, community, and school. Emphasis is on the social, cultural, linguistic, and academic challenges and opportunities, and research based strategies that support culturally responsive teaching.

LLE 520 Literacy and Social Activism 3 Credits

This course explores global literacy, theories and issues related to traditional and nontraditional community engagement in reading and writing. Participants engage in community literacy projects using multi-modal literacies to create space for social activism and change.

LITERACY LEARNING (CONTINUED)

**LLE 530 Family Literacy Learning:
Home, School and Community 3 Credits**

Examines home literacy experiences and school expectations for literacy development, and strategies to bridge home, school and community literacy programs. Candidates will learn literacy strategies that support “reading the world, reading the word” as a model for embracing nontraditional ways of literacy learning. Educators develop instructional plans to engage students at school and extend to the home environment.

LLE 550 Perspectives of Adult Literacy 3 Credits

This course examines various definitions and perspectives related to adult literacy with a focus on socio-cultural issues and challenges. The Freirean approach to adult literacy education is the core focus for learning about adult literacy as social activism in urban communities. Participants will also learn the components of adult literacy and strategies to address diverse literacy needs. A culminating group project is designing a plan for an adult literacy program. *(Pending approval.)*

**RDG 559 Literature Based Approaches to
Reading Instruction 3 Credits**

This course examines the history, description, rationale, and criteria for selection and evaluation of classic, contemporary, and culturally diverse literature for children. This course explores a variety of strategies to foster literacy development and promote an enjoyment of literature. Students examine specific strategies for using culturally conscious literature in reading instruction.

**RDG 609 Diagnostic Techniques in
Reading Instruction 3 Credits**

This course examines identification of reading disabilities and possible causative factors through the use of formal tests, informal tests, and case study methods. Students in this course develop a comprehensive testing vocabulary in order to administer, interpret, and evaluate tests.

**LLE 540 Community as a Literacy
Learning Center 3 Credits**

This course is an introduction to the study of diverse literacy experiences within community spaces. Students examine the complexity of social, cultural and literacy practices imbedded in diverse urban communities and explore literacy strategies and techniques to document and sustain viable communities of practice. Participants explore past and current events that shape communities, and examine how people engage in new literacy practices to understand and facilitate sustainable social change.

**LLE 541 Leadership in Community
Literacy Learning 3 Credits**

In this course students analyze literacy learning as well as characteristics of community literacy leadership. The course examines social, political and economic factors that impact community viability and organizational planning for sustainable community literacy development. The signature assignment for this course has students work with a mentor recognized as a community literacy leader to develop a plan for a community literacy center.

**LLE 639 Research in Literacy and
[Community] Program Development 3 Credits**

This course provides opportunities for research that focus on effective literacy instruction and factors involved in successful curriculum development in community-based programs. This course further investigates techniques for formal and informal research. Students design, conduct, and present the findings of a community action research project.

MASTER IN THE ART OF TEACHING ONLINE PROGRAM



FOR INFORMATION contact

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PROGRAMS OFFERED

Master in the Art of Teaching (MAT) - Online Learning Mode

- MAT/ERL – Elementary Reading and Literacy Focus
- MAT/CIA – Curriculum, Instruction & Assessment Focus
- MAT/EMTH – Elementary Mathematics Focus
- MAT/MMTH – Middle School Mathematics Focus
- MAT/ET – Effective Teaching for the 21st Century

MISSION STATEMENT

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Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

CONCEPTUAL FRAMEWORK & VISUAL

Competent life-long learners and teacher-leaders, resourceful creative master teachers and educational leaders – these are the expected outcomes of the Marygrove Education Department's conceptual framework. These goals are always kept in mind by faculty and staff of Marygrove College as we teach, counsel, guide, and provide information and services to a most remarkable group of teacher-educators. While we always strive to keep an eye toward the future, we never forget our historic pledge of competence, compassion, and commitment: To prepare compassionate, reflective teachers who are academically, socially, and technically competent, to communicate with all learners in a diverse world.

MASTER IN THE ART OF TEACHING ONLINE PROGRAM (CONTINUED)

GENERAL INFORMATION

Known for excellence in teacher education since 1914, Marygrove was one of the first colleges to offer the convenience and flexibility of a master's degree program in online, weekend on-site, and distance learning. Since the program's inception, over 24,000 teachers have become Master Teachers through the Marygrove MAT program. The high-quality outcomes that the program yields have been the subject of several journal articles. All program formats offer teachers the opportunity to study, practice and reflect on skills based on the most recent educational research.

The structure of the master's program allows working professionals to earn a master's degree in 20 months. The program is designed to empower teachers in their classrooms by focusing on the knowledge and skills required to deliver effective instruction to diverse learners at all levels, including those with special needs. The outcomes of the MAT program are consistent with the Five Core Propositions of the National Board for Professional Teaching Standards:

1. Commitment to students and learning
2. Knowledge of subject area and how to teach it
3. Management and monitoring of student learning
4. Systematic reflection on teaching practice
5. Membership in learning communities

The online MAT program with a Reading focus follows the Reading First elements for the teaching of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension by using engaging literature to support these components. The program also incorporates the Standards for Reading Professionals as outline by the International Reading Association (IRA).

The online MAT program with a Mathematics focus follows the National Standards for the teaching of mathematics (set by the National Council of Teachers of Mathematics) which require that all instructional programs from pre-kindergarten through grade 12 should enable all students to represent, analyze and utilize concepts to solve problems in all of the ten major mathematical strands: Number and Operation, Algebra, Geometry, Measurement, Data Analysis and Probability, Problem Solving, Reasoning and Proof, Communication, Representation, and Connection.

The online MAT program with a Curriculum, Instruction, and Assessment focus follows the National Board for Professional Teaching Standards for the teaching of all subjects and all grade levels. Participants examine a variety of teaching and assessment strategies in light of the subjects and grades they teach.

The online MAT program, Effective Teaching for the 21st Century uses the NETS-T standards for evaluating the skills and knowledge educators need to teach, work and learn in an increasingly connected global and digital community. Participants learn basic technology skills, then choose further technology courses or a classroom track focused on cultural literacy and creativity.

By the end of the MAT program, successful teachers will have submitted three Capstone Projects, in lieu of a master's thesis, which may serve as a foundation for National Board Certification and provide evidence of proficiency in:

- Making sound instructional decisions based on current research, theory and practices in education
- Creating a learning environment that engages and challenges students
- Developing information literacy and critical thinking skills
- Teaching to multiple intelligences and differing learning styles in order to reach the diverse needs of all students
- Designing curriculum that motivates and delivers desired outcomes
- Using technology in the classroom to enhance learning
- Collaborating with peers, parents, and the school community to achieve instructional goals

SPECIFIC PROGRAM REQUIREMENTS

The program consists of ten sequential cutting-edge courses, three semester hours each, for a total of 30 graduate credits. From the beginning to the end of the program, course work is designed for practical use in the classroom with each course building upon the previous one to strengthen concepts and skills, and to increase teaching effectiveness. Marygrove College offers four focus areas for the Master in the Art of Teaching degree:

1. MAT /ERL – Elementary Reading and Literacy Focus
2. MAT /CIA – Curriculum, Instruction & Assessment Focus
3. MAT /EMTH – Elementary Mathematics Focus
4. MAT /MMTH – Middle School Mathematics Focus
5. MAT/ET – Effective Teaching for the 21st Century

Internet study teams of three to fifteen participants receive instruction via streaming video, textbooks and collaborative online experiences. Students may also choose to form face-to-face cohorts and conduct their discussions off-line. Marygrove faculty mentors facilitate the learning process via e-mail and telephone communication.

ADMISSION REQUIREMENTS

Applicants must:

- Desire to be a master teacher
- Meet all the general graduate admissions requirements (see the "Graduate Admissions" section of this catalog)
- Complete an application form particular to the Master in the Art of Teaching Program
- Submit a copy of their teaching certificate
- Participate in an orientation seminar (optional)
- Teach in a regular position (classroom teacher, resource room teacher, etc.)
- Have access to a method of video recording (cell phone is fine) and a computer with Internet access

MASTER IN THE ART OF TEACHING ONLINE PROGRAM (CONTINUED)

REQUIRED COURSES FOR ONLINE MODE

Note: All Online Mode students take the six core courses listed below. They also take the four specialty courses in their area of focus (Elementary Reading and Literacy, Elementary Mathematics or Middle School Mathematics).

A. Required Courses:

EDU 568	Teacher as Leader
EDU 622	Meeting the Needs of All Students
EDU 570	Instructional Design
EDU 618	Effective Assessment
EDU 501	Teacher as Researcher
EDU 5604	Evidence-Based Interventions
EDU 698A	Capstone A
EDU 698B	Capstone B
EDU 698C	Capstone C

B. Elementary Reading and Literacy Focus, Grades K-6:

RDG 500	Foundations of Reading and Literacy
RDG 605	Assessment & Intervention for Struggling Readers or
RDG 510	Reading Diagnosis & Differentiated Instruction for Diverse Learners
RDG 610	Reading Across the Curriculum
RDG 615	The Reading/Writing Connection

C. Elementary Mathematics Focus, Grades K-5:

MTH 505	Problem Solving and Number & Operations
MTH 515	Measurement and Geometry
MTH 525	Algebra
MTH 535	Data Analysis and Probability

D. Middle School Mathematics Focus, Grades 6-8:

MTH 506	Problem Solving and Number & Operations, Grades 6-8
MTH 516	Measurement and Geometry, Grades 6-8
MTH 526	Algebra, Grades 6-8
MTH 536	Data Analysis and Probability, Grades 6-8

E. Curriculum, Instruction and Assessment, Grades K-12:

CIA 600	Research-Based Instructional Strategies
CIA 605	Student-Directed Learning to Foster Motivation and Engagement
CIA 610	Classroom Assessment for Today's Teacher
CIA 615	Teacher as Everyday Hero

F. Effective Teaching for the 21st Century – Technology Focus:

TFE 600	Classroom Technology Tools
TFE 620	Digital Literacy
TFE 640	Online Teaching and Learning
TFE 660	Technology Issues / Curriculum Planning

G. Effective Teaching for the 21st Century – Classroom Focus:

TFE 600	Classroom Technology Tools
TFE 620	Digital Literacy
AIE 630	Creativity and Innovation
LLE 610	Cultural Literacy

COURSE DESCRIPTIONS FOR ONLINE MODE

CORE COURSES

EDU 568 Teacher as Leader 3 credits
Learn the secrets of teacher leaders and how participating in a learning community can support your efforts and have a lasting impact within your classroom, school, and community.

EDU 622 Meeting the Needs of All Students 3 credits
Learn to differentiate instruction and how to reach out to parents so that the individual needs of your students are addressed effectively, ethically, and efficiently.

EDU 570 Instructional Design 3 credits
Build upon your existing knowledge of lesson planning and instructional design by creating curriculum that meets the specific needs of your students. Manage your time to better maximize your planning efforts and create a classroom environment that optimizes learning.

EDU 618 Effective Assessment 3 credits
Apply proven techniques to use a variety of assessments to evaluate different types of student work and inform your instructional practices to improve student learning.

EDU 501 Teacher as Researcher 3 credits
Complete a project in an area of teaching that is of interest to you, where information can help inform your desire to make effective changes with your students and in your school or community.

EDU 5604 Evidence-Based Interventions 3 credits
This course is designed to help the classroom teacher develop methods to assess students who are not succeeding and identify, implement, and assess interventions to help those students. Emphasis is placed on theories and practical concepts related to differentiation of instruction and assessment in order to meet the needs of a wide range of learners.

EDU 698A Capstone A 0 credits
This project is designed to help the candidate evaluate his or her own teaching and use that evaluation as a data source to improve classroom practice. This project includes videotaping in the classroom.

EDU 698B Capstone B 0 credits
This project is the formal submission of the Action Research Project. This assignment follows clearly defined guidelines, and must also contain a way to publicly share the results of the research.

EDU 698C Capstone C 0 credits
This project is a guided reflection that requires the master's candidates to reflect upon their personal growth throughout the entire program, and then submit student work samples and/or assessment data as evidence that their participation in the MAT program has improved student achievement.

MASTER IN THE ART OF TEACHING ONLINE PROGRAM (CONTINUED)

READING AND LITERACY FOCUS

This program focuses on developing instructional leaders and the content knowledge elementary teachers need to know to be effective teachers of reading and literacy. The degree prominently features the Reading First elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension. It also incorporates the Standards for Reading Professionals as outlined by the International Reading Association (IRA).

RDG 500 Foundations of Reading and Literacy 3 credits

Obtain a comprehensive knowledge base in the reading process that includes reading strategies that are most effective for teaching students to read.

RDG 605 Assessment & Intervention for Struggling Readers 3 credits

Learn ways to increase the fluency and comprehension of students who struggle to read, regardless of their age. Apply instructional strategies that help all students meet grade-level standards. Note: RDG 510 may be substituted for RDG 605.

–OR–

RDG 510 Reading Diagnosis & Differentiated Instruction for Diverse Learners 3 credits

This course examines formal and informal literacy assessments, identifies appropriate strategies for remediation of reading disabilities and plans differentiated instructional methods with emphasis on phonics, phonemic awareness, comprehension, fluency and vocabulary. This course also develops a comprehensive assessment vocabulary in order to administer, interpret, and evaluate assessment instruments. Field experience and a case study component will demonstrate integration of course knowledge and classroom practices.

RDG 610 Reading Across the Curriculum 3 credits

Learn to use nonfiction texts with your students so that they can access each subject area of the curriculum. Use literature to support concept mastery in non-language arts subjects.

RDG 615 The Reading/Writing Connection 3 credits

Apply research-based instructional strategies to integrate writing in all subject areas. Learn to conduct mini-lessons that support the mastery of each stage of the writing process.

ELEMENTARY MATHEMATICS FOCUS

This program focuses on developing instructional leaders and the content knowledge elementary teachers need to know in order to be effective teachers of mathematics. The degree incorporates the Principles and Standards for School Mathematics as outlined by the National Council of Teachers of Mathematics (NCTM).

MTH 505 Problem Solving and Number & Operations (K-5) 3 credits

Develop deeper understanding of key concepts as you engage in mathematical discourse, problem solve, and share strategies.

MTH 515 Measurement and Geometry (K-5) 3 credits

Apply effective problem-solving strategies to real world problems, while continuing to deepen your understanding of mathematical concepts such as length, area, and volume, coordinate geometry, and geometric thinking.

MTH 525 Algebra (K-5) 3 credits

Develop true algebraic thinking as you engage in problem solving. Deepen your understanding of patterns, functions, and algebraic symbols to help students.

MTH 535 Data Analysis and Probability (K-5) 3 credits

Work through a real-life data analysis project that allows you to apply knowledge and skills from other mathematical strands to complete. Key concepts such as data collection, graphical representations of data, and measure of center are highlighted.

MIDDLE SCHOOL MATHEMATICS FOCUS

This program focuses on developing instructional leaders and the content knowledge middle school teachers need to know in order to be effective teachers of mathematics. The degree incorporates the Principles and Standards for School Mathematics as outlined by the National Council of Teachers of Mathematics (NCTM).

MTH 506 Problem Solving and Number & Operations (Grades 6-8) 3 credits

Learn to engage students in relevant problem solving that helps to deepen mathematical understanding of key concepts such as fractions, decimals, percents, place value, and number theory.

MTH 516 Measurement and Geometry (Grades 6-8) 3 credits

Explore geometric attributes of length, area, and volume, and apply informal deduction skills to solve real-world problems. As your mathematical content knowledge deepens, you will be able to support the learning of your students more effectively.

MTH 526 Algebra (Grades 6-8) 3 credits

Algebra is more than solving equations and graphing functions. Focus on key algebraic concepts, and engage in problem solving with real-life connections that makes the learning of seemingly intangible concepts meaningful and relevant.

MTH 536 Data Analysis and Probability (Grades 6-8) 3 credits

Develop an in-depth understanding of the data analysis process that your students are expected to learn. Increase the effectiveness of your mathematics instruction to reach even the most challenging learners.

MASTER IN THE ART OF TEACHING ONLINE PROGRAM (CONTINUED)

CURRICULUM, ASSESSMENT AND INSTRUCTION FOCUS

This program focuses on developing strong classroom leaders by providing teachers access to research-based strategies that will empower them to become teacher leaders. By the end of this program, participants will embody commitment to their students, their colleagues, and their school communities.

CIA 600 Research-Based Instructional Strategies (Grades K-12) 3 credits

This course is based upon a body of research that identifies specific instructional practices that improve student achievement. Participants will explore the results and classroom implications of this research by analyzing the instructional practices in real classrooms, and customize the use of the strategies to their own teaching situations.

CIA 605 Student-Directed Learning to Foster Motivation and Engagement (Grades K-12) 3 credits

This course digs deeper into concepts and theories introduced in prior courses and focuses on helping students develop the skills necessary to thrive in and out of the classroom. Participants learn strategies for helping all their students develop flexible knowledge, as well as problem solving, cooperative learning and self-motivation skills.

CIA 610 Classroom Assessment for Today's Teacher (Grades K-12) 3 credits

The course focuses on authentic assessment techniques teachers can use to measure the academic achievement, progress, and effort of their students. This course will also examine how to implement school-wide and classroom based interventions.

CIA 615 Teacher as Everyday Hero (Grades K-12) 3 credits

The final course of the program, this class is a culmination of many strands covered throughout the program and strikes a balance between the macro and micro concepts of instructional planning. Participants examine the case studies of inspirational teachers who have transformed the lives of students while at the same time linking proven educational theory to practice.

EFFECTIVE TEACHING FOR THE 21ST CENTURY FOCUS

All students:

TFE 600 Classroom Technology Tools (Grades K-12) 3 credits

This course introduces common and emerging technology tools for teachers of the 21st century. The tools include productivity tools, online tools, web-based communications tools, data-driven decision making tools, and emerging tools such as facebook, twitter and blog.

TFE 620 Digital Literacy (Grades K-12) 3 credits

This course introduces different media tools a teacher in the 21st century will use in the classroom teaching. The participants will study the production and integration of the media tools to help with their teaching and student learning.

Technology Focus:

TFE 640 Online Teaching and Learning (Grades K-12) 3 credits

This course prepares school teachers to design and teach an online course in their subject area. This course explores design and delivery strategies of online courses. Online pedagogy, content, assessment, collaboration, management and human issues are investigated.

TFE 660 Technology Issues / Curriculum Planning (Grades K-12) 3 credits

This course will study ways technology can be integrated into content areas. Candidates will design lessons and units to reflect the best practice in technology integration. Social and cultural issues in using technology will also be studied.

Classroom Focus:

AIE 630 Creativity and Innovation (Grades K-12) 3 credits

The focus of the course will be on teaching participants effective ways to integrate the arts (music, movement/dance, theater, visual representation) into core content areas to increase student engagement and foster problem solving.

LLE 610 Cultural Literacy (Grades K-12) 3 credits

The focus of the course will be on teaching participants effective pedagogy to enable children in their classrooms to develop the skills needed to thrive in a multicultural world. The emphasis will be on helping participants and their students to recognize and negotiate cultural influences throughout life. Stories are often carriers of culture; therefore, this course will use the technique of digital storytelling to allow participants and their students an opportunity to express their growing cultural literacy in a 21st century format.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION

FOR INFORMATION contact

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PROGRAMS OFFERED

Master of Education (M.Ed.) Degree Plus Provisional (Initial) Teacher Certification, at Elementary or Secondary Level

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GENERAL INFORMATION

The Education Department works in collaboration with academic departments in the Arts and Sciences Division to professionally prepare graduate students for teaching. The first teaching certificate that can be earned is the Provisional Certificate, specified for teaching either at the Elementary or Secondary Level.

It is important to determine the desired teaching level at the beginning of one's program. Elementary and Secondary Level requirements are different, as are Elementary and Secondary classroom environments.

The Elementary Level teaching certificate allows the holder to teach all subjects in a self-contained classroom, grades K-8. The Secondary Level certified teacher is allowed to instruct grades 6-12 in endorsed subjects. Art and Music teachers are certified to teach their subject areas across the K-12 spectrum, minors are not required in these two comprehensive teaching majors.

An Elementary or Secondary Education student must have a certifiable teaching major for which Marygrove is authorized to recommend for Provisional Certification. An Elementary Education student also must complete the Elementary Education minor offered by Marygrove. A Secondary Education student must complete a certifiable Marygrove teaching minor.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

Those endorsed majors and minors for which Marygrove is authorized by the state are listed below:

Elementary Teaching Majors

Integrated Science
Language Arts
Mathematics
Social Studies

Secondary Teaching Majors

Art Education – Comprehensive Group Major
(To teach Art to grades K-12, teaching minor not required)
Biology
English
History
Mathematics
Music – Comprehensive group Major
(To teach music to grades K-12, teaching minor not required)
Political Science
Social Studies

Secondary Teaching Minors

Chemistry – Minor
English
French
History
Mathematics
Political Science
Spanish

Elementary and Secondary Teacher Certification Program progression occurs in four phases:

- I. Exploratory,
- II. Pre-Candidate,
- III. Candidate, and
- IV. Student Teaching.

Entrance into the College does not guarantee admission to the Teacher Certification Program. After completing the Exploratory courses and successfully passing the Basic Skills Test, a student must make a separate application to the Teacher Certification Program. Application forms and directions are available in the Education Department Office.

Successful candidates become eligible for recommendation by Marygrove to the Michigan Department of Education for the Provisional Teaching Certificate after completing all Teacher Certification Program requirements. These include completion of:

- All necessary teaching major and minor course work,
- All professional Education sequence coursework, and
- All appropriate Michigan Tests for Teacher Certification (MTTC).

Certifiable teaching major and minor coursework is done in Arts and Sciences subject area departments; the Elementary Education minor is offered in the Education Department. For full descriptions please see their respective program sections in the Marygrove College Undergraduate Catalog.

In addition to graduate Professional Sequence courses and undergraduate teaching major and minor coursework, a nine credit Cognate must be selected. A Cognate is a series of three elective courses within a focused area of study [Reading, Special Education, Educational Technology] that a student selects to enhance understanding of a related teaching area. The selected nine credit Cognate may be started after acceptance to the Candidacy Phase and can be completed after student teaching to finish the Master of Education Degree.

There is a six year program completion time limit that begins with acceptance into the M.Ed. Plus Teacher Certification Program as a Pre-Candidate. All program requirements, including the selected cognate courses, must be completed within this six year time frame.

MARYGROVE GRIOT PROGRAM

A Griot is a storyteller whose knowledge and wisdom is shared and passed on from generation to generation. The Marygrove Griot Program is designed to increase the number of highly qualified African American male teachers working in K-12 schools who can serve as primary role models for students in urban areas.

The Griot program provides a personalized learning environment geared toward equipping students with skills needed to become effective teachers and leaders in their respective communities. Students will receive:

- One-on-one faculty advising including academic support and financial literacy.
- A “buddy system” that identifies a mentor who will serve as a resource person during the student’s program.
- Social and cultural networking through planned extra-curricular activities (new student and family orientation, regular meetings, symposiums and social gatherings).

Griot students are required to meet all M.Ed. plus Teacher Certification requirements of Marygrove’s Education Department.

COLLEGE ADMISSION REQUIREMENTS FOR TEACHER CERTIFICATION

Graduate teacher certification can be pursued by students who have already completed a Bachelor’s Degree by applying to the Master of Education (M.Ed.) Plus Teacher Certification Program through the Graduate Admissions Office. Marygrove College graduate programs strive to also serve the career development interests of working adults and career changers

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

Applicants must meet general College graduate admission requirements (see the “Graduate Admissions” section of this catalog) and specific Program application requirements described below. Official copies of all college level transcripts and an official application to the Master of Education (M.Ed.) Plus Teacher Certification Program must be on file before admission will be granted.

SPECIFIC REQUIREMENTS FOR ADMISSION TO A GRADUATE TEACHER CERTIFICATION PROGRAM

Once a graduate application is received, a transcript review is conducted to determine what prior undergraduate or graduate coursework can be accepted. The Education Student Services Specialist and faculty liaisons in the teaching major department will determine a “Plan of Work” listing the undergraduate and graduate courses needed for meeting the requirements of the Master of Education (M.Ed.) Plus Teacher Certification Program for the applicant’s chosen teaching major, minor and certification level.

As described above, a four phase process is utilized for progressing in the Teacher Certification Program; all requirements for each phase must be completed before advancing to the next phase. Aspiring Teacher Certification Program students work in the Exploratory Phase to be accepted to the Program as Pre-Candidates through specific introductory coursework and testing, explained below. Once accepted as a Phase II Pre-Candidate, the student will be assigned an Education Department faculty advisor. To then become admitted as Phase III Teacher Certification Program Candidates, students must fulfill further requirements. The final phase is student teaching, a full time, supervised, professional residency teaching in a school.

The Education Department reserves the right to offer admission to students and continuance in the program based on established criteria and professional judgment.

SPECIFIC PROGRAM REQUIREMENTS

The Education Department is currently revising the Specific Program Requirements as of Fall, 2014. Please consult with an Education Academic Advisor for changes.

PHASE 1: EXPLORATORY PHASE

The following abbreviated list explains the fundamental Exploratory Phase requirements for admission to the graduate Teacher Certification Program as a Pre-Candidate. Exploratory Phase I courses introduce aspiring teacher education students to the dynamic scope of considerations that must be applied in the teaching profession. Additional information is found in the Teacher Certification Program Handbook, available from Education Department office, and the Marygrove College Undergraduate Catalog.

To complete the Exploratory Phase and be admitted to the M.Ed. Plus Teacher Certification Program as a Pre-Candidate, a student must:

1. Satisfactorily complete 12 undergraduate pre-requisite credits in academic teaching major with no grade less than a “C.”
2. Pass the three introductory Exploratory Phase courses maintaining a GPA of 3.0:
EDU 203 The Teaching Profession
EDU 575 Foundations in American Education and
EDU 541 Educational Psychology
3. Maintain an undergraduate pre-requisite and graduate coursework grade point average of 3.0.
4. Receive passing scores on all three sections of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test (BST) within one calendar year of the start of the term that EDU 203 is taken in order to become fully accepted Pre-Candidate.
5. Have satisfactory Professional Behaviors and Dispositions Assessments in Exploratory courses, and no more than one notice of academic probation.
6. Submit acceptable Pre-Candidate application to the Education Department, along with all necessary documentation. Obtain application packet in Education Department Office, Room MC 215.
7. Receive positive application review, including student interview with Education Department faculty. Students will be notified of program acceptance after their interviews, and will be assigned an Education faculty advisor at that time.

The Teacher Education Academic Support (TEAS) Lab provides resources and support for teacher candidates preparing for certification tests such as the MTTC. Tutoring is available on campus in the Liberal Arts building in Room 006.

ELEMENTARY PHASE 2: PRE-CANDIDACY

Accepted Elementary Pre-Candidates take further teaching major and minor coursework, fulfill major/minor Gateway Requirements (explained below), and work to be accepted as Candidates in the Teacher Certification Program. All graduate Elementary Pre-Candidates must take the following four Education courses:

EDU 530	Technology in the Classroom	3 Credits
EDU 551	Curriculum, Instruction, and Assessment	3 Credits
EDU 552	Assessment and Differentiation	3 Credits
EDU 602	Introduction to Educational Research	3 Credits

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

To become a Teacher Certification Candidate, an Elementary Level graduate student must:

1. Pass the teaching major and Elementary minor course requirements, including Gateway Courses, with a grade of "B" or better.
2. Maintain undergraduate and graduate GPAs of 3.0.
3. Have satisfactory Professional Behaviors and Dispositions Assessments and no more than one notice of academic probation.
4. Apply to the Education Department for full acceptance as a Phase III Teacher Certification Candidate. The Elementary Level Candidate Application packet can be obtained in the Education Department office, Room MC 215. The Application packet includes the student application and two Candidacy recommendation forms. The recommendation forms must be filled out by the teaching major liaison faculty member and the student's Education faculty advisor and be submitted as part of the Candidacy application. Once the Application and recommendations are submitted, they will be reviewed and the Elementary Program Coordinator will notify students of full acceptance as a Candidate.

All Elementary level teaching major and minor course work must be passed before becoming accepted as a Candidate.

SECONDARY PHASE 2: PRE-CANDIDACY

Accepted Secondary Pre-Candidates take further teaching major and minor coursework, fulfill major/minor Gateway Requirements (explained below), and work toward acceptance as Candidates in the Teacher Certification Program.

Secondary Pre-Candidates must take the following four Education courses:

EDU 530	Technology in the Classroom	3 Credits
EDU 548	Teaching Writing and Speaking in the Elementary and Secondary Classroom	3 Credits
EDU 551	Curriculum, Instruction, and Assessment	3 Credits
EDU 602	Introduction to Educational Research	3 Credits

To become a Teacher Certification Candidate, a Secondary student must:

1. Pass the teaching major and teaching minor course requirements, including Gateway Courses, with a grade of "B" or better.
2. Maintain undergraduate and graduate GPAs of 3.0.
3. Have satisfactory Professional Behaviors and Dispositions Assessments, and no more than one notice of academic probation.

4. Attend five one-hour test information and preparation sessions in the Teacher Education Academic Support (TEAS) Lab during the Gateway Course semester, with additional sessions if necessary as determined by the teaching major/minor liaison faculty member.
5. Successfully pass the MTTC Content Area Test (CAT) readiness test for the major. Some readiness tests are administered in the TEAS Lab, others are given in the subject area departments.
6. Request Candidacy Recommendation from the teaching major liaison before taking the MTTC Subject Area Test. The Secondary Level Candidate Application packet includes the Candidacy recommendation form, which must be filled out by the student and signed by the teaching major liaison faculty member and TEAS Lab Director prior to MTTC CAT test registration. Application packet can be obtained in Education Department office, Room MC 215.
7. Apply to the Education Department for full acceptance as a Phase III Teacher Certification Candidate. Students may apply once Candidacy Recommendation is made by the teaching major liaison.
8. Receive notification of acceptance. Students will be notified of full acceptance as Candidates in a letter from the Secondary Program Coordinator. It is expected that recommended Secondary Level Candidates will pass their MTTC Content Area Tests (CATs). If test is not passed, a written study plan must be designed with the teaching major liaison and signed by the education faculty advisor. No further Secondary Teacher Education courses are allowed until the CAT is passed.

All Secondary level teaching major and minor course work must be passed before becoming accepted as a Candidate.

ELEMENTARY AND SECONDARY PHASE 3: CANDIDACY

The Candidacy Phase focuses pre-service teachers on learning a variety of teaching methodologies. Only fully accepted Candidates may take the teaching methods courses listed below. Methods coursework begins with EDU 553 Designing and Managing Effective Learning Environments for Diverse Learners.

Elementary Teaching Methods Sequence

EDU 553	Designing and Managing Effective Learning Environments for Diverse Learners	3 Credits
EDU 544	Methods of Teaching Elementary School Mathematics	3 Credits
EDU 554	Methods of Teaching Elementary School Social Studies	3 Credits
EDU 564A	Methods of Teaching Elementary Reading and Other Language Art	3 Credits

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

EDU 564B	Methods of Teaching Elementary Reading: Practicum	3 Credits
EDU 574	Methods of Teaching Elementary School Science	3 Credits

Five of these six courses must be passed, including EDU 553; Elementary candidates must attend five one-hour test information and preparation sessions in the Teacher Education Academic Support (TEAS) Lab during their candidacy phase, with additional sessions attended as necessary. ONLY then may Candidates request recommendation from the Elementary Program Coordinator to take the Elementary MTTC CAT. The Elementary CAT must be passed, and all courses from this list completed satisfactorily, before student teaching can begin. It is expected that recommended Elementary Level Candidates will pass their MTTC CAT Test. If the CAT test is not passed, a study plan must be designed with the student's education faculty advisor in consultation with the Elementary Program Coordinator. Each Candidate must have satisfactory Professional Behaviors and Dispositions Assessments. Candidates on academic probation will not be allowed to enroll in student teaching.

Secondary Teaching Methods Sequence

EDU 553	Designing and Managing Effective Learning Environments for Diverse Learners	3 Credits
EDU 547	General Secondary Methods	3 Credits
(MAJOR) 547	Discipline Specific Secondary Methods see teaching major department	3 Credits
EDU 557	Methods of Intermediate and Secondary Reading	3 Credits

The Secondary teaching methods courses must all be successfully passed before student teaching can occur. Candidates must have satisfactory Professional Behaviors and Dispositions Assessments. Candidates on academic probation will not be allowed to enroll in student teaching.

Marygrove strongly recommends that the Elementary major and the Secondary minor MTTC CATs be taken only after receipt of a Provisional Teaching Certificate from the Michigan Department of Education.

ELEMENTARY AND SECONDARY PHASE 4: STUDENT TEACHING AND STUDENT TEACHING SEMINAR

Student teaching is a full-time professional practice residency in a classroom setting. Candidates may be considered for student teaching only when the three prior phases have been successfully completed. All major, minor, liberal arts and Education coursework requirements must be completed for student teaching to occur.

Student Teaching placement is made after the candidate's Student Teaching Application to the Student Teaching Director's office is accepted. Applications are available in the Student Teaching Director's office.

Student teachers register for the course:

EDU 699	Student Teaching Seminar (See more information in the Marygrove Student Teaching Handbook)	10 credits Traditional 12 Credits On-The-Job
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Traditional Student Teaching involves placement in a new school site under the direction of a cooperating classroom teacher and a college supervisor. On-the-Job Student Teaching involves classroom teaching within the school where the student teacher is employed. On-the-job student teaching requires regular observation and direction from a college-approved, certified teacher on site along with additional classroom visits by the college supervisor.

Successful completion of student teaching and submission of all required documents leads to College recommendation to the Michigan Department of Education for the Provisional Teaching Certificate. In order to be recommended, student teachers must successfully pass First Aid and CPR training as required by State law, and must complete all processes required by the Michigan Department of Education and the College.

ACADEMIC PERFORMANCE

Participation in the graduate Teacher Certification Program depends on the student maintaining undergraduate and graduate GPAs of 3.0, respectively, and successfully passing all required MTTC tests.

A student whose GPA drops below 3.0 will be put on academic probation and will receive a letter indicating if one term is granted to bring the GPA up to standard. Students who do not raise the GPA to 3.0 during the probationary period will be dropped from the M.ED. Plus Teacher Certification Program. No more than one notice of academic probation is allowed for continued participation in the Teacher Certification Program. Candidates on academic probation will not be allowed to enroll in student teaching.

The Education Department holds high standards for the professional behaviors and dispositions of future teachers. These include expectations for behaviors appropriate to the classroom setting, and display of the attitudes and interpersonal skills necessary for successful careers in schools. Education students are regularly assessed by faculty for satisfactory Professional Behaviors and Dispositions; unacceptable behavioral events will be documented and appropriate intervention requirements will be assigned by education faculty advisors in consultation with the Program Coordinator.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

PROVISIONAL TEACHER CERTIFICATION: ELEMENTARY

Curriculum Coursework for the M.Ed. Plus Elementary Teacher Certification Program – Comprehensive Listing

Liberal Arts Requirements

Every Marygrove teacher preparation student is expected to have a strong liberal arts background, as described by the Professional Standards for Michigan Teachers. Transcripts are reviewed for such an academic background. Where gaps are evident, additional pre-requisite work will be required.

Elementary Teaching Majors Currently Available

- Integrated Science – Group Major (40 credits)
- Language Arts – Group Major (39 credits)
- Mathematics – Major (31 credits)
- Social Studies – Group Major (36 credits)

Total Elementary Teaching Major Credits: 31-40 depending on Major

Please see the required undergraduate teaching major and minor coursework as described in the respective academic department sections of the Marygrove College Undergraduate Catalog for required course work. Undergraduate course work in the teaching major and minor must be completed before the Candidacy Phase. All professional Education courses must be completed before student teaching.

Elementary Education Minor (29 credits)

ENG 205	Children’s Literature	3 Credits
EDU 348	Teaching Writing & Speaking in Elementary Classrooms	3 Credits
ISC 210	Integrated Science I	4 Credits
ISC 211	Integrated Science II	4 Credits
MTH 310	Concepts in Elementary Math I	3 Credits
MTH 311	Concepts in Elementary Math II	3 Credits
EDU 350	Social Studies for Elementary Classrooms	3 Credits
AIE 344	Arts Infused Education	3 Credits
EDU 200	Introduction to Teaching Health and Physical Education	2 Credits
EDU 358	Language Acquisition and ELL	1 Credit

Total Elementary Minor Credits: 29

Elementary Level Professional Education Courses:

EDU 203	The Teaching Profession	3 Credits
EDU 530	Technology in the Classroom	3 Credits
EDU 541	Educational Psychology	3 Credits
EDU 544	Methods for Teaching Elementary School Mathematics	3 Credits
EDU 551	Curriculum, Instruction, and Assessment	3 Credits
EDU 552	Assessment and Differentiation	3 Credits
EDU 553	Designing and Managing Effective Learning Environments for Diverse Learners	3 Credits

EDU 554	Methods for Teaching Elementary School Social Studies	3 Credits
EDU 564A	Methods in Elementary Reading and Other Language Arts	3 Credits
EDU 564B	Methods in Elementary Reading: Practicum	3 Credits
EDU 574	Methods for Teaching Elementary School Science	3 Credits
EDU 575	Foundations in American Education	3 Credits
EDU 602	Introduction to Educational Research	3 Credits
EDU 699	Student Teaching	10-12 Credits

Total Elementary Professional Education Credits: 49-51

PROVISIONAL TEACHER CERTIFICATION: SECONDARY

Curriculum Coursework for the M.Ed. Plus Elementary Teacher Certification Program - Comprehensive Listing

Liberal Arts Requirements

Every Marygrove teacher preparation student is expected to have a strong liberal arts background, as described by the Professional Standards for Michigan Teachers. Transcripts are reviewed for such an academic background. Where gaps are evident, additional pre-requisite work will be required.

Secondary Teaching Majors (30-40 hours) currently available:**

- Art Education – Comprehensive Group Major (56-59 credits)
(To teach Art to grades K-12, teaching minor not required)
- Biology – Major (70-71 credits)
- English – Major (36 credits)
- History – Major (30 credits)
- Mathematics – Major (38 credits)
- Music – Comprehensive Group Major (To teach music to
grades K-12, teaching minor not required) (*This program
is under review – please contact the music department*)
- Political Science – Major (30 credits)
- Social Studies – Major (40 credits)

Secondary Teaching Majors’ Total Credits: 30-71 depending on Major

Secondary Teaching Minors (20-26 hours) currently available:

- Biology – Minor (35 credits)
- Chemistry – Minor (20 credits)
- Economics – Minor (20 credits)
- English – Minor (26 credits)
- French – Minor (20-30 credits)
- History – Minor (20 credits)
- Mathematics – Minor (21 credits)
- Political Science – Minor (20 credits)
- Spanish – Minor (20-30 credits)

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

Secondary Teaching Minors' Total Credits: 20-35 depending on Minor

** Please see the required undergraduate teaching major and minor coursework as described in the respective academic department sections of the Marygrove College Undergraduate Catalog. Any coursework required to meet Marygrove's Graduate Program liberal arts requirements, and undergraduate course work in the teaching major and minor must be completed before the Candidacy Phase. These will be placed in the student's Plan of Work. All professional Education courses must be completed before student teaching.

Due to possible changes in College offerings or Michigan Department of Education standards, Teacher Certification Programs requirements may change. See an Education Department advisor for current information on programs and requirements; curriculum updates will also be placed on the Marygrove website.

Secondary Level Professional Education Courses:***

EDU 203	The Teaching Profession	3 Credits
EDU 530	Technology in the Classroom	3 Credits
EDU 541	Educational Psychology	3 Credits
EDU 547	General Secondary Methods	3 Credits
MAJOR 547	Methods Course in Major	3 Credits
(For appropriate methods course, see teaching major's academic department section of the Marygrove College Undergraduate Catalog)		
EDU 548	Teaching Writing and Speaking in the Elementary and Secondary Classroom	3 Credits
EDU 551	Curriculum, Instruction and Assessment	3 Credits
EDU 553	Designing and Managing Effective Learning Environments for Diverse Learners	3 Credits
EDU 557	Methods for Teaching Intermediate and Secondary Reading	3 Credits
EDU 575	Foundations in American Education	3 Credits
EDU 602	Introduction to Educational Research	3 Credits
EDU 699	Student Teaching	10-12 Credits

Total Secondary Professional Education Credits: 43-45

***Students must complete field-based experiences and practicums for Professional Education Courses. These are guided experiences done in schools and other educational institution sites.

M.Ed. Plus Teacher Certification Program Cognates

M.Ed. Plus Teacher Certification students must choose one of the following Cognates and complete the nine credit hours in the Cognate to complete the Master of Education Degree. Cognates may be selected and coursework begun with acceptance to the Candidacy Phase when all other teacher certification coursework is completed.

COGNATE CHOICES:

Educational Technology Cognate*

EDT 640	Technology Tools for Teachers
EDT 688	Issues in Educational Technology
EDU 665	Research in Education

* See Educational Technology Section of Catalog for Course Descriptions

Reading Cognate**

EDU 559	Literature Based Approaches to Reading Instruction
EDU 567	The Writing Process in Literary Development
EDU 639	Research in Reading and Curriculum Development

** See Reading Section of Catalog for Course Descriptions

Special Education Cognate***

SED 556	Language Development and Disorders
SED 570	Students with Disabilities: School, Family and Community Interaction
EDU 665	Research in Education

*** See Special Education Section of Catalog for Course Descriptions

Students submit a graduation application to the Registrar's Office at the beginning of their final semester.

Please note: Revised departmental policies and/or State of Michigan certification rules may necessitate additional courses or changes in admission or program completion requirements.

ACCREDITATION

Marygrove College has full approval of the State of Michigan Department of Education for its Teacher Certification specialty programs. The College is fully accredited. The Teacher Certification Program is nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP).

A copy of Marygrove's Title II report card is available from the Education Department upon request.

COURSE DESCRIPTIONS

EDU 203 The Teaching Profession 3 credits

This course is designed as an in-depth introduction to multiple considerations of the career of teaching. This course provides students with an opportunity to explore the important aspects of teaching, and allows students to observe the teaching profession in action. Course requires 25 service hours in a classroom setting. Not offered Summer Term.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

EDU 530 Technology in the Classroom 3 credits

Prerequisites: Acceptance into Teacher Certification Program as a Pre-Candidate

This course explores the use of multimedia teaching tools. Students develop plans of action integrating technology in support of instruction and learning. They explore, evaluate, and use technology to accomplish learning tasks independently and cooperatively. Course includes appropriate field based experiences.

EDU 541 Educational Psychology 3 credits

This is an introductory course in the psychology of learning and teaching (Grades K-12), emphasizing mental abilities, individual differences, motivation and application of psychological theory and research in learning. The course emphasizes constructivist theories of learning and cognition, examining the effects of culture and gender on learning, and studies the classroom as a social setting.

EDU 544 Methods for Teaching Elementary and Middle School Mathematics 3 credits

Prerequisites: Full acceptance as a Teacher Certification Candidate

This course addresses approaches for teaching mathematics to grades K-8. Emphasis is on developing Math concepts through discovery, problem solving, observing patterns and relationships, and meeting the individual needs of children of various abilities and experience levels. Field based experiences required.

EDU 547 General Secondary Methods 3 credits

Prerequisite: Full acceptance as a Teacher Certification Candidate

This course focuses on techniques for developing lesson plans, unit plans and course overviews which incorporate objectives, evaluation and a variety of teaching-learning strategies. Field based experiences and simulations in lesson presentation and classroom management required.

EDU 548/ ENG 548 Teaching Writing and Speaking in the Elementary and Secondary Classroom 3 credits

Prerequisite: Acceptance into Teacher Certification Program as a Pre-Candidate

This course presents an introduction to the theories and practices of teaching written and oral literacy at the elementary and secondary levels.

EDU 551 Curriculum, Instruction, and Assessment 3 credits

Prerequisite: Acceptance into Teacher Certification Program as a Pre-Candidate

This course offers approaches to curriculum, instruction and assessment designed to engage students in an integrated process of teaching and learning. Students design units and create supporting lesson plans based on Grade Level Content Standards that focus on using differentiated instructional

strategies, assessment practices, and technology integration. Students practice collaboration skills, applying peer review processes aimed at improving unit design and lesson plans.

EDU 552 Assessment and Differentiation 3 credits

Prerequisite: Acceptance into Teacher Certification Program as a Pre-Candidate

This course builds upon content introduced in EDU 551 to prepare candidates to assess the effects of instruction on student performance. Emphasis is placed on theories and concepts related to differentiation of instruction and assessment in order to meet the needs of a wide range of learners, including those in special education and speakers of English as a second language. Universal Design for Learning and Response to Intervention is discussed in terms of structuring individual, small group, and whole group instruction.

EDU 553 Designing and Managing Effective Learning Environments for Diverse Learners 3 credits

Prerequisites: Full acceptance as a Teacher Certification Candidate

This course addresses the design and management of curriculum, instruction and classrooms to provide meaningful learning for diverse groups of students. The educational implications of the characteristics of students with exceptionalities are explored. Research in practices of effective teaching is examined, with specific emphasis on teacher and student behaviors related to aspects of diversity in urban settings. Techniques for developing effective communication with parents and community are explored. Field-based experiences required.

EDU 554 Methods for Teaching Elementary and Middle School Social Studies 3 credits

Prerequisites: Full acceptance as a Teacher Certification Candidate

This course offers a combination of theoretical and practical models, providing multicultural approaches to activities, materials, and resources necessary for teaching social studies grades K-8. Field based experiences required.

EDU 557 Methods for Teaching Intermediate and Secondary Reading 3 credits

Prerequisite: Full acceptance as a Teacher Certification Candidate

This course addresses adapting content instruction to meet the needs of middle school and secondary school students with reading problems. The course presents analysis of variations in vocabulary, format, comprehension, and study procedures in various content areas, and develops teaching strategies for improving basic reading skills and proficiency. Field based experiences required.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

EDU 564A Methods for Teaching Elementary Reading and Other Language Arts 3 credits

Prerequisite: Full acceptance as a Teacher Certification Candidate

This course addresses the reading, writing, listening, and speaking processes in literacy development. Students examine teaching strategies and materials that support integrated language arts instruction. Strategies for organization and management of classroom reading programs in grades K-8 are developed. Related software applications are explored. Guided observation and field-based experience required.

EDU 564B Methods for Teaching Elementary Reading: Practicum Strategies 3 credits

Prerequisites: EDU 364A; Full acceptance as a Teacher Certification Candidate

This course presents strategies for developing and implementing detailed lesson plans based on a diagnostic-instruction model for both developmental skills in reading and reading in the content areas. First half of the course prepares the student for field-based experience. Peer, instructor, and self-evaluation of lessons.

EDU 574 Methods for Teaching Elementary and Middle School Science 3 credits

Prerequisite: Full acceptance as a Teacher Certification Candidate

This course presents methodology appropriate for teaching scientific concepts. Teaching demonstrations, projects, daily and unit planning are approaches addressed in this course. Students participate in one field trip. The course makes extensive use of media in Marygrove's Library Resources Room. Emphasis is placed on the inquiry-based strategies, problem-solving activities, hands-on activities, the interdisciplinary nature of science, children's understandings, objectives of school science programs, science education reform, methods of instruction, assessment practices, experimental programs, and content in the physical, life, and earth sciences. Emphasis is on content and methods for grades K-8. Field based experience required.

EDU 575 Foundations in American Education 3 credits

Prerequisites: None

In this course, students examine the structure, function, and purposes of American education. These topics include philosophical, social, historical, political, and economic contexts of educational systems, and the role and characteristics of the teaching profession.

EDU 602 Introduction to Educational Research 3 credits

Prerequisite: Acceptance into Teacher Certification Program as a Pre-Candidate

This course prepares teachers in their role as educated consumers of research and as researchers. The course examines principles and procedures for studying and producing educational research. It introduces students to the basic vocabulary, concepts, and methods of research. Students learn to analyze and assess educational research, plan and conduct a review of literature, and compare and contrast quantitative and qualitative research designs, methods, and results.

EDU 665 Educational Research 3 credits

Prerequisite: Full acceptance as a Teacher Certification Candidate

This course provides for an in-depth study of basic techniques of research and educational reporting. This course also covers evaluation of current research and trends for implementing change.

EDU 691 Independent Study 3 credits

Prerequisites: Permission of Advisor and Instructor

When necessary and with approval of advisor, students are permitted to request an independent study.

EDU 699 Student Teaching 10-12 credits

Prerequisites: Completion of all required teacher certification coursework, Admission to Student Teaching

This capstone course includes observation and guided, full-time professional laboratory experience in public or private school classrooms at the appropriate level. Seminar required. Fall and Spring term only.

READING

READING



FOR INFORMATION contact

Vivian Johnson, Ph.D.

Literacy Learning and Reading Program Coordinator

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PROGRAMS OFFERED

Master of Education in Reading leading to the Reading Specialist [BR] Endorsement

MISSION STATEMENT

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society. To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL INFORMATION

The Masters of Education (M.Ed.) in Reading (leading to the Reading Specialist Endorsement [K-12]) program provides advanced study in theories of literacy development that prepares graduates to serve in leadership roles as reading teachers, reading specialists/literacy coaches, or reading clinicians in public, private, or parochial school settings.

Reading is viewed as a developmental process guided by the learner's experiential background, self-perception, cultural identity, and the context for learning. Courses lead students to recognize and explore how issues of gender, ethnicity, multiculturalism, diversity, and global perspectives impacts learners in varied environments. These issues are addressed through instructional design, selection of evidenced based materials and media, and the use of multiple assessment measures for evaluation of student learning. Students receive practical experience in diagnosis and remediation of reading disabilities.

Successful completion of the program prepares graduates to become more knowledgeable, skillful, capable leaders of reading and literacy development.

ADMISSION REQUIREMENTS

Applicants must meet all of the general graduate admission requirements (see the “Graduate Admissions” section of this catalog). Applicants MUST have an elementary or secondary teaching certificate.

SPECIFIC PROGRAM REQUIREMENTS

To complete the Master of Education in Reading with the Reading Specialist Endorsement [BR] (K-12), students must complete 30 credits of approved coursework including a 4 credit research project and a 4 credit clinical practicum.

A. Core Courses in Reading and Literacy:

RDG 509 Psychology of Literacy Development 3 Credits

RDG 557 Methods for Teaching Intermediate and Secondary Reading

–OR–

RDG 564 Methods in Elementary Reading and Language Arts 3 Credits

RDG 559 Literature Based Approaches to Reading Instruction 3 Credits

RDG 567 The Writing Process in Literacy Development 3 Credits

RDG 639 Research in Reading and Curriculum Development 4 Credits

B. Courses for Reading Specialist Endorsement:

RDG 609 Diagnostic Techniques in Reading Instruction 3 Credits

RDG 619 Prescriptive Techniques for Reading Instruction 3 Credits

RDG 649 Seminar for Reading Specialists 3 Credits

RDG 669 Clinical Practicum in Reading 4 Credits

RDG 691 Independent Study: Reading & Technology 1 Credit

The Reading Specialist Endorsement, granted by the State of Michigan after successful program completion and College recommendation, requires a passing score on the Michigan Test for Teacher Certification (MTC) Reading Specialist subject area test. For more information visit: http://www.mttc.nesinc.com/PDFs/MI_field092_SG.pdf

COURSE DESCRIPTIONS

RDG 509 Psychology of Literacy Development 3 Credits

This course examines, explores, and investigates psychological variables and the behaviors involved in reading and learning to read. The course analyzes task and milieu conditions which facilitate reading skill acquisition, and examines teaching strategies in relation to research findings about literacy learning.

RDG 557 Methods for Teaching Intermediate and Secondary Reading 3 Credits

This course specifically addresses adapting content instruction to meet the needs of intermediate and secondary school students with reading problems. Variations in vocabulary, format, comprehension, and study procedures are covered across content areas. The course presents teaching strategies for improving basic reading skills, content reading and writing proficiency of all students; and explores strategies for supporting literacy instruction across the curriculum.

RDG 559 Literature Based Approaches to Reading Instruction 3 Credits

This course examines the history, rationale, and criteria for selection and evaluation of classic, contemporary, culturally diverse literature for children and young adults. Specific strategies for culturally conscious literature-based reading instruction are presented to foster literacy development and promote an enjoyment of literature.

RDG 564 Methods in Elementary Reading and Other Language Arts 3 Credits

This course presents criteria and procedures for examining reading, writing, listening, viewing, and speaking processes. Developmentally appropriate teaching strategies and materials supportive of reading development are explored. This course also discusses research and management of classroom reading programs, grades K-8.

RDG 567 The Writing Process in Literacy Development 3 Credits

This course presents theories of how to teach writing skills examining the connection between reading and writing performance in literacy development. This course also examines skills that support writing processes and identifies effective strategies for cross-curricular integration of creative and informational writing.

READING (CONTINUED)

RDG 609 Diagnostic Techniques in Reading Instruction 3 Credits

This course examines identification of reading disabilities and possible causative factors through the use of formal and informal tests and case study methods. This course develops a comprehensive testing vocabulary in order to administer, interpret, and evaluate diagnostic tests.

RDG 619 Prescriptive Techniques for Reading Instruction 3 Credits

This course examines implementation considerations, management systems, and classroom organization of developmental and remedial reading programs, grades K-8. Advanced skills are developed for selecting, designing and evaluating strategies for meeting specific reading objectives. Direction is given on prescribing and modifying for differentiated instruction, and supporting content area reading instruction.

RDG 639 Research in Reading and Curriculum Development 4 Credits

This course provides opportunities for research that focuses on effective literacy instruction and factors involved in successful curriculum development of school-wide reading programs. The course covers formal and informal research techniques. Students will design, conduct, and present a research project.

RDG 649 Seminar for Reading Specialists 3 Credits

This course addresses reading consultation responsibilities. These include coordinating developmental and remedial programs, facilitating teacher and staff development, writing program, funding and research proposals, conducting workshops, and simulating interactions.

RDG 669 Clinical Practicum in Reading 4 Credits

This course explores advanced diagnosis and remediation in a clinical setting, including on-going assessment and modification of teaching strategies. Course material covers learning conditions in relation to pupil performance, and methodologies for reporting findings and recommendations. NOTE: Reading specialist endorsement requires that the student must work with elementary and secondary age pupils.

RDG 691 Independent Study: Reading & Technology 1-3 Credits

Independent Study involves instruction with a designated faculty member outside of regular class settings. A proposal describing the scope, context and outcomes of the independent study course must be made and accepted by the Dean's office for independent study to occur. An explanation of Independent Study parameters and processes can be found in the "Academic Policies" section of this catalog.

SPECIAL EDUCATION

FOR INFORMATION contact

Steffanie Bowles, Ph.D.
Special Education Program Coordinator
Madame Cadillac Building, Room 221
E-mail: sbowles@marygrove.edu

PROGRAMS OFFERED

Master of Education Degree (M.Ed.) in Special Education with a Concentration in Learning Disabilities leading to the Learning Disabilities Endorsement (SM)

Master of Education Degree (M.Ed.) in Special Education with a Concentration in Autism Spectrum Disorders leading to the Autism Spectrum Disorders Endorsement (SV)*

* NOTE: This program is pending approval from the State of Michigan



MISSION STATEMENT

The Marygrove College Education Department collaboratively prepares educators committed to the success of all students believing that quality education is vital to wholeness of persons, sustainability of communities, and a vibrant, just democratic society. To that end, and grounded in the college's goals of competence, compassion, and commitment, the Education Department prepares educators through the development of professional habits of mind, heart, and practice:

Habits of Mind – Demonstrating flexibility in thinking about key theories and conceptual frameworks to address complex, adaptive challenges.

Habits of Heart – Demonstrating behaviors and beliefs that connect learning to life, liberating the power and creativity of the human spirit.

Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL INFORMATION

The Masters of Education Degree (M.Ed.) in Special Education with Concentration in Learning Disabilities prepares K-12 teachers for leading effective differentiated instruction for students with learning disabilities. Teachers who hold a valid Michigan Elementary or Secondary teaching certificate can become highly qualified and add the SM endorsement by successfully completing the M.Ed. in Special Education and passing the Michigan Test for Teacher Certification (MTTC) in the area of Learning Disabilities (SM).

The Masters of Education Degree (M.Ed.) in Special Education with Concentration in Autism Spectrum Disorders prepares K-12 teachers for leading effective differentiated instruction for students with autism. Teachers who hold a valid Michigan Elementary or Secondary teaching certificate can become highly qualified and add the SV endorsement by successfully completing the M.Ed. in Special Education and passing the Michigan Test for Teacher Certification (MTTC) in the area of Autism Spectrum Disorders (SV).

SPECIAL EDUCATION (CONTINUED)

The Post-Degree certificate with a concentration in ASD requires applicants to possess a current Michigan teaching certificate. Students must complete a minimum of 18 credits of coursework. Upon admission to the program, the Coordinator of Special Education creates a plan of work for each student outlining program requirements based upon a full transcript review. Students must adhere to all certification requirements in order to obtain the ASD endorsement. Student teaching in a classroom containing students on the autism spectrum is a state requirement for endorsement.

ADMISSIONS REQUIREMENTS

ADMISSIONS PROCESS

Application for program admission is made through the Marygrove College Admissions Office. Applicants must have earned a Bachelor's Degree from an accredited institution and must hold an Elementary or Secondary Michigan Teaching Certification.

Candidates with at least two years teaching experience are preferred but teachers who have recently begun teaching will be considered with submission of positive letters of recommendation from school supervisors with whom they have worked.

STUDENT REQUIREMENTS

In addition to the admission requirements explained in the "Graduate Admissions" section of the Marygrove College Graduate Catalog, for program acceptance all applicants must submit two letters of recommendation from teaching supervisors.

All candidates will be interviewed by the Special Education Faculty Program Coordinator, and must complete a writing sample on campus for Program acceptance consideration.

TRANSFER CREDIT

Most courses that are eligible for transfer are offered through Marygrove College. Because the program is offered without electives, transfer of courses from another institution is unlikely. However, a request for consideration of transfer of graduate credit from another institution may be made as part of the application process. To be considered, courses need to have been completed within the last four years. Such requests must be made in writing at the time of application. All requests for transfer must include:

- 1) an official transcript;
- 2) course description and syllabus from the credit-granting college or university.

PROGRAM APPLICATION CHECKLIST

- Completed application, including signature and date
- Official transcript(s) received directly from the college or university attended with grades posted for ALL undergraduate and graduate courses.
- Copy of teaching certificate
- Faculty interview
- Marygrove College Education Department Writing Assessment

APPLICATION DEADLINES

- This program may only be started in Summer or Fall Terms.
- The application deadline for Summer term, which starts in May, is the first Wednesday in April.
- The application deadline for the Fall term, which starts in September, is the first Wednesday in August.
- Interviews and Writing Assessments take place during the two weeks following the application deadline. All requirements and supporting documentation must be completed by the application deadline.

SPECIFIC PROGRAM REQUIREMENTS

To complete the Master's Degree, students must complete 40 credits of approved coursework including a Pre-professional Practicum, three one credit Seminar courses, and a Special Education student teaching placement.

A. Pre-requisites or equivalent [If needed, courses will be added to program requirements]

EDU 351	Curriculum, Instruction, & Assessment	3 credits
EDU 352	Assessment & Differentiation	3 credits
EDU 353	Designing & Managing Effective Learning Environments for Diverse Learners	3 credits

B. Core Requirements (15 credits)

SED 556	Language Development and Disorders	3 credits
SED 565	Teaching Students with Disabilities	3 credits
SED 570	Students with Disabilities: School, family and Community interaction	3 credits
SED 573	Assistive Technology in Special Education	3 credits
SED 575	IEP Development	3 credits

Up to nine graduate credits of core requirements can be transferred into the program with documentation of equivalency.

SPECIAL EDUCATION (CONTINUED)

C. Choose one concentration: LD or Autism Spectrum Disorder

LD Concentration (18 credits)

SED 555	Pre-professional Practicum in Learning Disabilities	3 credits
SED 567	Teaching Writing to Students with Disabilities	3 credits
SED 625	Teaching Reading to Students with Disabilities	3 credits
SED 564	Characteristics of Students with Learning Disabilities	3 credits
SED 650	Teaching Mathematics to Students with Disabilities	3 credits
SED 601	Seminar in Learning Disabilities I	1 credit
SED 602	Seminar in Learning Disabilities II	1 credit
SED 603	Seminar in Learning Disabilities III	1 credit

–OR–

ASD Concentration (15 credits)

SED 601	Seminar in ASD I	1 credit
SED 602	Seminar in ASD II	1 credit
SED 603	Seminar in ASD III	1 credit
SED 651	Characteristics of Students with Autism	3 credits
SED 655	Pre-professional Practicum in ASD	3 credits
SED 661	Using Applied Behavior Analysis in the Classroom Setting	3 credits
SED 664	Language and Communication in ASD	3 credits

D. Exit Requirements (7 credits)

EDU 602	Introduction to Educational Research	3 credits
SED 699	Student Teaching in Special Education	4 credits

COURSE DESCRIPTIONS

PRE-REQUISITES COURSES

EDU 351 Curriculum, Instruction, & Assessment 3 credits

This course explores approaches to curriculum, instruction and assessment designed to engage students in an integrated process of learning. Candidates design a unit and create supporting lessons plans based on Grade Level Content Standards that focus on using differentiated instructional strategies, assessment practices, and technology integration. Candidates learn to work collaboratively by applying a peer review process, which assist in improving the unit design and lesson plans.

EDU 352 Assessment & Differentiation 3 credits)

This course builds upon content introduced in EDU 351 Curriculum Instruction and Assessment to prepare candidates to assess both affects of instruction as well as student performance. Emphasis is placed on theories and concepts related to differentiation of instruction and assessment in order to meet the needs of a wide range of learners, including

those in special education and speakers of English as a second language. Universal Design for Learning and Response to Intervention will be discussed in terms of structuring individual, small group, and whole group instruction.

EDU 353 Designing & Managing Effective Learning Environments for Diverse Learners 3 credits

This course addresses the design and management of students, time, instruction, and curriculum to provide effective and meaningful learning for diverse students. The educational implications of the characteristics of students with various exceptionalities will be explored. Research in practices of effective teaching will be examined with specific emphasis on teacher and student behaviors related to aspects of diversity in urban settings. Techniques for developing effective communication with parents and community will be explored. Appropriate field-based experiences are required.

SPECIAL EDUCATION COURSES

SED 555 Pre-Professional Practicum in Learning Disabilities 3 credits

The Pre-professional Practicum in Learning Disabilities requires thirty-five hours of supervised observation and participation with students identified learning disabled in a school or community setting. The course features seminar discussion of classroom observation, theories of learning disabilities, ethical issues, and development of a personal theoretical framework.

SED 556 Language Development and Disorders 3 credits

Relationship of language development and psycholinguistics to the child's motor, emotional, and cognitive development is covered, with special reference to the educational process and difficulties of students with learning disabilities. Focus on teaching strategies and multi-media approaches.

SED 564 Characteristics of Students With Learning Disabilities 3 credits

SED 564 focuses on the etiology, guidelines, and legal definition of learning disabilities, as well as how learning disabilities affect individuals across the life span. Multiple theories of disability, including the social construction of disability, multicultural influences on diagnosis, and the role of social organization and structure are discussed.

SED 565 Teaching Students With Disabilities 3 credits Prerequisite: SED 564

SED 565 focuses on the appropriate methods and techniques for meeting the educational needs of students with mild disabilities. Psychological information about groups and individuals; strategies for achieving integration in regular education; organizational structures of schools, and strategies for teaching reading, math, and study skills are covered in this course.

SPECIAL EDUCATION (CONTINUED)

SED 567 Teaching Writing to Students With Disabilities 3 credits

SED 567 provides an overview of the literature on the psychology of written language for individuals with learning disabilities from diverse backgrounds and cultures. Information and specific strategies for identifying oral and written language difficulties in students with disabilities are provided. Emphasis is on theory and educational applications – designing and implementing instruction for students with disabilities.

SED 570 Students With Disabilities: School, Family, and Community Interaction 3 credits

In this course candidates develop flexible theoretical frameworks, practical skills and sensitivity in working with families of students with disabilities. The theoretical basis for current approaches to supporting families, the anomalies and challenges presented by the growing diversity of U.S. society, and development of a critical awareness of formal and informal supports for families is investigated.

SED 573 Assistive Technology in Special Education 3 credits

SED 573 introduces the use of adaptive technology, methods for linking technology and instruction of students with special needs, techniques for selecting and utilizing computer based instructional programs, and methods for developing interactive instructional materials.

SED 575 IEP Development 3 credits

SED 575 covers pre-referral and referral processes for students, assessment plans, eligibility criteria for services, due process, and development of the individual education plan (IEP). The course includes consideration of students' assistive technology needs, transitions, modifications, functional behavior analyses and intervention plans.

SED 601, 602, & 603 Seminar (1 credit each of three semesters)

This series of one-credit seminar courses is required a minimum of three semesters in the Special Education Master's Degree Program. Monthly meetings on campus engage candidates in work around current issues and trends in Special Education. These on campus meetings are supplemented by regular meetings with mentor teachers who model and collaborate with candidates in field-based settings.

SED 625 Teaching Reading to Students With Disabilities 3 credits

Prerequisite: SED 565

SED 625 offers a wide range of research based, multisensory, technology-enhanced strategies and techniques for teaching reading, spelling, and written expression skills in an integrated process.

SED 650 Teaching Mathematics to Students With Disabilities 3 credits

Prerequisite: SED 565

SED 650 introduces approaches to teaching and assessing mathematics for special needs students. Candidates learn to examine, evaluate, and apply teaching approaches used in both general and special education settings.

SED 651 Characteristics of Students With Autism Spectrum Disorder 3 credits

This course will provide participants with specific knowledge on the characteristics associated with individuals on the Autism Spectrum. The disorder currently includes Autism, Asperger Syndrome, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Syndrome, and Childhood Disintegrative Disorder. This course will also explore a comprehensive history of Autism Spectrum Disorders (ASD) including the etiology, theories and related research regarding the cause, prevalence rates, and the impact of ASD on learning, family systems, and communities. Additionally, this course provides an introduction to various topics that are both explicitly and implicitly related to ASD such as referral/placement, parental collaboration, cultural variability, health/medical considerations, transitions, language/communication, behavior, sensory processing, social functioning and academics. The overarching goal of this course is to provide participants with a broad understanding of the impact of ASD on learning, family, and the community across the lifespan.

SED 655 Pre-professional Practicum in Autism Spectrum Disorder 3 credits

This course requires thirty-five hours of supervised observation and participation with students with Autism Spectrum Disorder (ASD) in a classroom setting as well as seminar discussion of topics such as the interdisciplinary approach, group dynamics, interpretation of psychometric tests, and behavior modification methods and strategies.

SED 661 Using Applied Behavior Analysis in the Classroom Setting 3 credits

This course introduces participants to a variety of approaches to behavior analysis and intervention, with an emphasis on students with Autism Spectrum Disorders (ASD). Participants will be provided with the foundational background, in addition to opportunities to practice and complete a functional behavior assessment, develop a function-based behavior intervention plan, and implement a behavior plan with a student diagnosed with ASD or other disabilities.

**SED 664 Language and Communication
in Autism Spectrum Disorders 3 credits**

This course provides students with an overview of the components of communication and strategies to increase an individual's communication abilities. This course provides an overview of communication, language, and sensory research on etiology and interventions for individuals with ASD in clinic, home, and school. Included are strategies for team building, planning, data-based decision making, and evaluation.

**SED 699 Student Teaching in
Learning Disabilities 4 credits**

SED 699 includes observation and guided full-time, 8-12 week professional laboratory experience in a classroom or community setting with students identified as learning disabled.

RESEARCH COURSE

EDU 602 Introduction to Educational Research 3 credits

This course examines the principles and procedures for studying and conducting educational research. The course introduces basic vocabulary, concepts, and methods of educational research. Students learn to analyze educational research, plan and conduct their own research studies, and report research findings accurately, with emphasis on application of research principles.

TEACHER PROFESSIONAL DEVELOPMENT



FOR INFORMATION contact

Donna Kerry, M.A.

Program Coordinator for Continuing Education

Madame Cadillac, Room 125

Direct: (313) 927-1276

E-mail: dkerry@marygrove.edu

PROGRAM OFFERED

Graduate level credits or Michigan Department of Education, State Continuing Education Clock Hours (SCECHs) for classroom educators to use for re-certification

MISSION STATEMENT

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Habits of Practice – Demonstrating the capacity to effectively engage and contribute to learning communities and systems within which education is embedded.

GENERAL INFORMATION

In collaboration with Learners Edge, PLS 3rd Learning, Teachscape, Inc., and Cengage Learning (ed2go);

Marygrove College offers courses carrying graduate credit or Michigan Department of Education, State Continuing Education Clock Hours (SCECHs) for continuing professional growth and development of teachers and school administrators.

The courses in this program are administered by the Marygrove College Division of Continuing Education and Career Enhancement.

These courses and their materials have been carefully reviewed by Marygrove College to ensure curriculum standards are met. They are based on the latest research in education and are nationally renowned for their excellence. They may fulfill state requirements for educators seeking to renew a professional certificate within the allotted renewal period. Classroom teachers are responsible for consulting with their school, district and/or department of education regarding recommendations and/or restrictions.

Certain courses may be transferrable to a Marygrove College graduate program pending review and approval by the appropriate academic department.

To provide students with rigorous, interesting and affordable recertification options, Marygrove College remains committed to the continual development of new courses and academic partnerships.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

Print-based or online courses offered in partnership with Learners Edge offer teachers an extensive list of relevant, applicable, rigorous, interesting and affordable courses. These instructor-led courses are designed to expand the knowledge-base of professionals, enhance classroom instruction and ultimately increase student achievement.

Courses offered in collaboration with PLS 3rd Learning are offered in convenient locations around the state of Michigan. Most classes meet Fridays from 5:00-9:00 p.m., and Saturdays from 8:00 a.m.-5:00 p.m. for three weekends. During the summer, classes meet for one week, Monday through Friday, 8:00 a.m.- 5:00 p.m. Many courses are also available in the online format.

Online courses offered in partnership with Teachscape, Inc. allow classroom teachers to gain the content knowledge, practical teaching skills and strategies needed to help their students. The combination of unscripted, unstaged video case studies and teacher reflections, along with collaboration and problem-solving with peers allows educators to manage their own classroom challenges and implement effective strategies.

Courses offered in partnership with Cengage Learning (ed2go) have online six-week sessions beginning each month. To receive Michigan Department of Education, State Continuing Education Clock Hours (SCECHs), students must successfully complete all quizzes, receive a score of 80% or better on the Final Exam and follow detailed instructions related to the Michigan Department of Education, provided by Marygrove College on the ed2go Online Instruction Center.

For information on how to apply designated courses to a Planned Program, contact Jahzara Otoo (313)-927-1497 or jmayes1@marygrove.edu, Teacher Certification Officer.

ADMISSION REQUIREMENTS

Admission is open to those who are certified teachers and educators possessing a bachelor's degree.

COURSES

OFFERED IN PARTNERSHIP WITH LEARNERS EDGE.

To register, please visit www.learnersedgeinc.com

EDUD-DL5044	Successful Strategies in Literacy
EDUD-DL5047	Understanding Digital Learners
EDUD-DL5048	New View: Teach, Learn, Create
EDUD-DL5049	The Outdoor Classroom
EDUD-DL505	Brain Works: Better Teaching with the Brain in Mind
EDUD-DL506	Literacy and Learning: The Building Blocks
EDUD-DL5061	Technology: Byte Size, Big Learning
EDUD-DL5064	Service Learning: Engaging Students in Meaningful Experience
EDUD-DL5079	The Write Stuff: Content Area Writing

EDUD-DL5081	Creativity, Comprehension and Collaboration through Inquiry
EDUD-DL523	Literacy: The Write Way
EDUD-DL5394	Inclusion Strategies
EDUD-DL5683	Teach Like a Champ
EDUD-DL5702	Culturally Competent Educator
EDUD-DL5750	Education Revolution: Real, Relevant, Global
EDUD-DL5751	Anytime, Anywhere Learning
EDUD-DL5792	Teachers: Refocus and Recharge
EDUD-DL5793	The Science C.U.E.: Content, Understanding and Environment
EDUD-DL5831	Real Data in the Math Class
EDUD-DL5832	Cyberbullying: Safeguarding Students and Improving School Climate
EDUD-DL5833	Docs, Sketches, Spreadsheets and Virtual Travel for your Classroom
EDUD-DL5834	Bringing Your Classroom Online: Best Practices
EDUD-DL5835	Presentations: Create and Captivate
EDUD-DL5837	Promoting Math Conversations K-4
EDUD-DL5838	The Challenging Child: Strategies for the Early Childhood Classroom
EDUD-DL5839	Common Core Standards: Successful Transition for your 6-12 ELA Classroom
EDUD-DL5841	Common Core Standards: Beyond ELA and Mathematics
EDUD-DL5842	Flipping your Classroom
EDUD-DL5843	Co-Teaching: Partners in Practice
EDUD-DL5844	Engaging Partners for Student Success
EDUD-DL598	The Writer's Notebook
EDUD-DL642	Conferring With Young Writers
EDUD-DL644	Summarizing: What do you Know?
EDUD-DL648	Teaching With Technology
EDUD-DL665	Differentiation and Grading
EDUD-DL698	Words Matter: Teacher Speak
EDUD-DL704	Instructional Strategies
EDUD-DL705	Successful Substitute Teacher
EDUD-DL716	Engaging Multiple Intelligences
EDUD-DL721	Integrating the Brain and Arts
EDUD-DL760	Building Comprehension in the Primary Grades
EDUD-DL766	Reading for Understanding
EDUD-DL783	Working with Gifted Students
EDUD-DL846	Virtual Field Tripping
EDUD-DL854	Caring for the Mental Health of Students
EDUD-DL855	What Great Teachers Do
EDUD-DL880	Building Successful Readers in All Content Areas
EDUD-DL897	Professional Learning Communities
EDUD-DL900	What Great Leaders Do
EDUD-DL915	Caring for the Mental Health of Young Learner
EDUD-DL920	Good to Great Principles of Great Teaching
EDUD-DL921	Teach Well, Learn Well
EDUD-DL958	Working with At-Risk Students

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-DL964	Building Self Discipline
EDUD-DL968	What Great Middle School Teachers Do
EDUD-DL969	What Great Teacher-Leaders Do
EDUD-DL988	Developing a Motivated Classroom
EDUD-DL990	Rethinking Classroom Management
EDUD-DL992	Coaching and Advising
EDUD-OL5026	Lost in Translation: New Languages- New Learning
EDUD-OL5045	Homework: Where, When, Why
EDUD-OL5046	Re-visioning Schools: 21st Century
EDUD-OL681	Web EDU
EDUD-OL842	Achieving Success with English Language Learners
EDUD-OL993	Shaping Respectful Responsible Learners in your Classroom
EDUD-PB5027	ADHD: Focusing, Learning, Teaching
EDUD-PB653	Reaching Young Readers
EDUD-PB693	Understanding Adolescents
EDUD-PB712	Sticks and Stones: No Bully Zone
EDUD-PB717	Differentiated Learning
EDUD-PB737	Effective Classroom Management
EDUD-PB738	Gender Matters: How Boys and Girls Learn
EDUD-PB753	Succeeding With Struggling Students
EDUD-PB776	Autism: Across the Spectrum
EDUD-PB859	Dealing with Difficult Parents
EDUD-PB966	In the Face of Poverty
EDUD-PB970	Brain Works: Teaching Math

COURSE DESCRIPTIONS

EDUD-DL5044 Successful Strategies in Literacy 3 hours

Empower your students to be independent learners as they navigate deliberate steps in literacy instruction at their own pace. This course may challenge the way you view literacy instruction, and will invigorate your overall approach in the classroom.

EDUD-DL5047 Understanding Digital Learners 3 hours

Develop the ability to become a knowledgeable, well-equipped educator in this high-tech online world. This course is a blend of theory, research and ideas for working with students who are part of the digital generation.

EDUD-DL5048 New View: Teach, Learn, Create 3 hours

To help students meet the challenges of a rapidly evolving world, teachers must become comfortable in the twenty-first century learning community. A key component of this new community is visual literacy. In this course, teachers will learn how to elevate traditional learning and add new layers to students' reading comprehension, critical thinking, and communication skills – all important facets of visual literacy.

EDUD-DL5049 The Outdoor Classroom 3 hours

This course will explore the concepts of the outdoor classroom through strategies specifically designed to enrich teaching and learning. Through educational theory and proven practices teachers will learn ways to encourage exploration and to teach their students to connect with nature and their communities.

EDUD-DL505 Brain Works: Better Teaching with the Brain in Mind 3 hours

This course will help you teach in a more meaningful, powerful manner. You will be a more effective teacher when you can base your teaching methods on updated scientific information about the learning brain.

EDUD-DL506 Literacy and Learning 3 hours

This course provides creative and practical strategies that can be used to create a literacy-rich environment for the young learner. Explore ways to promote phonemics, phonetic awareness, alphabetic knowledge, and fluency.

EDUD-DL5061 Technology: Byte Size, Big Learning 3 hours

This course is designed to help you explore the online realm in small, manageable bytes. You will gain an understanding of a wide variety of online tools to enhance your classroom and instruction.

EDUD-DL5064 Service Learning: Engaging Students in Meaningful Experience 3 hours

Through examples, overviews and ready-to-use structure and plans, this course will show you how to integrate service learning with your current curriculum to provide meaningful experiences for your students as they stretch their minds, apply their talents and learn deeply about the world in ways that make a difference.

EDUD-DL5079 The Write Stuff: Content Area Writing 3 hours

Explore all the ways in which you really can incorporate "writing to learn" in your classroom. This course will delve into techniques and philosophies that will assist you in developing well-rounded learners who can write powerfully within a variety of subject matters.

EDUD-DL5081 Creativity, Comprehension and Collaboration through Inquiry 3 hours

Explore the critical ingredients of inquiry and inquiry circles, delving into foundational concepts of comprehension instruction, classroom collaboration, and classroom management as they relate to inquiry success.

EDUD-DL523 Literacy: The Write Way 3 hours

This course is centered around the powerful 6+1 Traits of Writing model, a centerpiece of many districts' literacy programs. Teachers will learn how to implement a comprehensive student writing program in their classrooms, improving their skills in planning, actual instruction, and assessment of student writing.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-DL5394 Inclusion Strategies 3 hours

This course will help you become a successful teacher and manager of an inclusive classroom. You will explore the social, emotional and academic components and delve into strategies to assist you in all three areas.

EDUD-DL5683 Teach Like a Champ 3 hours

Are you spending too much time managing, and not enough time teaching? Are your students getting the most out of your instruction? This course will renew educators in the quest for efficient, effective and engaging teaching that demands the best of all students.

EDUD-DL5702 Culturally Competent Educator 3 hours

You will have an increased awareness of the variety of cultures represented in our classrooms today, to appreciate the backgrounds and contributions of all students, and to implore us to take responsibility for the awareness of cultures that all educators must possess.

EDUD-DL5750 Education Revolution: Real, Relevant, Global 3 hours

This course takes an exciting look at how technology is changing the landscape of education. You will have the opportunity to carefully examine anytime, anywhere learning that is supported by various technologies. Increased technology use begins to shift the role of the educator from instructor to facilitator forging new academic relationships.

EDUD-DL5751 Anytime, Anywhere Learning 3 hours

In this course you will have the opportunity to explore 21st Century Skills and what it means to be a digital citizen. Through hands-on activities you will explore various mobile technologies such as cell phones, MP3 players and netbooks and their applicability in the classroom.

EDUD-DL5792 Teachers: Refocus and Recharge 3 hours

This course explores a wealth of strategies teachers can enlist to attain professional and personal balance, avoid teacher burn-out, and re-charge. Explore such strategies as: how to manage stress, ways to be a part of the larger community, teaching with a sense of purpose, the importance of self-efficacy, positive engagement, and planning of one's time and energy.

EDUD-DL5793 The Science C.U.E.: Content, Understanding and Environment 3 hours

All levels of science teachers will find this course to be beneficial and applicable. The framework, based on engaging content, foundational understanding and a motivating environment (C-U-E), provides the three elements crucial to quality lesson design and science instruction. You will find solid research, exciting strategies and tested methods for improving science education.

EDUD-DL5831 Real Data in the Math Class 3 hours

Real-world data are a glimpse into a complex story that involves much more detail than the numbers would suggest. In this course we want students to look "behind the scenes" by organizing, representing and analyzing these data. Participants will learn how to find sources of real data on the Web and explore how technology tools such as spreadsheets can help students analyze, visualize and make sense of these data.

EDUD-DL5832 Cyberbullying: Safeguarding Students and Improving School Climate 3 hours

Bullying has a different look, feel, and emphasis in today's school culture; although victimized students are no less affected. This course gives a well-researched and timely look into the ways in which cyberbullying and other undesirable online behaviors can not only affect the bullied student, but can indicate an overall need for revisiting a school's climate and culture.

EDUD-DL5833 Docs, Sketches, Spreadsheets and Virtual Travel for your Classroom 3 hours

You'll learn how to create and share Google™ documents and spreadsheets online, access your documents from anywhere on any computer, import your existing documents, and organize your work into folders. You'll also be guided through publishing your documents, and you'll learn how to collaborate online with other users in real time. Using Google™ Earth you'll fly anywhere on Earth to view satellite imagery, maps, terrain and 3D buildings, from galaxies in outer space to the canyons of the ocean.

EDUD-DL5834 Bringing Your Classroom Online: Best Practices 3 hours

Through the development of lesson plans, activities, tools and techniques, you will gain insight into ways in which you can thoughtfully transform your classroom with meaningful use of technology. You'll have the opportunity to write a lesson plan incorporating 21st century concepts and learn how to use a wiki to house your online content.

EDUD-DL5835 Presentations: Create and Captivate 3 hours

This course will provide you with the knowledge and skill to deliver an engaging presentation using online tools and techniques like structure, organization, handouts, color, Prezi and You Tube.

EDUD-DL5837 Promoting Math Conversations K-4 3 hours

In this workshop, participants will learn why communicating about mathematics is important for young students, as well as why it can be so difficult for them. Participants will learn questioning strategies that can help students communicate, justify, and defend their mathematical ideas, and watch videos of real classroom teachers using these strategies.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-DL5838 The Challenging Child: Strategies for the Early Childhood Classroom 3 hours

Created for early childhood education professionals, this course is filled with strategies designed to assess challenging behaviors, as well as ways to address those behaviors, and to plan appropriate interventions, curriculum and teaching practices.

EDUD-DL5839 Common Core Standards: Successful Transition for your 6-12 ELA Classroom 3 hours

Whether you are a Common Core State Standards expert or beginner, you will find this course to be extremely helpful in your transition to meet the Common Core standards in English/Language Arts (ELA) for grades 6-12. You will explore the four main foci of CCSS in ELA: Reading, Writing, Speaking and Listening, and Language, and will work to merge your current practice to meet these guidelines.

EDUD-DL5841 Common Core Standards: Beyond ELA and Mathematics 3 hours

This course will break down seven key proficiencies into sets of skills, providing examples and instructional format for infusing CCSS skills into all disciplines and grade levels.

EDUD-DL5842 Flipping your Classroom 1 hour

Learn what a flipped classroom is and why teachers are embracing this new way of teaching, and students are embracing this new way of learning. Revolutionize your teaching by recognizing that students can watch recorded lessons, freeing you up from lecturing which gives you more time in class to address the needs of your students.

EDUD-DL5843 Co-Teaching: Partners in Practice 3 hours

You will reflect on what you can bring to a co-teaching framework, and to reflect on aspects of co-teaching that are essential for you and your partner to succeed in that environment. In addition, you will learn the different models of co-teaching, how to co-teach with a specialist, and how to apply specific strategies.

EDUD-DL5844 Engaging Partners for Student Success 3 hours

Discover pro-engagement strategies, ways to foster participation, and how to motivate parents, students, and community members to work as a team to ensure student achievement and learning.

EDUD-DL598 The Writer's Notebook 3 hours

Enhance both writing and reading for your students through the use of a writer's notebook, a proven literacy tool used in classrooms across the country. Explore strategies, techniques, and rationale for the writer's notebook and learn how to make the notebook an essential part of your writing program.

EDUD-DL642 Conferring With Young Writers 3 hours

Writing conferences are a strategic way to support and enhance writing skills in the youngest of writers. This course gives educators a framework for conducting purposeful writing conferences with PreK-2 students.

EDUD-DL644 Summarizing: What do you Know 3 hours

Explore dozens of strategies that you can use in your classroom to summarize your findings; you'll find a classroom-tested collection of written, spoken, artistic, and kinesthetic summarization techniques to use in any subject area or grade level.

EDUD-DL648 Teaching With Technology 1 hour

This course provides teachers with an excellent entry point into the world of technology. Most importantly, teachers will explore the foundations of Internet literacy, and learn tools to help students become critical consumers of the Internet.

EDUD-DL665 Differentiation and Grading 3 hours

This course will provide a thought-provoking, research-based look at differentiation, grading, and related situations that we all encounter in diverse classrooms. Participants will explore two related elements of effective education: quality differentiation and sound grading practices.

EDUD-DL698 Words Matter: Teacher Speak 3 hours

Teacher language – words, phrases, tone, and pace – enables students to engage in learning and develop positive behaviors. Skillful teacher language can support students in three broad ways: developing self-control, building their sense of community, and gaining academic skills and knowledge. This course will help teachers use language more effectively by exploring the following categories of language: envisioning, open-ended questioning, listening, reinforcing, reminding, and redirecting.

EDUD-DL704 Instructional Strategies 3 hours

This course explores instructional strategies that have proven to have a major impact on student achievement. Delve into 9 categories of strategies that can maximize student learning.

EDUD-DL705 Successful Substitute Teacher 2 hours

Participants will explore strategies to boost their effectiveness in classroom strategies, classroom management and instructional strategies.

EDUD-DL716 Engaging Multiple Intelligences 3 hours

In this course you will learn how to explore the variety of intelligences at work in your students/classrooms and explore a process to help you integrate multiple intelligences into new or existing lessons.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-DL721 Integrating the Brain and Arts 3 hours

This course is intended for both teachers of music, theater, art, physical education, and industrial arts, as well as “regular” education teachers who would like to incorporate the arts into their classrooms. Participants will explore how a solid arts education can enhance performance in other disciplines and facilitate overall brain development.

EDUD-DL760 Building Comprehension in the Primary Grades 3 hours

In this course, real life examples and dozens of scenarios/examples are shared to demonstrate effective ways to: select the perfect books, model think a-louds, assist students in making important connections, and empower your students to having meaningful conversation about the texts they are reading.

EDUD-DL766 Reading for Understanding 3 hours

This course will provide numerous techniques to assist the struggling adolescent with reading comprehension. The author addresses first-draft and second-draft text understandings; he also provides fix-it strategies and collaboration techniques.

EDUD-DL783 Working with Gifted Students 3 hours

Learn how to succeed with your gifted and talented learners. Explore multiple strategies and techniques to provide needed support in the general education classroom and transform how you instruct gifted and talented students.

EDUD-DL846 Virtual Field Tripping 1 hour

This course explores the world of virtual field trips. Participants will delve into the unique advantages of virtual field trips, and learn how to effectively structure such trips. Full of ideas for all grade levels and subjects, this course will help participants apply these ideas to specific content and student populations.

EDUD-DL854 Caring for the Mental Health of Students 1 hour

This course explores the range of mental health issues facing classroom teachers every day. Teachers will begin to understand the signs and symptoms of mental health conditions, as well as, ADHD, Bipolar Disorder, Depression, FASD, obsessive-compulsive disorder, anxiety, Asperger’s Syndrome and others.

EDUD-DL855 What Great Teachers Do 3 hours

This course explores the author’s fourteen recommendations related to issues such as classroom management, testing, decision making, and classroom relationships.

EDUD-DL880 Building Successful Readers in All Content Areas 3 hours

This course will enable teachers of all content areas to teach their students how to be better readers. The strategies in the course text will make the teaching of reading a practical, achievable goal in every subject.

EDUD-DL897 Professional Learning Communities 3 hours

This course will guide you through the process of transforming your team/school into a professional learning community: moving from concepts to action, providing research on best practices, and discussing strategies for implementation of the PLCs.

EDUD-DL900 What Great Leaders Do 3 hours

This course explores the beliefs, behaviors, attitudes, and interactions that elevate the best administrators above the rest; exploring issues such as school climate, student achievement, management, testing, decision making, and building relationships.

EDUD-DL915 Caring for the Mental Health of the Young Learner 1 hour

This course explores the range of social and development issues teachers face when working with babies, toddlers and preschoolers.

EDUD-DL920 Good to Great Principles of Great Teaching 3 hours

The master teacher mindset can be achieved by rigorously applying seven principles to your teaching. This course will explore each of these principles and detail the steps you need to take to apply them to your own practice.

EDUD-DL921 Teach Well, Learn Well 3 hours

Learn about the innovative model that is sweeping the country, RTI. Response to Intervention (RTI) assists in raising all student achievement and provides an alternative process for student identification, using proven methods and instructional tools/strategies to support the learner.

EDUD-DL958 Working with At-Risk Students 3 hours

Explore strategies for increasing engagement and building connections, and delve into identifying criteria for the at-risk students in your classroom. You will gain a better understanding of the contributing factors that put your students at risk.

EDUD-DL964 Building Self Discipline 1 hour

This course explores the importance of teaching students the skills and attitudes associated with self-discipline.

EDUD-DL968 What Great Middle School Teachers Do 3 hours

Ignite and rekindle your imagination and commitment as a middle school teacher. Explore the high performance middle school classroom, delving into proven strategies/best practices for advisory, motivation, brain research, working with parents, games, lesson ideas, and much more.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-DL969 What Great Teacher-Leaders Do 3 hours

This course explores the concepts and perceptions of what makes an effective teacher-leader. Explore practical and constructive strategies on how to grow, or maintain, the qualities necessary to be a successful teacher leader.

EDUD-DL988 Developing a Motivated Classroom 3 hours

Explore dozens of strategies to more effectively engage and motivate your students. Learn how to engage students more fully in the following areas: homework, literacy development, classroom procedures, and progress tracking.

EDUD-DL990 Rethinking Classroom Management 3 hours

This course will challenge many of the most common assumptions about discipline and classroom management. Explore how to work with students to create caring communities where decisions are made together.

EDUD-DL992 Coaching and Advising 3 hours

Learn how to be a more effective coach and advisor. Explore numerous strategies to motivate students to reach their potential and achieve at higher levels, build teams out of groups, build self-esteem in students, and effectively manage difficult situations that all coaches and advisors face.

EDUD-OL5026 Lost in Translation: New Languages-New Learning 3 hours

Learn how to create effective lessons within the foreign language classroom, using a variety of proven instructional techniques, and be able to build a case for the importance of teaching foreign languages.

EDUD-OL5045 Homework: Where, When, Why 3 hours

Take a fresh look at one of the traditional pillars of American schooling: homework. Examine the role it has played in the culture of schooling over the years, and explore what research and educators' common sense tell us about its impact on student learning.

EDUD-OL5046 Re-visioning Schools: 21st Century 3 hours

This course will provide you with the tools and perspectives needed to help move students toward a skill set that includes important technology, life and career skills.

EDUD-OL681 Web EDU 3 hours

This course will move educators to think differently about technology's potential for strengthening students' critical thinking, writing, reflection, and interactive learning.

EDUD-OL842 Achieving Success with English Language Learners 3 hours

Explore over 40 proven strategies that help students develop their English language skills in all subjects. This course addresses basic principles of teaching and assessing English learners.

EDUD-OL993 Shaping Respectful Responsible Learners in your Classroom 3 hours

Explore numerous ways to establish an ongoing social curriculum where a sense of community and self-control are valued. This course will offer educators tools and techniques for creating a classroom community that is nurturing, respectful, and full of learning.

EDUD-PB5027 ADHD: Focusing, Learning, Teaching 3 hours

This course will shed some light on the questions/issues you likely struggle the most with, and help you better meet the needs of the students. Explore such issues as diagnosis, recommended interventions, and methods for increasing appropriate behaviors.

EDUD-PB653 Reaching Young Readers 3 hours

Explore the five core instructional areas and how each affects student achievement: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

EDUD-PB693 Understanding Adolescents 3 hours

With the arsenal of strategies discussed in this course, teachers can help their students learn to control impulses, manage erratic behavior, and cope with their changing bodies. Recommended for Grades 4-12.

EDUD-PB712 Sticks and Stones: No Bully Zone 3 hours

Explore the following areas: school-wide anti-bullying measures, problem solving dialogue, the role of the bystander, building staff-to-student connections, supporting and empowering the targets of bullies, and more.

EDUD-PB717 Differentiated Learning 3 hours

Explore how to effectively coordinate your time, resources, and efforts so that learning is maximized for each student in your class. Examine how to take your specific curriculum and student needs and design/teach successful lessons.

EDUD-PB737 Effective Classroom Management 3 hours

Be better prepared to effectively manage students so that learning is maximized in your classroom. The approach advocated in this course (emphasizing the dignity and value of every student) is used by countless schools and teachers across the country. Recommended for Grades K-9.

EDUD-PB738 Gender Matters: How Boys and Girls Learn 3 hours

This course will explore the innate differences between boys and girls and will offer a new vision for what gender-friendly education may look like.

EDUD-PB753 Succeeding With Struggling Students 3 hours

Explore a myriad of ways to help any student become a successful learner – without remediating, watering down content, or lowering expectations.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDUD-PB776 Autism: Across the Spectrum 3 hours

Explore the following important components: characteristics and types of ASD, the role of assistive technology, intervention models, proven instructional approaches, parent involvement techniques, and available support services.

EDUD-PB859 Dealing with Difficult Parents 3 hours

Explore ways to establish positive, constructive relationships with parents of your students. Learn how to work with the most challenging parents in the most challenging situations, learn strategies to help deliver “less than positive” news, and build your credibility in the process.

EDUD-PB966 In the Face of Poverty 3 hours

This course will provide real-world support and guidance in your work with students in poverty. Improve your effectiveness by learning the “hidden rules” of poverty, poverty-related behavior, and appropriate interventions.

EDUD-PB970 Brain Works: Teaching Math 3 hours

Explore the latest brain research and its impact for teaching mathematics at all grade levels. The course will delve into the cognitive mechanisms for learning math and the environmental and developmental factors that contribute to math difficulties.

COURSES

OFFERED IN PARTNERSHIP WITH PLS 3RD LEARNING.

To register, please visit www.plsclasses.com

EDU 502 Successful Teaching for Acceptance of Responsibility

EDU 5310 Foundations of Literacy: Beginning Reading

EDU 533 Instructional Design for Online Educators

EDU 5500 Teaching the English Language Learner

EDU 5501 Cultural Competence: A Transformative Journey

EDU 5502 Behavioral, Academic and Social Interventions for the Classroom

EDU 5506 Facilitating Online Learning Communities

EDU 5511 Simulations and Gaming Technologies

EDU 5512 Action Research for the Classroom

EDU 5513 Building Online Collaborative Environments

EDU 5514 Blended and Synchronous Learning Design

EDU 5515 Educating the Net Generation

EDU 5518 Collaborative Inquiry

EDU 5519 Student Engagement and Standards Based Learning

EDU 5520 Strategies for the Inclusive Classroom

EDU 560 Classroom Management: Orchestrating a Community of Learners

EDU 566 Differentiated Instruction for Today's Classroom

EDU 580 Designing Motivation for all Learners

EDU 583 Building Communication and Teamwork in the Classroom

EDU 584 Teaching Through Learning Channels

EDU 585 Brain-Based Ways We Think and Learn

EDU 587 Achieving Student Outcomes Through Cooperative Learning

EDU 589 Meaningful Activities to Generate Interesting Classrooms (M.A.G.I.C.)

COURSE DESCRIPTIONS

EDU 502 Successful Teaching for Acceptance of Responsibility 3 hours

Gain new techniques to model, teach, and support responsible student behavior while creating a classroom that fosters personal power and self-responsible behaviors. Explore how you can expand your own personal power by encouraging appropriate behavior and empowering students to make good decisions.

EDU 5310 Foundations of Literacy: Beginning Reading 3 hours

Examine the National Reading Panel and International Reading Association's components of reading. Create reading lesson plans and hands-on activities which include the reading components and increase reading fluency and motivation.

EDU 533 Instructional Design for Online Educators 3 hours

Instructional design is the process of analyzing learners' needs and developing instruction that answers those needs. Understand the basics of instructional design, explore philosophies of e-learning, and receive hands-on experience with online delivery and interaction techniques and tools.

EDU 5500 Teaching the English Language Learner 3 hours

Identify the academic content which English language learners need to compete with native speakers in a consistently competitive global and information society. Design and deliver appropriate language and content instruction for these students

EDU 5501 Cultural Competence: A Transformative Journey 3 hours

Discover how your cultural lens influences your relationship with students and families. Explore the framework “know yourself, your students, and your practice” to understand your role in student achievement and as an agent of change for social justice.

EDU 5502 Behavioral, Academic and Social Interventions for the Classroom 3 hours

The strategies offered in this course will help you meet the expectations of a Response to Intervention (RTI) classroom and help you to implement the Solution Seeking Cycle along with the Intervention Pyramid to design effective universal and targeted interventions for the classroom. Learn how to foster a climate of respect and responsibility that supports student resiliency with an emphasis on strengths-based learning, creating learning alliances, and designing REACH lessons.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDU 5506 Facilitating Online Learning Communities 3 hours

Discover the strategies and best practices of successful online facilitation in order to engage diverse learners, support various learning styles, and handle conflict constructively. Learn how to manage assessments and feedback, analyze and solve problems, and create a plan of action for teaching in an online learning environment.

EDU 5511 Simulations and Gaming Techniques 3 hours

Critically evaluate learning games to determine how they relate to academic content and standards. Identify how particular game mechanics appeal to diverse learners.

EDU 5512 Action Research for the Classroom 3 hours

Explore your instructional practices then develop, conduct, and analyze the results of a data collection plan. As a culminating activity, write an action research report showcasing your findings and how you plan to improve your current practices.

EDU 5513 Building Online Collaborative Environments 3 hours

Experience the Web as a means of constructing new knowledge through conversation, networking, and collaboration. Harness the power of online technologies like blogs, podcasts, and wikis for student engagement and learning while focusing on currently-available tools and effectively utilizing them for student research, writing, and learning.

EDU 5514 Blended and Synchronous Learning Design 3 hours

This course focuses on two different formats for online e-learning environments: blended and synchronous. In this course, you will define these environments, understand the development process each one requires, and conclude with considerations for implementing each.

EDU 5515 Educating the Net Generation 3 hours

Explore the learning styles, expectations, and technical acumen of the Net-Generation. Identify this generation's key educational and cultural influences then create pedagogy which meets their needs.

EDU 5518 Collaborative Inquiry 3 hours

Design collaborative inquiry learning experiences for the twenty-first century classroom by exploring the various models of collaborative inquiry that develop the skills students need now and in the future. Discover big-picture strategies for teaching collaboration, teamwork, and decision making via real-world inquiry experiences based on essential questions and inquiry experiences for students that encourage depth of knowledge, promote critical thinking, and incorporate the skills students need now and in the future.

EDU 5519 Student Engagement and Standards Based Learning 3 hours

Experience a variety of standards-based activities for use in your classroom by optimizing student engagement and improving student achievement through developing high-yield learning activities aligned to standards and process skills. Develop standards-based activities designed to engage learners, foster 21st century skills, and adapt to learner needs.

EDU 5520 Strategies for the Inclusive Classroom 3 hours

Explore strategies, resources, and instructional practices designed to support the general population while simultaneously meeting the unique and specific needs of exceptional learners.

EDU 560 Classroom Management: Orchestrating a Community of Learners 3 hours

When students are empowered to take responsibility for their own learning experiences, you are freed from constantly dealing with behavioral and organizational issues. Discover and practice skills for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized.

EDU 566 Differentiated Instruction for Today's Classroom 3 hours

All students can thrive in today's standards-based learning environment when you know how to apply the practical and effective skills of differentiated instruction. Learn key knowledge and skills to implement differentiated instruction successfully in your own classroom.

EDU 580 Designing Motivation for all Learners 3 hours

Design learning experiences that successfully build motivation by reinforcing student effort and reducing student risk. The leadership and effective communication strategies taught in this course support confident, self-directed, and engaged learners, especially those of Generation Me.

EDU 583 Building Communication and Teamwork in the Classroom 3 hours

Reach a new level of positive communication with strategies necessary to foster an emotionally-engaging classroom where students are connected to school, learning, and one another.

EDU 584 Teaching through Learning Channels 3 hours

Learn how to match brain-compatible teaching strategies with learning style preferences while addressing the basic motivational needs of students.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDU 585 Brain-Based Ways We Think and Learn 3 hours

Explore the four basic thinking skills of induction, deduction, analysis, and synthesis. Experience, model, and internalize specific techniques of brain-based teaching and learning. Integrate thinking processes into real-life applications.

EDU 587 Achieving Student Outcomes through Cooperative Learning 3 hours

Become proficient in setting up, monitoring, and debriefing group learning activities for the classroom while teaching interpersonal skills. Discover how quick cooperative learning starters immediately involve students in specific learning tasks.

EDU 589 Meaningful Activities to Generate Interesting Classrooms (M.A.G.I.C) 3 hours

The first step to designing interactive and engaging learning activities within existing curriculum is to unlock creativity. Establish clear and meaningful criteria when preparing activities and actively engage students in learning.

COURSES

OFFERED IN PARTNERSHIP WITH TEACHSCAPE, INC.
To register, please visit www.teachscape.com

CIA 605	Student Directed Learning to Foster Motivation
CIA 610	Classroom Assessment for Today's Teacher
EDU 5445	Inquiry Based Science K-8
EDU 568	Teacher as Leader
EDU 569	Understanding Teaching and Learning
EDU 570	Instructional Design
EDU 5851	The Thinking and Learning Brain K-12
EDU 618	Effective Assessment
EDU 622	Meeting the Needs of All Students
ERS 500	Research Based Instructional Strategies to Improve Student Achievement
MTH 500	Fundamentals of Mathematics for Grades 2-6 Teachers
MTH 501	Proportional Reasoning in the Middle Grades
MTH 505	Problem Solving and Operations K-5
MTH 506	Problem Solving and Operations 6-8
MTH 515	Measurement and Geometry K-5
MTH 516	Measurement and Geometry 6-8
MTH 525	Algebra K-5
MTH 526	Algebra 6-8
MTH 535	Data Analysis and Probability K-5
MTH 536	Data Analysis and Probability 6-8
RDG 500	Fundamentals of Reading for Grades K-6 Teachers
RDG 605	Assessment and Intervention
RDG 610	Reading in the Content Areas
RDG 615	Reading and Writing Connection

COURSE DESCRIPTIONS

CIA 605 Student Directed Learning to Foster Motivation 3 hours

This course provides an overview of the theoretical background and practical applications of motivation and engagement while supporting the pursuit of developing true teacher leaders by supplying a framework from which educators can reflect upon their students and devise strategies to increase motivation and learning. Participants will explore project-based and problem-based learning, two student-centered learning structures that require students to engage in high-interest yet challenging tasks.

CIA 610 Classroom Assessment for Today's Teacher 3 hours

This course focuses on three important areas of assessment: grading, authentic assessment techniques, and Response to Intervention (RTI) as participants apply research-based grading, authentic assessment and RTI strategies to their particular teaching situation. While studying each of these areas of assessment, participants will identify common problems and obstacles classroom teachers face in each of these categories, and subsequent ways to address or overcome these issues.

EDU 5445 Inquiry Based Science K-8 3 hours

This course is designed to teach scientific process skills and help teachers create engaging, hands-on science lessons by leveraging the strength of inquiry-based science instruction to help their students develop deeper understanding of key earth science concepts.

EDU 568 Teacher As Leader 3 hours

This course focuses on the characteristics of successful teacher leaders and on ways that all classroom teachers can cultivate these characteristics and improve their leadership skills. Learn to identify your personal leadership profile and how to apply leadership strategies for the classroom, school, and community.

EDU 569 Understanding Teaching and Learning 3 hours

This course examines the intricacies of how people learn and the effect teacher understanding has on making informed instructional decisions. You will also analyze and understand why some instructional strategies are more effective than others, and learn to apply proven instructional strategies based on current learning theory.

EDU 570 Instructional Design 3 hours

This course concentrates on an effective and efficient instructional planning process that allows teachers to align their instructional design to state and local standards. Educators will learn to use "backward design" to create comprehensive instructional units and integrate formal and informal assessment techniques that allow you to monitor student progress, as well as student mastery.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

EDU 5851 The Thinking and Learning Brain K-12 3 hours

This course focuses on the latest research in the domains of neuroscience and cognitive psychology. Participants examine the classroom implications of understanding how the brain learns.

EDU 618 Effective Assessment 3 hours

This course grounds teachers in effective ways to assess their students, and how to use this information to modify their instructional practices. Teachers will learn to identify and define different assessment methods according to three categories: *Assessment of Learning*, *Assessment for Learning*, and *Assessment as Learning*, while examining different grading systems and apply one that best communicates student progress and achievement to others.

EDU 622 Meeting the Needs of All Students 3 hours

This course provides teachers with proven strategies and classroom management techniques to help them reach all of their students regardless of ability, language development, race, socioeconomic status, gender, and/or learning challenges. Teachers will apply strategies to increase student engagement and differentiate instruction according to students' interests and abilities.

ERS 500 Research Based Instructional Strategies to Improve Student Achievement 3 hours

This course explores instructional strategies that 30 years of educational research has shown to increase students' academic achievement. Learn and apply each of the research-based strategies and identify how and when to use these strategies in ways appropriate to your grade level and content area.

MTH 500 Fundamentals of Mathematics for Grades 2-6 Teachers 3 hours

This course helps teachers deepen their understanding of the mathematical concepts they teach in order to develop the mathematical fluency of their students. Educators will develop an understanding of key ideas in Number & Operations, Measurement, Geometry, and Algebra and learn to model ways of thinking aloud and sharing efficient problem solving strategies.

MTH 501 Proportional Reasoning in the Middle Grades 3 hours

This course examines key mathematical ideas related to helping middle school students develop proportional reasoning and it helps teachers to discover ways of improving instructional planning before, during, and after mathematics lessons. Participants also learn ways to model proportional thinking and apply concepts to real-world problems.

MTH 505 Problem Solving and Operations K-5 3 hours

Based on the NCTM Principles and Standards for School Mathematics, this course establishes a foundation of mathematical content knowledge and problem-solving skills. This course also deepens personal understanding of mathematical content found in elementary grades, such as place value, the operations, fractions, decimals, and percents and helps to develop strategies to teach in a problem-based classroom.

MTH 506 Problem Solving and Operations 6-8 3 hours

Based on the NCTM Principles and Standards for School Mathematics, this course establishes a foundation of mathematical content knowledge and problem-solving skills. Teachers will deepen personal understanding of mathematical content found in middle school mathematics, such as fractions, decimals, percents, ratios, proportions, and developing proportional reasoning, and integrate formative assessment techniques into mathematics instruction.

MTH 515 Measurement and Geometry K-5 3 hours

This course allows teachers to develop a profound understanding of key mathematical concepts as outlined in the National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics while deepening their understanding of mathematical concepts such as length, area, volume, angles and coordinate geometry. Participants engage in hands-on problem-solving activities that allow them to apply new understanding to their instructional planning and decision-making in addition to effectively applying problem-solving strategies to real-world problems.

MTH 516 Measurement and Geometry 6-8 3 hours

This course covers the Van Hiele levels of geometric thought which focus on shapes and properties, transformations, location, and visualization, as well as measurement concepts and skill. Teachers develop a profound understanding of key mathematical concepts as outlined in the NCTM Principles and Standards for School Mathematics and learn to apply effective problem-solving strategies to real-world problems while deepening their understanding of mathematical concepts such as volume and capacity, similarity and congruence, and solving problems with ratios and proportions.

MTH 525 Algebra K-5 3 hours

This course focuses on developing basic algebraic thinking, which includes studying patterns and functions, understanding the structure of the number system, using symbolism meaningfully, and using mathematical modeling to solve problems. Learn to analyze repeating and growing patterns and represent these patterns in words, pictures, and numbers and deepen understanding of patterns, functions, and algebraic symbols.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

MTH 526 Algebra 6-8 3 hours

This course focuses on developing advanced algebraic thinking, including studying patterns and functions, understanding the structure of the number system, using symbolism meaningfully, and employing mathematical modeling to solve problems.

Teachers will examine common misconceptions about learning algebra in order to better understand gaps in student comprehension and model and solve contextualized problems using graphs, tables, and equations.

MTH 535 Data Analysis and Probability K-5 3 hours

This course is structured around the creation and completion of a real-life data analysis project that allows participants to apply knowledge and skills from other mathematical strands. Learn to design an investigation, to address a question and consider how data-collection methods affect the nature of the data set and to use measures of center, especially the median, and understand what each does and does not indicate about a data set.

MTH 536 Data Analysis and Probability 6-8 3 hours

This course is structured around the creation and completion of a real-life data analysis project that allows participants to apply knowledge and skills from other mathematical strands. Key concepts such as data collection, graphical representations of data, and measures of center are highlighted along with designing an investigation that includes data collection and data analysis, as well as, selecting, creating, and using appropriate graphical representations of data.

RDG 500 Foundations of Reading and Literacy 3 hours

This course focuses on sound theories and principles for developing literacy skills in elementary students and on increasing understanding of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will apply the most effective instructional strategies to improve students' reading skills.

RDG 605 Assessment and Intervention 3 hours

This course helps teachers better understand students who struggle with reading and gives them the tools to improve their students' fluency and comprehension in order to meet grade-level standards. Learn to define and describe the characteristics of a struggling reader and identify a particular student who fits that description and examine his/her needs.

RDG 610 Reading in the Content Areas 3 hours

This course focuses on ways to integrate effective literacy strategies into all content areas and on employing effective instructional strategies to engage all learners in the reading of informational texts. Teachers will develop subject-area vocabulary that aids in the comprehension of content-specific material.

RDG 615 Reading and Writing Connection 3 hours

This course focuses on the writing process and its role in literacy development while providing teachers with proven techniques to help their students integrate writing into all subject areas. Learn to identify, define, and explain all stages of the writing process and to create learning experiences in which students respond to literature before, during, and after reading.

COURSES

OFFERED IN PARTNERSHIP WITH CENGAGE LEARNING (ED2GO)

To register, please visit www.ed2go.com/mgteacher

- ETCR-100 Solving Classroom Discipline Problems I
- ETCR-110 Solving Classroom Discipline Problems II
- ETCR-120 Creating Inclusive Classroom Strategies
- ETCR-130 The Creative Classroom
- ETCR-140 Differentiated Instruction
- ETCR-150 Empowering Students with Disabilities
- ETCR-160 Teaching Students with Learning Disabilities
- ETCR-165 Survival Kit for New Teachers
- ETCR-170 Teaching Students with Autism
- ETCR-190 Teaching Smarter with Smart Boards
- ETCR-200 Teaching Students with ADHD
- ETCR-210 Understanding Adolescents
- ETCR-220 Web 2.0: Blogs, Wikis and Podcasts
- ETCR-230 Creating a Classroom Web Site
- ETCR-240 Using the Internet in the Classroom
- ETCR-250 Home School with Success
- ETCR-260 An Introduction to Teaching ESL/EFL
- ETCR-270 Teaching ESL/EFL Vocabulary
- ETCR-275 Teaching ESL/EFL Grammar
- ETCR-280 Teaching ESL/EFL Reading
- ETCR-290 Teaching Preschool: A Year of Inspiring Lessons

COURSE DESCRIPTIONS

ETCR-100 Solving Classroom Discipline Problems I 24 SCECHs*

Veteran teacher reveals the secrets to an orderly classroom in a step-by-step approach to effective, positive discipline.

ETCR-110 Solving Classroom Discipline Problems II 24 SCECHs*

In this professional development course, you'll get the teacher training you need to deal effectively with serious discipline problems and help even the most challenging students you're teaching make more responsible choices.

ETCR-120 Creating the Inclusive Classroom 24 SCECHs*

In this professional development course for teachers, you will get the training you need to reach the diverse mix of students you face every day; learning proven strategies that turn diversity into opportunity.

TEACHER PROFESSIONAL DEVELOPMENT (CONTINUED)

ETCR-130 The Creative Classroom 24 SCECHs*

Enrich your teaching talents and encourage your students' creative thinking as you learn to turn your classroom into a creative classroom.

ETCR-140 Differentiated Instruction 24 SCECHs*

Improve your ability to teach diverse learners with real-world examples from elementary, middle, and high school classrooms.

ETCR-150 Empowering Students with Disabilities 24 SCECHs*

Explore common disabilities you'll encounter in the classroom and master techniques for promoting academic, behavioral, and social skills in students with special needs.

ETCR-160 Teaching Students with Learning Disabilities 24 SCECHs*

Learn how to successfully meet the diverse needs of the learning disabled students in your classroom. Fun games, tips and many tested methods will be available to bring out the best behavior in your students.

ETCR-165 Survival Kit for New Teachers 24 SCECHs*

Proven tools, tips and tricks are provided to make your early years in the classroom a breeze! You will learn to write winning lesson plans, reach diverse learners through differentiated instruction, communicate clearly and plan memorable events for students.

ETCR-170 Teaching Students with Autism 24 SCECHs*

Help your students with high-functioning autism and Asperger's Syndrome unlock their potential in the classroom.

ETCR-190 Teaching Smarter with Smart Boards 24 SCECHs*

Master the use of SMART Board and SMART Notebook technology so you can create powerful interactive lessons that capture your students' attention.

ETCR-200 Teaching Students with ADHD 24 SCECHs*

Learn practical ways to help children with ADHD control their behavior and succeed in school.

ETCR-210 Understanding Adolescents 24 SCECHs*

Uncover the secrets of the adolescent mind. Gain valuable information on how they feel, how their identities develop, and how you can best meet their needs.

ETCR-220 Web 2.0: Blogs, Wikis and Podcasts 24 SCECHs*

Learn how to create your very own blog and add a podcast too using the tools that you already have available on your computer.

ETCR-230 Creating a Classroom Web Site 24 SCECHs*

Learn how to create a classroom Web site and how having one can make you a more effective and dynamic teacher.

ETCR-240 Using the Internet in the Classroom 24 SCECHs*

Discover how you can use the Internet to make teaching easier for you and more relevant to your students.

ETCR-250 Home School with Success 24 SCECHs*

Discover how to homeschool your children in a way that ensures they get what they need both academically and socially.

ETCR-260 An Introduction to Teaching ESL/EFL 24 SCECHs*

Rethink the distinction between traditional native vs. non-native speaker and gain new insights and ideas for teaching vocabulary, grammar, listening, reading and writing.

ETCR-270 Teaching ESL/EFL Vocabulary 24 SCECHs*

Learn how to assess your ESL learners and explore the most powerful ways to teach them vocabulary.

ETCR-275 Teaching ESL/EFL Grammar 24 SCECHs*

Focus on three dimensions of grammar: form, meaning and use. Help students overcome many of their grammar challenges.

ETCR-280 Teaching ESL/EFL Reading 24 SCECHs*

Learn new ways to bring vocabulary teaching into your reading classroom and distinguish the difference between teaching comprehension and testing on it.

ETCR-290 Teaching Preschool: A Year of Inspiring Lessons 24 SCECHs*

In this course on teaching preschoolers, you'll learn how to come up with creative and balanced preschool lesson plans for every month of the school year.

* Approved by the Michigan Department of Education for state continuing education clock hours (SCECHs).

Note: For the most current list of Professional Development for Teachers courses offered through Marygrove College, please visit:

<http://www.marygrove.edu/academics/continuing-education/professional-development-for-teachers.html>

FOR INFORMATION contact

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 Program Coordinator
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PROGRAM OFFERED

Master of Arts

**GENERAL INFORMATION**

The **Master of Arts in English** is designed to provide both theoretical and practical foundations for teaching English in community colleges or high schools and/or preparing for advanced graduate study in the field. It is a 33-credit-hour program whose courses are offered in the evening and on weekends. Two required core courses will give a solid base for graduate English studies, while two 600-level advanced seminars will offer rigorous opportunities to explore various disciplinary topics in depth. The flexibly conceived Masters Project will provide an opportunity for students to further explore their topic of interest in literary works or in teaching composition.

ADMISSION REQUIREMENTS

The Master of Arts in English is open to any applicant who has successfully completed the requirements for a bachelor's degree from an accredited institution of higher education. In addition to the admission requirements as explained in the "Graduate Admissions" section of the graduate catalog, all applicants should submit two letters of recommendation and a substantial writing sample that demonstrates adequate preparation and potential for graduate work in English. After reviewing the completed application package, the Graduate Coordinator will schedule a personal interview.

DEGREE REQUIREMENTS

To complete the master's degree, students must complete 33 credits of approved coursework from the following requirements:

Two Required Core Courses

ENG 501 Foundations of Graduate English Studies (3 hours)
 ENG 514 Literary Criticism (3 hours)

Two Required Advanced Seminar Courses

Two 3 credit hour Advanced Seminar courses
 (600 level courses)

Master's Project

ENG 660 Directed Reading (3 hours)
 ENG 665 Master's Project (3 hours)

Electives

15 credits; any mix chosen from 1-4 credit elective courses, seminars, or independent study courses (no more than 6 credit hours)

COURSE DESCRIPTIONS**ENG 501 Foundations of Graduate English 3 hours**

This course introduces students to graduate studies in English literature and language. It focuses on current professional issues in the field, various contemporary theoretical approaches to literature and language, their practical implications in writing and teaching, and the principles and procedures of scholarly research.

ENGLISH (CONTINUED)

ENG 510 Detroit in Literature 3 hours

This course examines representations of Detroit in poetry and fiction produced between the 1930s and the present. By reading and discussing works of such authors as Robert Hayden, Harriet Arnow, Dudley Randall, Joyce Carol Oates, Philip Levine, Lawrence Joseph, Jim Daniels, Jeffrey Eugenides, and others, the course studies the translation of a familiar environment into literature and “places” Detroit in modern American culture.

ENG 514 Literary Criticism 3 hours

This course will focus on examination and application of the theoretical concepts and contexts that are critical to success in graduate literary studies, including such concepts as deconstruction, formalism, new historicism, and Marxism.

ENG 520 Dickinson and Frost 3 hours

This course examines the work of two New England poets who share not only the imagery of a common natural landscape but also a set of common philosophical and literary traditions. Course sessions will consist of close reading and explication of individual poems by the entire class and discussion of the issues raised in them.

ENG 521 Adolescent Literature: Realism, Fantasy, and Historical Fiction 3 hours

This course will concentrate on analyzing literary works whose primary audience is middle and high school age students. The course will focus on works in the genres of realistic fiction, historical fiction, and fantasy/science fiction. Literature will be broadly defined to include printed texts, films, television, and games, including works by authors such as Lois Duncan, Rosa Guy, Virginia Hamilton, S.E. Hinton, Ursula K. Le Guin, Mildred D. Taylor, and Cynthia Voigt.

ENG 524 Selected Topics 3 hours

In-depth study of major authors, periods, or topics as chosen by the instructor.

ENG 525 Contemporary Drama 1970-Present 3 hours

This course examines works of influential drama from the 1970s to the present.

ENG 529 Studies in African American Literature 3 hours

This course examines the work of influential black writers of the 20th century such as Nella Larsen, Toni Morrison, Dorothy West, Paule Marshall, Charles Johnson, Clarence Major, and John Edgar Wideman. The course provides a window into how these innovative writers have documented, critiqued, and responded to the major historical and literary movements that have shaped their ideologies and informed their world views.

ENG 530 19th Century Novel 3 hours

This course will examine canonical novels of the European 19th Century, such as *Crime and Punishment*, *Madame Bovary*, *Sons and Lovers*, and selections from Dickens, Hardy, Thackeray, Zola, Bronte, and others.

ENG 534 Studies in Modern British Literature 3 hours

This course introduces the student to the historical, intellectual, and formal aspects of British literary modernism. The course will attempt to provide a broad, if necessarily selective, picture of modernist literary works in all its considerable variety, and will also focus on modernism’s recurrent preoccupations, particularly its concern with modernity itself. Readings might include selected works of authors such as Yeats, Joyce, Woolf, Lawrence, Forster, Ford, West, Ishiguro, and Bowen.

ENG 535 Studies in Multi-Ethnic Literature 3 hours

This course will explore a range of texts that reveal the ethnic diversity of North American literature, asking readers to consider both common themes and cultural specificities found in diverse “minority” literatures. The course will explore themes and theories of alienation, fragmentation, dislocation, hybridity, borderlands/border crossing, appropriation, resistance, and generational difference. The course will pay particular attention to language and the role it plays in defining reality. The course explores the ways ethnic writers both resist and appropriate dominant languages in an attempt to formulate their own modes of communication.

ENG 538 The Romantic Poets 3 hours

This course will survey the major poets and poetry of the British Romantic period (roughly 1789-1832), with an emphasis on how the poetry responded to the turbulent social, emotional, intellectual, and political dislocations of the times. The course will provide the key terms and texts for the study of Romanticism as both a period of literature and a set of aesthetic practices that may be applied beyond that period.

ENG 539 Witchcraft and Gender 3 hours

This course will explore early American notions of gender, especially as they relate to and inform the infamous witch hunts in Salem and beyond. The course will examine relevant early American literature to connect and complicate the relationship between conceptions of womanhood and the hysteria of the witch-craze.

ENG 541 Approaches to Composition 3 hours

This course examines important contemporary critical theories and questions that have shaped the conversations of writing teachers and researchers, particularly over the last four decades.

ENG 542 Practicum in Teaching Writing 3 hours

This course provides the guidance and support necessary to the practical work of teaching English. Topics for discussion include exploring major theories of teaching writing and how they inform practice, incorporating rhetorical practices in the classroom, crafting successful assignments, evaluating and responding to student writing, creating a learning community in the classroom, and developing a philosophy of teaching English.

ENG 551 Shakespeare: Text and Theory 3 hours

This course introduces the graduate student to Shakespeare's dramatic and poetic works by approaching the canon with attention to Shakespeare's language, to historical context, to pedagogical issues, and to major approaches from literary theory and criticism of the twentieth and twenty-first centuries.

ENG 561 Shakespeare on Film 3 hours

Informed by a growing body of criticism on Shakespeare in film and popular culture, this course examines cinematic interpretations, adaptations, and spin-offs of works such as *Hamlet*, *Romeo and Juliet*, *Macbeth*, *Henry IV, Part I*, and *Much Ado About Nothing*. With readings on film theory and criticism – as well as literary theory and criticism – this course studies processes of adaptation as they apply to Shakespeare in Hollywood and global cinema.

ENG 565 Writing Creative Nonfiction 3 hours

This course will explore how to write alternative forms of nonfiction beyond the traditional academic essay. Using readings, discussions, and class workshops, students will use elements from fiction and poetry to write creative nonfiction such as memoirs, personal essays, nature essays, and personal cultural criticism.

ENG 570 Literature by Women 3 hours

This course considers some established traditions in writing by women, while paying close attention to how these traditions are both revisited and revised by subsequent writers. We will consider how the texts are in dialogue with one another as well as whose voices and experiences remain silenced in various texts. Using the historical context of the various waves of the women's movement, along with the framework of feminist theory, the course seeks to highlight both the establishment of and resistance to traditions in literature by women.

ENG 601 American Modernist Poetry 3 hours

This course attempts to discover the primary characteristics of modernist poetry as reflected in the works of a group of American poets who came to prominence in the first two decades of the twentieth century, including Pound, Eliot, Stevens, Williams, Moore, and Hughes. The course considers the nature of "modernisms," how their works define the nature of truth, what the works say about the individual's relationship to the social world, what it means to be an artist in the context of modernism, and what historical, aesthetic, critical and cultural contexts gave rise to modernist poetry.

**ENG 603 Postcolonial Re-imaginings:
"The Empire Writes Back" 3 hours**

This course is designed as an introduction to a wide variety of both literary and theoretical works that cover the period of British colonial expansion and its postcolonial aftermath. It is conceived as a comparative literature/culture course – for

instance, to put the First World literature in dialogue with that of the Third World or to re-read 18th-century literature with a 20th-century perspective. For such a comparative course, literatures from Africa, India, and the Caribbean as well as from England will be selected. Through these works, we will study what the globalization of modern culture has brought about in such areas as race, gender, language, and nationalism.

English 604 The Harlem Renaissance 3 hours

This course offers a detailed examination of selected works by major and minor literary voices of the Harlem Renaissance. Specifically, it analyzes these emerging writers in the context of varied cultural, social, and historical influences, which impacted their works. This course also discusses the contemporary scholarship of leading critics, literary and culture theory, and takes a virtual tour of Harlem, to prepare for final research projects and presentations.

**ENG 605 Studies in Medieval Literature:
Women Writers of the Middle Ages 3 hours**

This course is an advanced introduction to female authors of the twelfth through fifteenth centuries in England and Western Europe. Our primary texts include poems, treatises, letters, romances, autobiographies, mystical and devotional writings. Major authors represented are Marie de France, Christine de Pizan, Margery Kempe, Julian of Norwich, and the Paston women.

ENG 606 Experimental Literature by Women 3 hours

Many artists believe that the way to accomplish art which creates social change in the world is to resist the traditional by utilizing new forms, styles, and approaches. Challenging any kind of established literary tradition, however, often results in marginalization; therefore, for an already historically marginalized group like women writers to experiment raises the risk of being silenced, discredited, and attacked. This course considers how various women writers across the twentieth century have experimented with literary form and explores the implications of this experimentation on the authors, on notions of gender, on the world.

ENG 610 Nineteenth Century American Authors 3 hours

In this seminar, we examine important points of contention between nineteenth century American writers, including Emerson, Hawthorne, Thoreau, Douglass, Melville, Stowe, Dickinson, Whitman, and Twain. Subjects covered might include war and territorial conquest; race and ethnicity, slavery and freedom; the influence of religious beliefs over behavior; gender roles and sexuality; the relationship between the individual and the community; the relationship between human beings and the environment; accumulation and consumption, wealth and materialism; and the growth of technology.

ENGLISH (CONTINUED)

ENG 620 Novel and Nation 3 hours

This course will examine literary works that attempt to re-figure the nation in the age of globalization. Some of the questions we will ask are: How is the nation represented in literature? What textual strategies do novels employ in order to disseminate the feeling of national consciousness toward readers? Conversely, what formal narrative elements do novels employ to disrupt or displace the official, hegemonic notion of the nation? What kinds of alternative notions of community and belonging are imagined? What are the political implications of postcolonial fiction that resists the novelistic techniques that rely on linear notions of historical progression and economic development? How do the forces of globalization put pressure on the fictions of national culture? How have novels gone beyond national borders for paradigms of home(land)? In the end, students will enhance their appreciation of both the limitations and possibilities of a branch of novel theory that takes the nation-form as its primary object of inquiry.

ENG 660 Directed Reading 3 hours

The directed reading gives students the opportunity for exploratory reading and research on the developing thesis project and serves as the precursor for the master's project. Working in conjunction with the thesis advisor, the student undertakes preliminary research and writing, culminating by semester's end in the approved thesis proposal.

ENG 665 Master's Project 3 hours

The master's project is a requirement for the completion of the master of arts in English degree. Working with a project advisor, students are expected to complete a project that demonstrates original thought and substantial research, and that may take a number of forms: it may be a critical study of literary works and authors; a theoretical exploration of issues related to literature or writing; or an empirical study of composition and/or pedagogy (for example, a case study, composing process analysis, classroom ethnography, or other fieldwork). It is expected that before writing the thesis, students will have completed the majority of their program requirements.

ENG 691 Independent Study Variable hours

The Independent Study gives students the opportunity to undertake an in-depth study of particular authors, periods, genres, or issues. No more than 6 credit hours of Independent Studies may be taken.

HUMAN RESOURCE MANAGEMENT



FOR INFORMATION contact

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PROGRAMS OFFERED

Master of Arts (36 credit hours)
Graduate Certificate (18 credit hours)

MISSION

The Master of Arts degree and graduate certificate programs in Human Resource Management (HRM) help HRM professionals and other organization leaders advance their knowledge and skills in the field.

GENERAL INFORMATION

The Human Resource Management graduate program focuses upon the practice of human resource management in business, government, and not-for-profit organizations. Courses offer both concept and skill components designed to help students base practice on solid theoretical grounding. Courses are led by faculty members who have earned advanced graduate degrees and/or possess significant experience in the fields of business, organization behavior, and human resources.

The master's degree curriculum comprises 12 courses in two areas: organization leadership studies and human resource management practice. The graduate certificate curriculum comprises 6 courses, emphasizing human resource management practice. A capstone course, which is required for the master's degree and may be elected for the graduate certificate, provides an opportunity for students to integrate learning from previous courses by engaging in a team-based HRM decision-making simulation.

All courses are offered online. The master's degree can be completed in six terms (two calendar years), based upon completion of two courses each term. The program must be completed within the period of six years from the time of initial enrollment.

GRADUATION REQUIREMENTS

In order to graduate, a student must have completed 36 hours (master's degree) or 18 hours (graduate certificate) of work in approved courses with an overall grade point average of 3.0 (on 4.0 scale) or higher. A complete description of all applicable graduation requirements is included in the academic policies section of this catalog and on the Marygrove College website.

COURSES

Required for Master's Degree

HRM 505 Managerial Finance
HRM 655 Business Ethics
HRM 665 Capstone Seminar and Project

Electives

HRM 512 Organization Theory and Change
HRM 515 Leadership and Decision Making
HRM 517 Communication for Managers
HRM 519 Human Resource Planning and Information Systems
HRM 525 Human Behavior in Organizations
HRM 535 Human Resource Management
HRM 555 Legal Practices in Employment
HRM 565 Employee Recruitment, Selection, and Evaluation
HRM 625 Labor Relations and Collective Bargaining
HRM 635 Employee Development
HRM 675 Compensation Management

HUMAN RESOURCE MANAGEMENT (CONTINUED)

COURSE DESCRIPTIONS

HRM 505 Managerial Finance 3 hours

Required. Prerequisites: none.

Focuses upon the reporting of financial operations and position, the preparation and utilization of financial data for internal applications and budget preparation, with emphasis on forecasting.

HRM 512 Organization Theory and Change 3 hours

Prerequisites: none.

Surveys theories and principles of organization and the management of change. Focuses upon organization development – the application of behavioral science knowledge to help organizations improve productivity and the quality of work life. Stresses the role of the individual organization member, human resource practitioner, or manager as change agent.

HRM 515 Leadership and Decision Making 3 hours

Prerequisites: none.

Surveys leadership theories, examines interpersonal, intra- and inter-group influence processes, and assesses individual leadership and decision-making styles.

HRM 517 Communication for Managers 3 hours

Prerequisites: none.

Introduces concepts and skills required for professional communication in organizational settings. Explores strategies and techniques for effective communication through writing, individual interviews, and group interaction.

HRM 519 Human Resource Planning and Information Systems 3 hours

Prerequisites: none.

Introduces the use of and management options with respect to data collection, retrieval, analysis, and decision-making applications.

HRM 525 Human Behavior in Organizations 3 hours

Prerequisites: none.

Applies behavioral and social science theories to the analysis of individual, interpersonal and group behavior in the workplace and to the development of workforce management practice. Topics include the impact on workplace behavior of individual attitude, perception, and motivation; group dynamics; and organization and work design. Special attention is given to implications of behavioral and social science knowledge for human resource management practice. *Prerequisites: none.*

HRM 535 Human Resource Management 3 hours

Prerequisites: none.

Surveys the development of human resource management as a field of practice in organizations. Explores trends and emerging issues which may shape future practice.

HRM 555 Legal Practices in Employment 3 hours

Prerequisites: none.

Focuses upon compliance of employment practices with laws and regulations in force. Emphasizes implications of the Civil Rights Act of 1964 (as amended) and related laws and regulations on recruitment, selection, accommodation, evaluation, and other workforce management policies and practices.

HRM 565 Employee Recruitment, Selection, and Evaluation 3 hours

Prerequisites: none.

Examines the design and management of personnel recruitment, selection, and evaluation procedures as means for improving individual and organizational performance. Emphasizes tools and skills for employment and performance appraisal activities.

HRM 625 Labor Relations and Collective Bargaining 3 hours

Prerequisites: none.

Explores the rationale for, processes of, and environmental forces affecting union-management relations. Topics include labor law, negotiation and administration of labor agreements, and resolution of grievances.

HRM 635 Employee Development 3 hours

Prerequisites: none.

Surveys approaches and processes adopted by organizations to train and develop employees at all levels. Explores training design and delivery, training technology innovations, and career management.

HRM 655 Business Ethics 3 hours

Required. Prerequisites: none.

Explores social responsibility theories on classical business ideology, including the influence of values on individual behavior and organizational corporate citizenship. Studies a conceptual framework for moral development and conceptual reasoning processes. Examines specific organizational ethics issues and the management of integrity.

HRM 665 Capstone Seminar and Project 3 hours

Required. Prerequisites: completion of 24 hours of approved course work with an overall GPA of 3.0 or higher, or permission from instructor.

Integrates student learning from program course work through a team-based HRM decision-making simulation requiring strategy development and operational decision making in a business setting.

HRM 675 Compensation Management 3 hours

Prerequisites: none.

Examines compensation practices and issues related to employee productivity and satisfaction. Surveys methods for determining equity of compensation and the variety of approaches for providing employee benefits.

LIBERAL ARTS, VISUAL ARTS AND SOCIAL FOUNDATIONS



FOR INFORMATION contact

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PROGRAM OFFERED

Graduate level courses for professionals

GENERAL INFORMATION

In keeping with the fundamental purpose of Marygrove College – to educate each student toward intellectual and professional competence, toward career flexibility through grounding in the liberal arts, and toward active compassion and commitment – Marygrove College offers the community an array of graduate courses. Many of these graduate courses embody the disciplines of the liberal and visual arts. Others reflect on the fabric of society's social foundations.

LIBERAL AND VISUAL ARTS

Marygrove College recognizes society's need for citizens who are informed, critical thinkers, who can analyze historical and current events, and can form commitments to social justice. These courses, grounded in the various disciplines of liberal and visual arts, are designed for people who are committed to continual personal growth and for those who wish to enhance their professional credentials.

SOCIAL FOUNDATIONS

Marygrove College is also interested in enabling citizens to become more effective influences for a humane world. To this end, the College offers a series of courses from various disciplines that focus on society's social foundations. These courses are designed to develop a greater understanding of the functioning of modern society, its problems and its promises.

ADMISSION REQUIREMENTS

You must be admitted as a Special Status student to register for these courses (see the "Graduate Admissions" section for further explanation). Please contact the Graduate Admissions Office for an application form.

COURSES

A. Liberal and Visual Arts Courses (21 credits)

- AH 555 History of Women Artists (3)
- ART 511 Introduction to Computer Graphics: Imaging (2)
- ART 587 Ceramic: Handbuilding (4)
- HIS 509 American Society After World War II (3)
- HIS 691 Independent Study (3)
- PSY 540 Developmental Psychology (3)
- PSY 543 Adolescent Psychology (3)

B. Social Foundations Courses (22 credits)

- HIS 509 American Society After World War II (3)
- PHL 570 Social and Political Philosophy (3)
- PSY 560 Social Psychology (3)
- PSY 565 Group Dynamics (3)
- SOC 506 Ethnic and Racial Diversity (3)
- SOC 593 Urban Social Issues (3)

LIBERAL ARTS, VISUAL ARTS AND SOCIAL FOUNDATIONS (CONTINUED)

COURSE DESCRIPTIONS

ART

ART 511 Introduction to Computer Graphics: Imaging 2 credits

Prerequisites: none

An introduction to the production and modification of computer-aided images. Techniques associated with drawing, painting, patterning and image manipulation will be explored using computer software. The student will be expected to achieve proficiency in several graphics software applications.

AH 555 History of Women Artists 3 credits

Prerequisites: none

Women artists have made significant contributions to the visual arts from the middle ages to the present day. The history of their struggle is representative of the historical role of women in a male-dominated Western society. Artists to be covered include Hildegard of Bingen, Gentileschi, O'Keeffe, Ringgold, and the Guerrilla Girls.

ART 587 Ceramic: Handbuilding 4 credits

Prerequisites: none

Ceramic Studio provides a varied range of clay experiences. The course includes the study of hand-built techniques, mid-range stoneware glazes, a variety of firing methods and ceramic history with emphasis on the artist potter in the United States. This course is designed to be respectful of the need for concentration and investigation and encourages experimentation to further aid in the development of a personal vision. It is open to students with prior ceramic experience as well as those who wish to add ceramics to their repertoire.

HISTORY

HIS 509 American Society After World War II 3 credits

Prerequisites: none

Political and social developments in the post-war era are the focus of this course.

HIS 691 Independent Study 3 credits

Prerequisites: none

This course requires a focused, intensive research project that will conclude with a professional paper of substance and significance.

PHILOSOPHY

PHL 570 Social and Political Philosophy 3 credits

Prerequisites: none

Study of both classic and contemporary problems in social and political philosophy, with emphasis on developing a comprehensive understanding of the concept of justice and of its application to contemporary issues.

PSYCHOLOGY

PSY 540 Developmental Psychology 3 credits

Prerequisites: none

This course gives an overview of human development and factors that influence it. Covers physical, intellectual, social and emotional development from infancy through adolescence.

PSY 543 Adolescent Psychology 3 credits

Prerequisites: none

This course presents an overview of physical, intellectual, social and emotional development from preadolescent through late adolescent periods. Topics include family and peer relationships, identity achievement, adjustment problems, and acceptance of the adult role.

PSY 560 Social Psychology 3 credits

Prerequisites: none

This course examines how behavior is affected by the social environment. Topics include the self, interpersonal attraction, aggression, prejudice, attitude change, power, and altruism.

PSY 565 Group Dynamics 3 credits

Prerequisites: none

This course examines group processes as they apply to task, community and organizational groups. Theories will be demonstrated by participating in dyads, small groups, and large groups in class.

SOCIOLOGY

SOC 506 Ethnic and Racial Diversity 3 credits

Prerequisites: none

This course will examine race, ethnicity and culture, gender and enculturation within global perspectives. The student will learn the components of social structures and the bias inherent in socially stratified societies where power and authority is invested in one dominant group. Emphasis will be placed on the United States as a multicultural society. However, experiences of other countries will be discussed for purposes of comparison.

SOC 593 Urban Social Issues 3 credits

Prerequisites: none

This course will examine the emergence of cities and theories of urban change from a sociological perspective. Urban and suburban life will be explored from a macro and micro level of analysis. The focus will be on American urbanization with an emphasis on the City of Detroit, although worldwide urbanization will be discussed. This course may include a service learning component.

MODERN LANGUAGE TRANSLATION

FOR INFORMATION contact:

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PROGRAM OFFERED

Graduate Certificate in Arabic, French, or Spanish



GENERAL INFORMATION

The Modern Language Translation program is designed for professionals who plan to pursue a career in translation and train for the American Translators Association (ATA) certification. The certificate is also intended for individuals who wish to communicate effectively in a multilingual and multicultural work environment. The sequence of courses provides translation training from Arabic, French, or Spanish into English. The certificate can be completed in one academic year, based upon completion of two courses each term. The program must be completed within six years from the time of initial enrollment.

CAREER INFORMATION

Students and alumni are engaged in editing and translating documents as well as managing translation projects in business, health, government and not-for-profit organizations. Many find the program helpful in academic careers.

ADMISSION REQUIREMENTS

The Graduate Translation Certificate program is open to students who have completed their undergraduate work, including 20 hours or equivalent in the appropriate foreign language. The program is also open to graduate students who have native or near-native reading and writing proficiency in English and Arabic, French, or Spanish.

Translation workshops are open to all qualified students, including native and heritage speakers. Enrollment in a degree program is not necessary for these classes.

CERTIFICATE REQUIREMENTS

The Translation Certificate requires completion of sixteen credit hours, all five courses in one language sequence. The Translation Certificate is granted to students who complete each course in the sequence with a grade of B or better. The program can be completed in one or two academic years, depending on the student.

COURSE DESCRIPTIONS

ARABIC

ARA 500 Principles of Translation 3 hours

This course, taught in English, serves as an introduction to the Translation Certificate programs in French, Spanish, and Arabic. The course includes a survey of the main theories of translation and interpretation; a methodology section dealing with the linguistic and cultural aspects of language transfer; and a professional component including an overview of career opportunities and current practices.

MODERN LANGUAGE TRANSLATION

ARA 501 Translation Workshop I 3 hours

This course focuses on the translation of journalistic, commercial, legal, and scientific texts from Arabic into English. The course includes an overview of the Arabic language and a contrastive analysis of the two linguistic systems. It also introduces the interpretation process.

ARA 502 Translation Workshop II 3 hours

This course, which is a continuation of Translation Workshop I, also includes translations of contemporary literary excerpts from Arabic into English and practice tests from the American Translators Association.

ARA 503 Business Translation Workshop 3 hours

This course focuses on the translation of Arabic business texts into English. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions.

ARA 504 Introduction to Interpretation 4 hours

This course, taught in English, serves as an introduction to the art of interpreting in French, Spanish, and Arabic. The course includes a survey of the main aspects of interpretation; exercises to develop linguistic and cultural strategies of language transfer; and current professional practices. This course may substitute ARA 588 Cooperative Field Experience.

ARA 588 Cooperative Field Experience 4 hours

This course provides an opportunity for supervised field experience or freelance translation work. It includes the preparation of a professional portfolio.

FRENCH

FRE 500 Principles of Translation 3 hours

This course, taught in English, serves as an introduction to the Translation Certificate programs in French, Spanish, and Arabic. The course includes a survey of the main theories of translation and interpretation; a methodology section dealing with the linguistic and cultural aspects of language transfer; and a professional component including an overview of career opportunities and current practices.

FRE 501 Translation Workshop I 3 hours

This course focuses on the translation of journalistic, commercial, legal, and scientific texts from French into English. The course includes an overview of the French language and a contrastive analysis of the two linguistic systems. It also introduces the interpretation process.

FRE 502 Translation Workshop II 3 hours

This course, which is a continuation of Translation Workshop I, also includes translations of contemporary literary excerpts and practice tests from the American Translators Association.

FRE 503 Business Translation Workshop 3 hours

This course focuses on the translation of French business texts into English. Texts include printed and online promotional and

informational material, as well as various types of business correspondence and transactions.

FRE 504 Introduction to Interpretation 4 hours

This course, taught in English, serves as an introduction to the art of interpreting in French, Spanish, and Arabic. The course includes a survey of the main aspects of interpretation; exercises to develop linguistic and cultural strategies of language transfer; and current professional practices. This course may substitute FRE 588 Cooperative Field Experience.

FRE 588 Cooperative Field Experience 4 hours

This course provides an opportunity for supervised field experience or freelance translation work. It includes the preparation of a professional portfolio.

SPANISH

SPA 500 Principles of Translation 3 hours

This course, taught in English, serves as an introduction to the Translation Certificate programs in French, Spanish, and Arabic. The course includes a survey of the main theories of translation and interpretation; a methodology section dealing with the linguistic and cultural aspects of language transfer; and a professional component including an overview of career opportunities and current practices.

SPA 501 Translation Workshop I 3 hours

This course focuses on the translation of journalistic, commercial, legal, and scientific texts from Spanish into English. The course includes an overview of the Spanish language and a contrastive analysis of the two linguistic systems. It also introduces the interpretation process.

SPA 502 Translation Workshop II 3 hours

This course, which is a continuation of Translation Workshop I, also includes translations of contemporary literary excerpts and practice tests from the American Translators Association.

SPA 503 Business Translation Workshop 3 hours

This course focuses on the translation of Spanish business texts into English. Texts include printed and online promotional and informational material, as well as various types of business correspondence and transactions.

SPA 504 Introduction to Interpretation 4 hours

This course, taught in English, serves as an introduction to the art of interpreting in French, Spanish, and Arabic. The course includes a survey of the main aspects of interpretation; exercises to develop linguistic and cultural strategies of language transfer; and current professional practices. This course may substitute SPA 588 Cooperative Field Experience.

SPA 588 Cooperative Field Experience 4 hours

This course provides an opportunity for supervised field experience or freelance translation work. It includes the preparation of a professional portfolio.

SOCIAL JUSTICE

FOR INFORMATION contact

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PROGRAM OFFERED

Master of Arts



GENERAL INFORMATION

Social justice education is important. The Master of Arts in Social Justice Program flows from the mission of Marygrove College. The program is ideal for those interested in learning and promoting social justice and change. It provides for analysis and reflection in the ways of thinking about the values, assumptions, and the actions that maintain the economic, political, and cultural structures that shape our lives. It also seeks to build competencies and skills to transform these structures toward a more just society. In addition, this program seeks to create an internal culture of justice among the candidates.

Anyone interested in pursuing careers in nonprofit management, politics and government affairs, public interest advocacy and law, international or multicultural affairs, diversity and/or social justice consultation, human services, and the media will benefit from the master's degree in Social Justice.

At the end of the program participants will have developed competencies in conducting social analysis, understanding the dynamics of organizational development, managing the leadership of social justice initiatives, unmasking the assumptions that shape economic, political and cultural structures and advocating effective strategies to maximize potential for social justice.

The Social Justice program is a 36 hour program comprised of fifteen courses that meet on campus one weekend per month; in addition there is pre and post coursework that must be completed. In lieu of a master's thesis, a practicum and master's project are required.

ADMISSIONS REQUIREMENTS

Applicants must meet all requirements as specified in the "Graduate Admissions" section of this catalog. Other requirements may be determined by the program coordinator at the time of the interview. The Social Justice program is a cohort program that accepts a set number of students in the Fall semester.

SOCIAL JUSTICE CURRICULUM

SJ 500	Social Foundations
SJ 510	Campaigns and Elections
SJ 625	Leadership and Organizational Development I
SJ 635	Leadership and Organizational Development II
SJ 520	Values in Society: Sources and Resources
SJ 530	The Role of Psychology in Social Justice
SJ 505	Economic Analysis of Structures: Globalism
SJ 524	Environment Justice
SJ 620	Religion and Justice: Conflict and Congruence
SJ 640	Organizing for Social Change
SJ 630	Understanding through Empiricism

SOCIAL JUSTICE (CONTINUED)

SJ 645	The Media and Its Effects on Social Issues
SJ 605	Justice in US Economic Structures
SJ 503	Human Rights: A Global/Local Perspective
SJ 650	Reflection Seminar
SJ 655	Social Justice Practicum
SJ 660	Master's Project
SJ 525	Special Topics (optional; can be used as a substitute for SJ 655)

COURSE DESCRIPTIONS

SJ 500 Social Foundations 2 credit hours

This seminar provides an overview of the program. Students identify issues, concepts and the systems that define, influence and shape the world, as well as the values associated with a just world. Opportunities to create an internal culture of justice among the candidates are provided.

SJ 503 Human Rights: A Global/Local Perspective 2 credit hours

The multidisciplinary course is designed to enhance the understanding of human rights from the legal, historical, literary and cultural perspective. The course seeks to make more accessible the experiences of struggles, liberation and potential for personal and collective action in advancing human rights. We will also explore whether emotions such as empathy – what literary works evoke among the readers – have a necessary relation to justice. Finally, we will examine how narratives (including films) enable or disable memory, truth telling, and justice in the aftermath of atrocity. Human Rights are explored within the context of the local and global.

SJ 505 Economic Analysis of Structures: Globalism 2 credit hours

The aim of this course is to foster understanding of the major relationships involved in the functioning of the global economy today and the perspectives of various groups that impact the realization of more just, humane and sustainable societies in the USA and in the world. Ethical evaluation in light of the principles of the human rights tradition will undergird the economic analysis.

SJ 510 Campaigns and Elections 2 credit hours

This course is an exploration of major facets of the US political campaigns and elections, including, voter turnout and choice, grassroots activity, lobbying, and the role of money and media with special focus on the potential for reform.

SJ 520 Values in Society: Sources and Resources 2 credit hours

This course explores the origins and functions of values in personal and social life, including a survey of some of the principal concepts used in contemporary discussions of justice. In the collaborative framework of the seminar, students focus on how values arise, how they are articulated, how they figure in our decision making, how they shape our social institutions, how they conflict, and how those conflicts are addressed.

SJ 524 Environmental Justice 2 credit hours

This course is designed to introduce students to the law and policy of environmental justice. Environmental justice is at the confluence of the civil rights movement and the environmental movement. Students will develop an understanding of the scientific, economic, ethical, and legal underpinnings of environmental justice decision-making with a focus on Detroit.

SJ 530 The Role of Psychology in Social Justice 2 credit hours

This seminar will investigate the psychology of social justice and consumerism with respect to local and international implications. The seminar will further provide an understanding of the impact of materialism on groups and individuals. Examination of race and racism will be presented from the lenses of Colonialism, Post Traumatic Slavery Syndrome and the dysfunctional side of White Privilege. In addition, it will explore contemporary perspectives on spiritual and emotional intelligence as they relate to social injustices.

SJ 605 Justice: US Economic Structures 2 credit hours

This course provides an overview of the current system of economic relations within the United States from the perspective of increasing social justice. Students review the actors and relationships that govern the domestic economic system focusing on macroeconomic issues such as income distribution, unemployment, poverty, government policies, and the implications of corporate power. Questions related to the social and political implications of our economic system and policies, which might improve the well-being of individuals marginalized by the system, are examined.

SJ 620 Religion and Justice: Conflict and Congruence 2 credit hours

In this course students explore the place of religious traditions in human affairs, examine some typical religious institutions and their practices, scan a number of relevant religious documents, and discern the ways in which religion shapes, promotes, or hinders the practice of justice in society. Historical examples help clarify our current situation. The course seeks to analyze some religious values, evaluate the congruence or dissonance of professed values with policy and practice, and assess the contribution of religion in its cultural settings.

SJ 625 Leadership and Organizational Development I 2 credit hours

Leadership for Social Justice is a course that deepens an appreciation for the context and styles of leadership at the forefront of struggles for social justice. The course will illuminate how values and principles underpin critical leadership. Students become familiar with social justice theorists, and explore concepts such as democratic decision-making, civic engagement, and structural inequality. Students are introduced to tools needed by today's leaders, such as systems thinking, strategic thinking, and organizational and community diagnosis.



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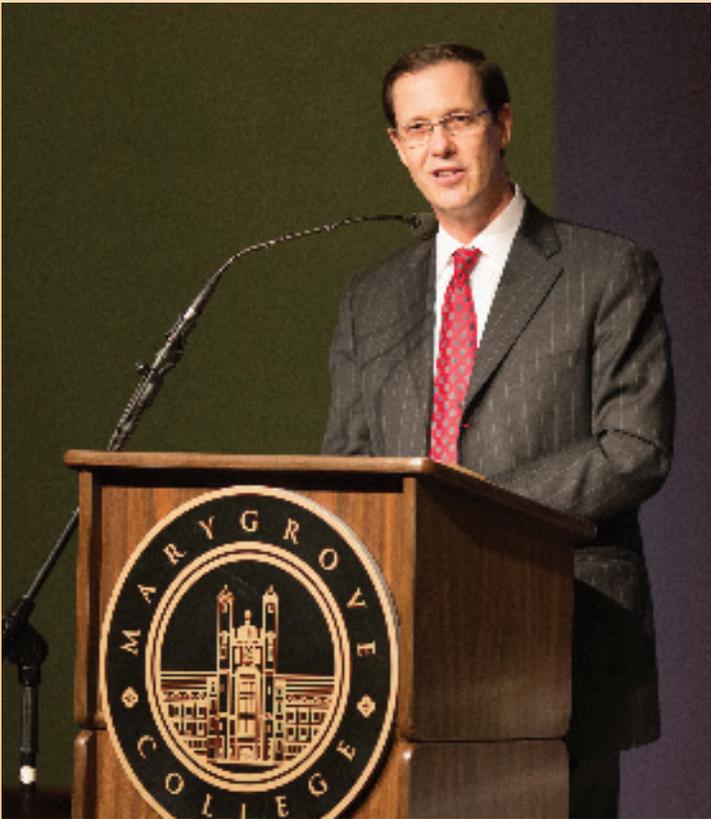
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INDEX

A

Academic Advising	31
Academic Appeals/Review Procedures.....	37, 38-43
Academic Calendar	4
Academic Credit.....	33
Academic Honesty.....	35-36
Academic Policies	31-37
Academic Probation.....	36-37
Accreditations	3
Add/Drop.....	32
Added Endorsement Program for Teachers.....	48-50
Administrative and Professional Staff	110-111
Admissions Process	21-25
Alumnae Hall.....	14
Application Procedures	21-22
Application Procedures for Financial Aid at Marygrove.....	26
Athletic Program.....	19
Audit	33
Available Discounts	27

B

Beyond Words Art Gallery	12
Board of Trustees	109
Bookstore	12

C

Cafeteria.....	14
Calendar, Academic	4
Campus Events	17-18
Campus Facilities	12-14
Campus Gathering Places.....	18
Campus Life	15-20
Campus Maps.....	119
Campus Ministry	15
Campus Safety.....	12, 16
College Work-Study.....	27
Compliance with SEVIS Regulations.....	23
Computer Facilities.....	14
Contents.....	5
Central Services	12
Chapel.....	13
Counseling and Student Development.....	15, 16
Course Information	31-32
Course Numbering System	31
Course Prerequisites	31
Course Scheduling.....	32
Cross-Listed Courses	31-32

D

Deadlines for Financial Aid Applications	26
Denk Chapman Hall	14
Dismissal from the College.....	37

E

Educational Leadership	51-53
Educational Technology.....	54-56
Educator Preparation & Professional Development	46-47
Eligibility for Admission	21
English.....	95-98

F

Faculty.....	112-115
Family Discounts.....	27
Financial Aid Awards	28
Financial Aid Information.....	26-30
Fitness Center	14
Florent Gillet Hall.....	14

G

Gallery, The.....	13
Golf Practice Facility	14
Governing Board of Trustees	109
Grade Deferred.....	34
Grade Information.....	33-34
Graduate Admissions.....	21-25
Graduate Admissions Status	24-25
Graduate Grading System.....	33-34
Graduate Programs	45
Graduation	33
Graduation Requirements.....	32-33
Guest Students	22

H

Hallmarks of the College	11
History of the College.....	6-9
Human Resource Management	99-100



INDEX (CONTINUED)

I

IHM Congregational Mission Statement of Sponsorship	10
Incomplete Work.....	34
Independent Study.....	35
Information Sources	2
International Student Applicants.....	23
Immunizations and Insurance	16
Institutional Refund Policy.....	29

J

Judicial Procedures	42-43
---------------------------	-------

K

Keenan Courtyard.....	14
-----------------------	----

L

Liberal Arts Building.....	12-13
Liberal Arts, Visual Arts and Social Foundations	101-102
Library	12-13
Literacy Learning	57-59
Loans.....	27
Lockers.....	20

M

Madame Cadillac Hall.....	14
Main Dining Hall.....	14
Master of Education Plus Teacher Certification	65-73
Master in the Art of Teaching.....	60-64
Mission and Sponsorship	10
Modern Language Translation.....	103-104
Multiple Degrees	32

N

Nancy A. McDonough Geschke Writing Center	13
No Record.....	34

O

Official Withdrawal	34
Out-of-State Applicants	22

P

Parking.....	20
Payment Policies/Plans	28-29
Presidential Welcome	3
Professional Development for Educators.....	46-47
Professors Emeriti	115

R

Reading.....	74-76
Registration Procedures	32

S

Sacred Heart Chapel	13
Second Master's Degree.....	22
Senior Citizen Grant	27
Scholarship Information.....	26
Smoking	20
Soccer Field	14
Social Justice.....	105-107
Special Education.....	77-81
Special Student Applicants	22
Student Center	14
Student Code of Conduct	20
Student Course Load.....	32
Student Governance	19
Student Identification Cards	20
Student Leave of Absence Policy.....	35
Student Life	16
Student Lounges	14
Student Publications	18
Student Records.....	37
Student Responsibility	32
Student Technology Instruction & Collaboration Center (STICC)...	13

T

Table of Contents.....	5
Teacher Certification.....	46-47, 65-73
Teacher Professional Development	82-94
The Griot Program	66
Theatre	13
Time Limit for Completion of Degree	33
Transcripts	37
Transfer Credit.....	22, 35
Tuition and Fees	30
Tutorial Instruction	34
Types of Financial Aid Assistance Available	27

U

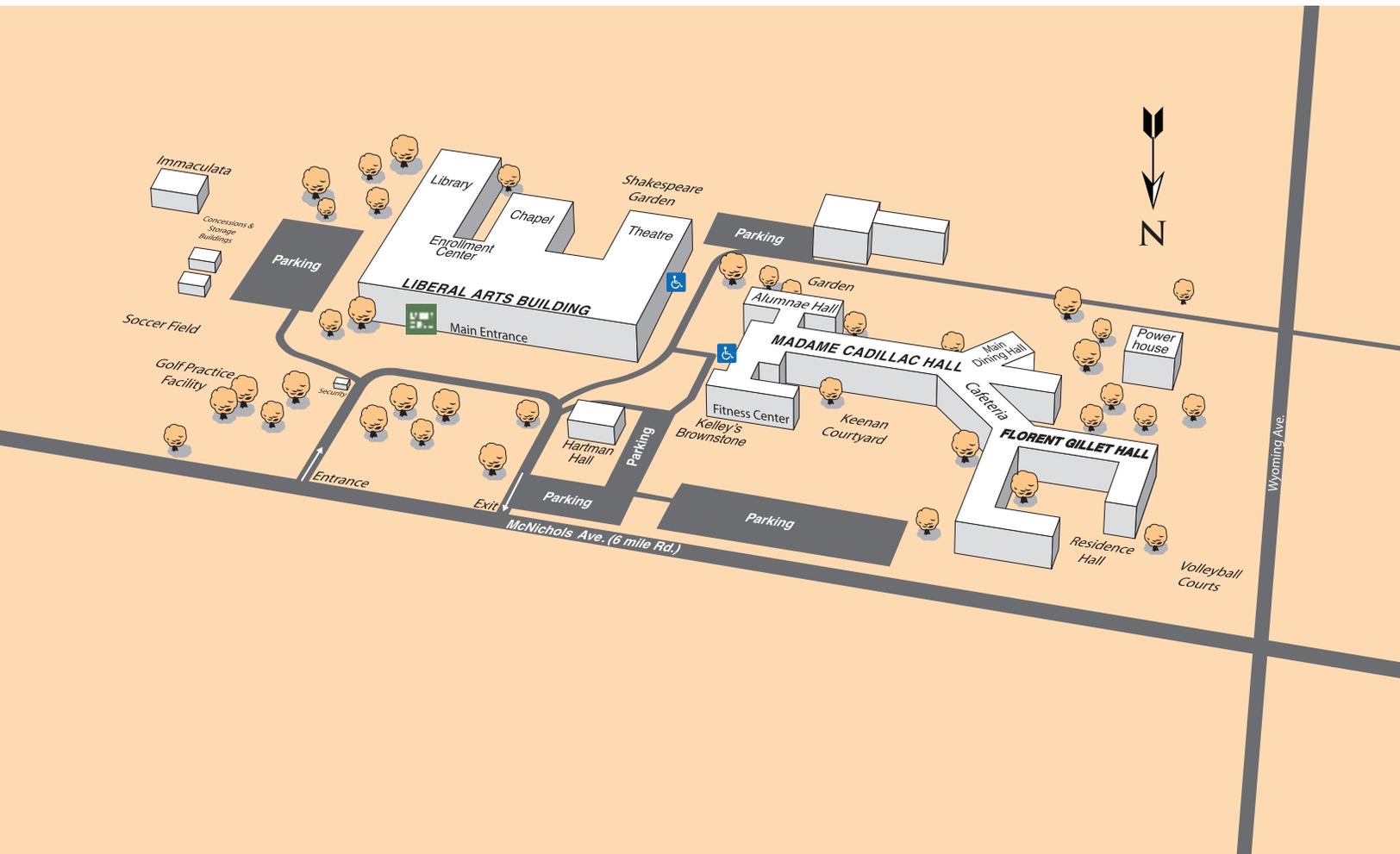
Unofficial Withdrawal.....	34
----------------------------	----

V

Veteran's Benefits	27
Visual & Performing Arts	14

W

Withdrawal from a Course.....	34
Writing Center	13
Women's Center	13
Wellness Services	16





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