



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

COURSE CATALOG | 2018-2020



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MARYGROVE COLLEGE

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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 313-927-1240

FAX 313-927-1399

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

Campus Safety:

Campus Safety Office (313) 927-1401

Outside Security Booth (313) 927-1666

24-Hour Emergency Phone Number (313) 927-1411

Conference Center (313) 446-8060

Copy Center/Mailroom (313) 927-1356

FAX: (313) 927-1345; E-MAIL: ccc@marygrove.edu

Counseling..... (313) 927-1474

Facilities Department E-MAIL: facilities@marygrove.edu

Financial Aid.....(313) 927-1692, FAX: (313) 927-1399

Nancy A. McDonough Geschke Library:

Circulation Desk..... (313) 927-1355

Administration (313) 927-1344

Immediate Research Assistance via a 24/7 Virtual Reference

Chat Service.....<http://libguides.marygrove.edu/homepage>

Nancy A. McDonough Geschke Scholars Commons:

Reference Desk (313) 927-1346

Administration (313) 927-1344

Scheduling Site for Face-to-face and Online

Consultations<https://marygrove.mywconline.com/>

Information Technology (IT) Help..... (313) 927-1282

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

Registrar.....(313) 927-1260, FAX: (313) 927-1262

[http://www.marygrove.edu/current-students/registrar/](http://www.marygrove.edu/current-students/registrar/registrars-office.html)

[registrars-office.html](http://www.marygrove.edu/current-students/registrar/registrars-office.html)

Women's Center..... (313) 927-1274

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.

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.

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ACADEMIC CALENDAR 2018-2020

		2019 ACADEMIC YEAR <i>Fall 2018 – Summer 2019</i>	2020 ACADEMIC YEAR <i>Fall 2019 – Summer 2020</i>
FALL	Registration	March 7 – September 3	March 9 – September 2
	Term Begins	September	September 1
	Labor Day Weekend (<i>No Classes</i>)	September 1 – 3	August 30 – September 2
	Classes Begin for Full-Term Instruction	September 4	September 3
	Online Session I Begins	September 2	September 1
	Add/Drop Period Full-Term Courses	September 4 – 11	September 3 – 9
	Add/Drop Period Session I	First Day of Classes	First Day of Classes
	Graduation Application Deadline for December and May	September 17	September 20
	Online Session I Ends	October 21	October 20
	Session I Grades Due	October 28	October 27
	Online Break	October 22 – 27	October 21 – 26
	Online Session II Starts	October 28	October 27
	Last Day to Withdraw from a Fifteen-Week Course	November 26	November 25
	Thanksgiving Break (<i>No classes, School Closed, MAT Open</i>)	November 22 – 25	November 28 – December 1
	Last Day of Classes Full Session	December 8	December 7
	Last Day of Online Session II Courses	December 15	December 14
	Official End of Semester	December 15	December 14
Grades Due for Full and Session II Due	December 18	December 17	
Christmas Holiday Break (<i>School Closed</i>)	December 24 – January 1	December 24 – January 1	
WINTER	Registration	October 29 – January 5	October 28 – January 4
	Term Begins	January 6	January 5
	Online Session I Begins	January 6	January 5
	Classes Begin for Full-Term Instruction	January 7	January 6 – 13
	Add/Drop Period Full-Term Courses	January 7 – 14	January 6 – 13
	Add/Drop Period Online Session I	First Day of Classes	First Day of Classes
	Martin L. King Holiday (<i>School Closed</i>)	January 21	January 20
	Online Session I Ends	February 24	February 23
	Session I Grades Due	March 1	February 28
	Spring Break	February 25 – March 2	February 24 – 29
	Online Session II Begins	March 3	March 1
	Last Day to Withdraw from a 15-week Course	April 6	April 4
	Easter Break (<i>No Weekend Classes, MAT Open</i>)	April 19 – 21	April 10 – 12
	Last Day of Classes Full Session	April 20	April 18
	Last Day of Online Session II Classes	April 21	April 19
	Official End of Semester	April 27	April 26
	Grades Due for Full and Session II Due	May 2 @ 5pm	April 30
Graduation	May 11	May 9	
SUMMER	Registration Begins	March 3 – May 4	March 9 – May 2
	Term Begins	May 6	May 4
	Online Classes Session I Begins	May 5	May 3
	Classes Begin for 15 Weeks of Instruction	May 13	May 11
	Add/Drop Deadline for Session I Courses	First Day of Classes	First Day of Classes
	Memorial Day Holiday	May 27	May 25
	Last Day to Withdraw Summer I	June 19	June 17
	Online 1st Session Ends	June 23	June 21
	Online Break	June 24 – 30	June 22 – 28
	End of Summer Session I	June 29	June 27
	Grades Due for Summer Session I	July 8	July 6
	Online Session II Begins	July 1	June 29
	On-Campus Session II Begins	July 1	June 29
	Add/Drop Deadline Session II	First Day of Classes	First Day of Classes
	Last Day to Withdraw Summer II	July 30	July 28
	Official End of Semester	August 18	August 16
	Grades Due for Summer Session II	August 19	August 17
Grades Due Summer Session II MAT	August 20	August 18	

– FROM THE PRESIDENT –



WELCOME TO MARYGROVE COLLEGE!

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

Marygrove College, an independent, Catholic graduate institution, sponsored by the Sisters, Servants of the Immaculate Heart of Mary,

- educates students from diverse backgrounds,
- fosters values-based leadership,
- provides innovative graduate studies and professional development toward career enhancement and social responsibility, and
- serves as an institutional leader within the city of Detroit.

We are widely recognized for our commitment to the metropolitan Detroit community and we have a national reputation for citizen leadership.

Indeed, our vision is that *Our students, as citizen-leaders, will inspire transformative change in their workplaces, communities, and society through intellectual rigor and professional excellence, creativity and imagination, active compassion for others, and lifelong commitment to a just, humane, and inclusive world.*

Our graduate faculty are highly qualified and have significant experience in their disciplines. Most are published authors and presenters in their fields of expertise. All are dedicated to fostering the importance of citizen leadership into virtually every course and program we offer.

We prepare students to become leaders in their chosen fields and in their communities. We promote lifelong learning, a connectedness to the greater community, personal responsibility and professionalism. Whether you engage with Marygrove online or on campus, it's an environment of care and concern for all members of the campus community as well as the larger world in which we live.

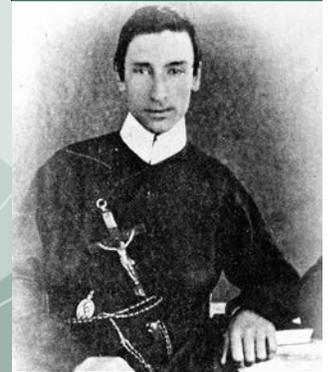
Our values form the basis for everything we do at Marygrove. The values of human dignity, community, social justice, ecological justice, excellence, innovation and diversity are what students embrace and live out as a result of their education here. Marygrove College presents opportunities for graduate students to participate in activities and programs that transform them into effective leaders with the skills and experience that prepare them to deal with complexity and yet remain grounded. We look forward to challenging you and enriching your career goals. Welcome.

Dr. Elizabeth A. Burns

HISTORY OF THE COLLEGE



Sr. Theresa Maxis, I.H.M.



Fr. Louis Florent Gillet, C.S.S.R.

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.



Original St. Mary Academy postcard. Marygrove College is the direct descendant of this Academy.

HISTORY OF THE COLLEGE (CONTINUED)

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, 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.

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.

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.

HISTORY OF THE COLLEGE (CONTINUED)

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."

During her tenure, Marygrove instituted its first **Master of Education** degree in fall 1965, receiving accreditation by the Michigan Department of Education, and the North Central Association of Colleges and Secondary School four years later. Marygrove would go on to introduce other market-driven Master's degrees in Education, Human Resource Management and Social Justice in the years that have followed.

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.

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 that was implemented in colleges across the country.



Marygrove College was a leader of its time, pushing for education for all, regardless of gender, race or financial situation.

Marygrove's growing responsiveness to the Detroit community took on new and deeper dimensions in 1967 after the 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, which drew hundreds of children and adults

HISTORY OF THE COLLEGE (CONTINUED)

onto the campus. The College also extended the Marygrove mission by including men, more transfer students, and associate degree candidates in the student body.

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.

The first African American to occupy the office of the president, former Oberlin College and University of Michigan mathematics professor and administrator **Dr. Wade Ellis (1979-1980)** became interim president while the search for a new chief executive officer was underway.

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, the introduction of the *Contemporary American Authors Lecture Series*, a significant upswing in enrollment, and a comprehensive plan to improve faculty and staff compensation. During Dr. Shay's presidency, the College made its first forays into building a modern technology infrastructure. A major turning point occurred in 1990 when President Shay announced that the College would remain independent instead of joining the merger of Catholic institutions that formed University of Detroit Mercy.

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. President Shay conducted a successful \$7.5 million capital campaign, and received major support for the natural sciences and social work from the estate of Dr. Albert Franklin Sheibley. Toward the end of Dr. Shay's administration, the College launched 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 (1998-2006)**, the former provost at Spelman College, was elected as Marygrove's seventh president. Dr. Price was the first African-American 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 commemorating Detroit's 300th anniversary; an annual Academic Colloquium; affiliation with the Faculty Resource Network at NYU and the National Science Foundation's Project Kaleidoscope; the Institute for Detroit Studies, the Institute of Music and Dance, the Women's Leadership Institute; new master's programs in English and social justice, and new undergraduate programs in forensic science and criminal justice. 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.

In the 2006-2007 academic year, **Dr. David J. Fike (2006-2015)**, former Vice President of Academic Affairs and Dean of Faculty at Holy Names College in Oakland, California, became the College's eighth president. The previous year, as provost, Dr. Fike facilitated a campus-wide process to interpret Marygrove's distinctive history and mission in the context of 21st century Detroit. Under the resulting framework, known as *fostering urban leadership*, the College community worked to develop in students the capacity for leadership in

HISTORY OF THE COLLEGE (CONTINUED)

urban communities and to build the institution's capacity for collaboration with its surrounding neighborhood. The urban leadership focus inspired curricular innovations and co-curricular projects, especially after a \$1.5M W.K. Kellogg Foundation grant enabled the College's BOLD (*Building Our Leadership in Detroit*) initiative. University of Michigan researchers determined that Marygrove's approach to student leadership development—infused as iterative experiences for all undergraduate students regardless of their chosen majors—was unique among American colleges.

Under President Fike, the number and size of individual alumni gifts increased despite one of the nation's deepest economic downturns. A major gift from 1929 alumna Elizabeth Clinton Keenan led, among other things, to the renovation of the Madame Cadillac building's fountain courtyard. The College also added a soccer field and a four-hole short golf course, and purchased the former Immaculata High School building to provide space for expanding programs and community engagement initiatives. In 2009, the IHM Sisters transferred ownership of the campus and its buildings to the College. During Fike's presidency, undergraduate enrollment grew: full-time and traditional-aged student populations more than doubled, and enrollment in the natural sciences tripled. Marygrove was also part of a collaboration that received a National Institutes of Health grant to encourage students from underrepresented backgrounds to engage in biomedical research. In response to student demand, the College expanded its residence hall space. Marygrove's athletics program added cross-country, golf, baseball, and track and field; the College advanced to full membership in the National Association of Intercollegiate Athletics' (NAIA) and the Wolverine Hoosiers Athletic Conference.

Along with these many successful initiatives, President Fike was forced to maneuver the institution over some challenging terrain. Changes in government policy, economic conditions, and the higher education marketplace necessitated difficult and painful reductions in staffing and compensation. Recognizing the challenges facing small private institutions, Marygrove co-founded a national coalition of independent colleges and universities dedicated to serving low-income and first-generation college students. President Fike's leadership in this effort and on issues like immigration reform helped to elevate Marygrove's voice on the national higher education scene.

In July 2015, following Dr. Fike's return to San Francisco to assume the presidency of Golden Gate University, Dr. James Birge, former president of Franklin Pierce University, became interim president of Marygrove College.

In January 2016, Dr. Elizabeth Burns, who had served as interim provost since August 2015, was named ninth President of Marygrove College. A 1972 Marygrove alumna, a medical doctor specializing in family medicine, a professor of family medicine, and former President of the Michigan State University Kalamazoo Center for Medical Studies, Dr. Burns has aggressively sought to raise revenues and boost enrollment while engaging in strict resource management. Drawing on her own lifelong connection with the College, she continues to promote its mission, its foundational IHM principles, and its distinctive urban leadership vision. However, as the result of significantly decreasing enrollment and increasing financial stresses as experienced at many liberal arts colleges across the country and the state, Marygrove announced on August 9, 2017, that it would close its undergraduate programs at the end of the Fall 2017 semester to refocus its efforts and educational mission on graduate education and graduate professional development while maintaining its historic commitment to advanced education and the community.

At the start of the Winter 2018 semester, the college continued operations as a graduate studies and professional development college, focusing on Education, Human Resource Management and Social Justice. Reflecting the times in graduate studies, 92 percent of Marygrove's students are online. The College also continues to serve as a vibrant institution and an anchor in the Fitzgerald neighborhood. The 30th installment of the College's signature Contemporary American Authors Lecture Series drew 500 people to the Marygrove campus to hear Colson Whitehead, Pulitzer Prize-winning author of "The Underground Railroad." We held our 110th commencement in May 2018 as a graduate-only institution. In a unique response to the recently passed 3rd Grade Reading Law in Michigan, Marygrove created the professional development series "July Is Literacy Month," which offers teachers the opportunity to hone their reading and literacy instruction skills. The series runs each year in July.

If today, Marygrove's educational mission and place in the city seem secure, that security may, ironically, be born of an early history that seemed to thrive only in insecurity and risk-taking. When Theresa Maxis left her Baltimore community for Monroe in 1845, taking with her only a vision of education and a fierce determination to make a difference, she could not have been certain what limitations her race and gender would impose upon her. Nor could she have entirely imagined where her faith would take her, or what institutions that faith might lead her to create. At Marygrove in the 21st century, however, we know what Theresa Maxis couldn't have known. We can say with certainty that she would be very proud of what her 1845 St. Mary Academy has become.

MISSION, VISION, VALUES AND SPONSORSHIP



MISSION

Marygrove College, an independent, Catholic graduate institution, sponsored by the Sisters, Servants of the Immaculate Heart of Mary,

- educates students from diverse backgrounds,
- fosters values-based leadership,
- provides innovative graduate studies and professional development toward career enhancement and social responsibility, and
- serves as an institutional leader within the city of Detroit.

VISION

Our students, as citizen-leaders, will inspire transformative change in their workplaces, communities, and society through intellectual rigor and professional excellence, creativity and imagination, active compassion for others, and lifelong commitment to a just, humane, and inclusive world.

VALUES

Marygrove College, in collaboration with community and business partners, offers a transformative learning experience grounded in the values of:

Human Dignity – Respect and honor the inherent value of all persons

Community – Sustained engagement and responsibility for the common good

Social Justice – Ethical action that promotes equity and human rights

Ecological Justice – Action in support of the Earth Charter’s commitment to “protect and restore the integrity of Earth’s ecological systems, with special concern for biological diversity and the natural processes that sustain life.”

Excellence – Commitment to the highest quality student service and responsible leadership, grounded in a culture of high expectations, continuous assessment, and evidence-based decision making

Innovation – Imaginative energy toward new ideas and opportunities that lead to the development of a clear purpose and shared goals

Diversity – Appreciation, inclusion and acceptance of the uniqueness of each individual, welcoming differences in race, cultural background, ethnicity, religion, sexual orientation, and perspective, among other attributes through hiring, recruiting, marketing and community outreach practices

IHM SPONSORSHIP STATEMENT

The Congregation of 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 witnesses 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.



HALLMARKS OF THE COLLEGE



GRADUATE STUDIES & PROFESSIONAL DEVELOPMENT

MARYGROVE COLLEGE – A UNIQUE EXPERIENCE

CURRICULAR FOCUS ON ETHICAL LEADERSHIP DEVELOPMENT

As an intentionally small college, Marygrove places a high priority on the development of leadership skills through curricular and co-curricular experiences including 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.

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.

DEVELOPMENT OF A LEARNING COMMUNITY ANIMATED BY RELIGIOUS VALUES

The College's deep commitment to religious values and Catholic social teachings 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 community, and they view the College as a 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 to objectives consonant with the IHM Sisters' and Marygrove College's goals of eliminating the systemic 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. The Institute of Music and Dance and Institute for Detroit Studies open Marygrove's doors to hundreds of Detroiters each year.

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, art studios, dance studios, and the facilities below.

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 lower level of the Liberal Arts Building, Central Services provides the following services:

- Copying
- Printing
- Mail room

ENROLLMENT CENTER

The Enrollment Center houses the Business Office, Admissions, Student Affairs, and Financial Aid. The Center also provides

registration services. The Enrollment Center is located in the Liberal Arts Building, room 120.

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.

JANE B. AND EDWARD M. DELAHANTY STUDENT LOUNGE AND WELCOME CENTER

Located in the center of the Liberal Arts Building on first floor, 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, and a microwave and coffee machine are available as well.

NANCY A. MCDONOUGH GESCHKE LIBRARY

The Geschke Library, which occupies five stories in the east wing of the Liberal Arts Building, is a warm, comfortable, comprehensive resource center. The library provides traditional services, such as access to print and electronic books and journal articles, as well as interlibrary loan and document delivery services. Professional librarians are available to deliver classroom and individual instruction in information literacy.

CAMPUS FACILITIES (CONTINUED)

The Geschke Library also provides a 24/7 virtual reference service. In addition, the library is equipped with:

- twenty desktop computers installed with Microsoft Office software,
- four computers installed with SPSS software,
- children's book collection, and a school curriculum collection,
- printing, copying, faxing, and scanning units,
- wireless internet access throughout most of the library,
- the beautiful, wood paneled **Fisher Room** for large group discussions and collaborative work,
- a large lecture hall equipped as a smart classroom,
- rooms designated for group work and collaboration, and
- private carrels for individual quiet study with windows that overlook the gardens of the campus.

The Geschke Library houses the **Scholars Commons**, a hub for scholarly reading, writing and discussion. Within the **Scholars Commons** is the **Geschke Writing Studio**, a physical and virtual space where students can go online to schedule appointments for one-on-one consultations with experts in writing, research and computer applications. The **Scholars Commons** also offers complimentary coffee, tea, hot chocolate and light snacks for the Marygrove Community.

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.

THE THEATRE

The Marygrove College Theatre, a 400-seat auditorium, is available for performances in music, dance, and theater as well as other cultural and academic events.

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.

VETERAN'S RESOURCE ROOM

Opened on March 11, 2014, the Veterans Resource Room provides dedicated quiet space for Marygrove's Military Personnel: veterans, active duty, reservists, and military dependents attending Marygrove. The Veterans Resource Room is located on the lower level of the Liberal Arts Building in room 013.

WOMEN'S CENTER

Located in room 030 on the lower level of the Liberal Arts Building, the Women's Center provides a welcoming communal space committed to inclusivity and equality. The center offers 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 citizen leaders.

MADAME CADILLAC HALL

Originally designed as a residence hall, Madame Cadillac Hall today houses:

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 events.

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 meetings, lectures, recitals and social gatherings.

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.

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.



*Our
Foundation
statue in
the Keenan
Courtyard.*

CAMPUS LIFE



While most of Marygrove's program offerings are online, we also offer programs on campus and a hybrid of both online and on-campus classes. When students come to campus, it's important to us that you accomplish your goals for visiting expeditiously and enjoyably. Here is a brief overview of the beautiful and historic Marygrove campus to help you navigate.

SCHOLARS COMMONS

Located in the Marygrove Library, the Scholars Commons supports the College mission by providing a **seamless online and on-campus space** in which graduate students from diverse backgrounds can work collaboratively or independently to find innovative solutions to complex problems through access to scholarly resources, **one-on-one** consultation in academic writing, guidance in research methods, and support with software applications.

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 building to vehicle, Campus IDs, Parking Permits, Lost and Found, contacting off-campus emergency personnel, or requesting special needs assistance. 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. The Office of Campus Security is located on the lower level of the Liberal Arts Building in room 003. Campus Safety can be reached by calling (313) 927-1401 or, in the case of an emergency, call (313) 927-1411.

STUDENT AFFAIRS

Within the Admissions Office, students can find the following services:

COUNSELING

If you feel that you would like help with personal or family problems, you can stop in to see a counselor. An offsite licensed counselor will provide ongoing psychotherapy to students in need, which includes all intakes, diagnostic evaluation, and formulation of all treatment plans. To schedule an appointment, call (313) 927-1474.

ACADEMIC COACHING

Meet with an academic advisor to discuss degree planning, academic coaching and support, all provided to make sure you're on track to graduate.

CAREER SERVICES

Prepare for promotion or just learn how to implement your new skillset by meeting with our dedicated staff. Workshops and access to potential employers is only one click away.

DISABILITY SERVICES

Students with special needs that require accommodations can contact (313) 927-1460 or dss@marygrove.edu.

CAMPUS EVENTS

ACADEMIC SYMPOSIUM

Every year, the Academic Affairs Division presents a day-long symposium composed of Marygrove faculty, staff, adjuncts and students. This Symposium, offered on campus and online, 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 effort to enrich all in the Marygrove community. For specific inquiries about this opportunity, see your program director.

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), founded on November 10, 1845.

BLACK HISTORY MONTH

Each year during February various activities are planned to celebrate African-American culture and history. Events can include art exhibits, family celebrations, lecture sessions, a film series, recognition ceremonies and colloquia.

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, Walter Mosley, Natasha Trethewey, Colson Whitehead, and Andrea Lee. The College honors contest writers as well as the guest author at an event hosted by the President.

PUBLICATIONS

The *Marygrove College Student Handbook* supplies important information on College policies and procedures. The Handbook can be found online on the Marygrove College Website (<https://www.marygrove.edu/current-students>). All students are bound by the policies and procedures detailed in the Handbook.

Marygrove publishes *Marygrove News*, an online news blog for the Marygrove community, during the academic year. Institutional Advancement produces *The Tower Times*, a publication for alumni and friends of the College and the electronic *Marygrove Minute* for alumni.

CAMPUS GATHERING PLACES

DELAHANTY STUDENT LOUNGE AND WELCOME CENTER

The Jane Brinkerhoff Delahanty '42 and Edward Delahanty Student Lounge and Welcome Center is located on the main floor of the Liberal Arts Building. It is a comfortable place for students to relax or to meet with their study team. Workshops and student activities also take place in this lounge. Beverage and snack vending machines are available for students.

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 citizen leaders. The Center is located in the lower level of the Liberal Arts Building. For more information, call (313) 927-1502.

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.

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*. Other members of the community should consult their respective handbooks for further information.

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

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, to arrange an appointment to have an ID picture taken, a card replaced or a new semester sticker, call extension 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 Enrollment 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 STUDIES &
PROFESSIONAL DEVELOPMENT

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, sexual orientation, religion, or disability challenge* 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 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 bachelors grade point average (GPA) of 3.0 on a 4.0 scale (“B”) 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 director. If a student wishes to appeal the admission status, he/she may contact the program director.

Standardized test results generally are not required. Individual programs may require basic skills and standardized tests for full admission as approved by the department.

**Section 504 of the Rehabilitation Act of 1973 protects the rights of individuals with disabilities in programs and activities, 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, Marygrove has appointed an ADA Federal Compliance Officer. Complaints about unmet needs or information about rights and responsibilities are handled by the College’s 504 Officer, who can be reached at (313) 927-1556.

GRADUATE ADMISSIONS PROCESS (CONTINUED)

APPLICATION PROCEDURES

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

A. General Requirements:

- Submit a graduate application.
- Send official transcripts for bachelor degree-awarding institution directly to Marygrove College: Office of Admissions.
- 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, School Administrator Certificate, Educational Technology [if an NP Endorsement is desired], Reading: Reading Specialist, and Special Education programs.

Submit Documents

Submit the above documents to:

*Marygrove College
Office of Admissions
Liberal Arts Building, Room 120
8425 West McNichols Road
Detroit, MI 48221-2599*

B. Specific Master’s Degree Program Requirements

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 applications. A student living outside the State of Michigan may schedule a phone interview with the program director.

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 the director of their graduate program. The graduate program director 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 directors 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 the program director approves 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 to nine hours from the first program, as stipulated in the transfer credit policy in this catalog.

GRADUATE ADMISSIONS PROCESS (CONTINUED)

SPECIAL STUDENT APPLICANTS

If a student is interested in graduate courses for enrichment, the student must submit to the Admissions Office, before the first day of class, an application 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 appropriate prior institution 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 to the Marygrove College Registrar's Office prior to the beginning of the late registration period of the term for which the student is enrolling.

INTERNATIONAL STUDENT ADMISSION PROCESS

If a student is a foreign national and wishes to pursue graduate studies at Marygrove College, the student is subject to the same admission standards and processes described above with additional requirements. Note that a major requirement of an international student receiving a student or exchange visitor visa (F-1 or J-1, respectively) is to physically and consistently attend on-campus courses at the school in the U.S. Also of note is that no more than one online course (in all but vacation semesters) can be taken in an online format while in the U.S. on a student or exchange visa. For further information about the international student visa application process, please visit the U.S. Department of Homeland Security's **Study in the States Website**.

The Office of Admissions must receive all materials three months prior to the beginning of the semester in which the student plans to enroll. Students are subject to the same admission standards with additional requirements based upon SEVIS regulations. These additional requirements include:

ENGLISH LANGUAGE REQUIREMENTS

If your native language is not English, students must submit a qualifying TOEFL, IELTS, or MELAB score. Minimum scores are as follows: TOEFL PBT of 550, TOEFL CBT of 213, TOEFL iBT of 80; with 21+ in the writing section; IELTS total band score of 6.5; and MELAB of 77. Test results cannot be more than 2 years old.

English language proficiency will be waived if either of the following applies:

1. Students come from a country where English is the primary language (e.g., U.K., Canada, Australia, New Zealand, Ireland, etc.) and the language of higher education; or
2. Students completed an accredited degree at a college or university in the U.S. or in another country where English is the primary language and the language of higher education.

When making arrangements for either examination, test results should be forwarded to:

*Marygrove College
Office of Admissions
8425 West McNichols Road
Detroit, MI 48221-2599 USA*

OFFICIAL TRANSCRIPTS AND FOREIGN CREDENTIALS (TRANSLATION AND EVALUATION)

All international transcripts must be evaluated using a course-by-course format by a member of either **NACES** or **AICE**. The principal agencies used by Midwestern Colleges and Universities are ECE (www.ece.org) and WES (www.wes.org).

STATEMENT OF FINANCES

The student must be able to prove that sufficient funds are available to meet all expenses for the school year as well as for vacation periods. A Statement of Financial Support Form is therefore required and must accompany the application for admission. Forms are located on Marygrove College website.

If the student is being sponsored for study in the United States by his/her own government, by the U.S. government, or by a relative or friend, this must be stated and the person responsible for payment of educational and personal expenses must sign the statement. In order to be considered valid, all financial statements must be notarized. Marygrove does not provide financial aid to international students.

CERTIFICATE OF HEALTH AND INSURANCE

All international students are required to purchase a health insurance policy that covers their entire stay as students. Upon arrival, students will be registered for health insurance.

COMPLIANCE WITH SEVIS REGULATIONS: STUDY IN THE STATES WEBSITE

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 Foreign Student Advisor (e.g., within 10 days: a legal name change and/or a change of residence/address; a change in registration; a change in major, program or degree level; a change in education level; etc.).

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, the Reading Specialist Certificate Program, and the School Administrator Certificate Program. See the Human Resources Management, Reading, and the School Administrator sections of this catalog for more information.

CONDITIONAL GRADUATE STUDENT STATUS

Conditional Graduate Student 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 graduation 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. Conditional Graduate Student Status is for one term only. A maximum of six credit hours may be taken with Conditional Graduate Student Status in that term.

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

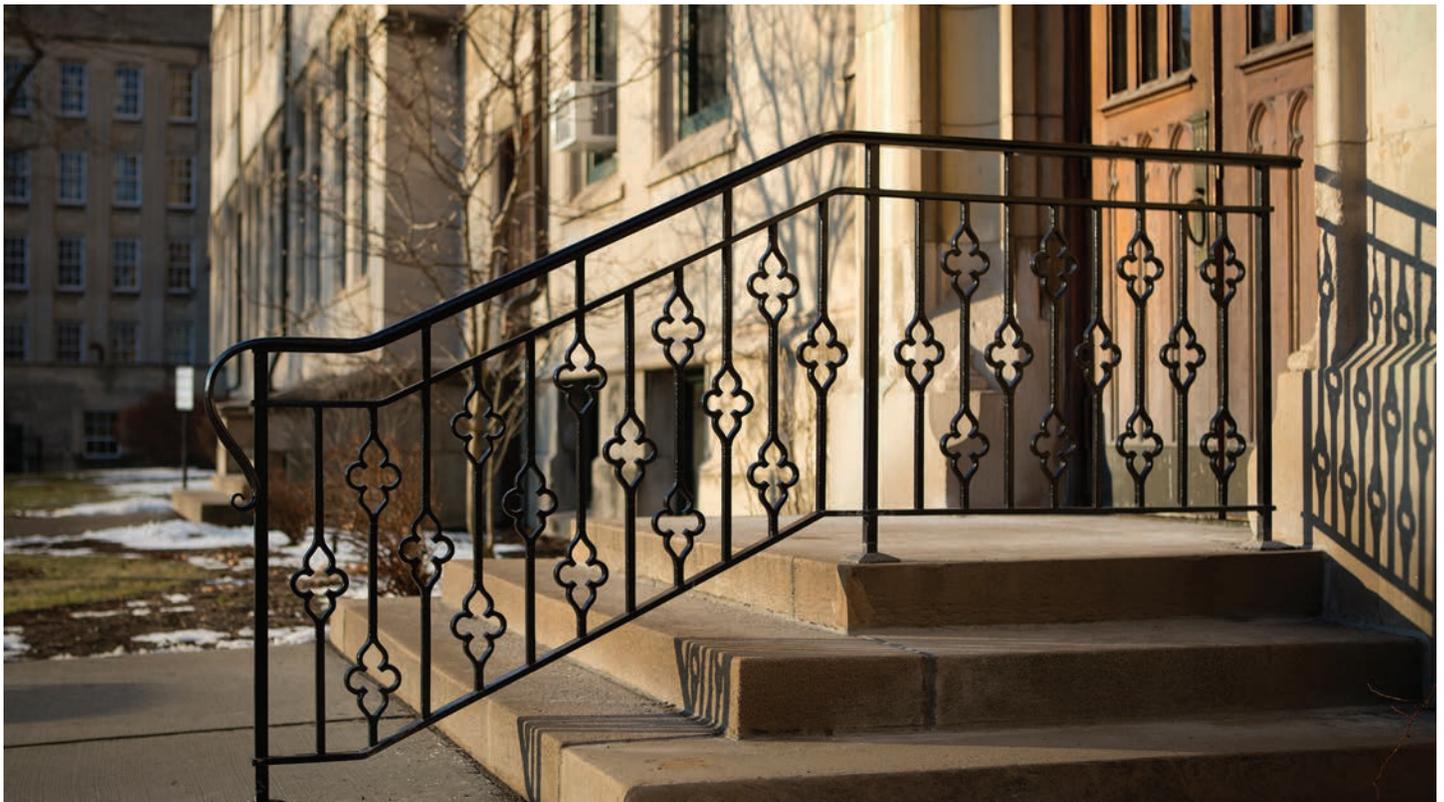
The student must clear up any problems related to Conditional Graduate Status by the end of the first term of taking courses in order to receive full Master's Degree or Graduate Certificate Program Status.

By registering with Conditional Graduate Student Status, the student must abide by the final decision of the program director regarding full admission to a Marygrove College graduate program. Students who wish to be granted Probationary Graduate Student Status must have submitted all official admissions documentation.

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 Student Status, the student must attain a 3.0 grade point average (GPA) upon



GRADUATE ADMISSIONS PROCESS (CONTINUED)

completion of six Marygrove credit hours specified by the program director and must fulfill all other requirements set by the program director. The student will then be granted full Master's Degree or Graduate Certificate Program 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 graduation GPA of 2.7 may be granted Probationary Graduate Student Status by the program director. 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 director of the program to which they are applying and their skills assessed.

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 director. Probationary Graduate Student 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 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 again 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 to the Office of Admissions. Admission as a Special Graduate Student does not guarantee subsequent admission to a graduate program. Special Graduate Student Status is limited to six (6) credits and one (1) term.

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 Program 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 required standardized tests.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

FINANCIAL INFORMATION

FINANCIAL AID INFORMATION

FOR INFORMATION contact:

Office of Financial Aid
Liberal Arts Building, Room 120
Phone: (313) 927-1692
Email: mfao@marygrove.edu

Marygrove graduate students can apply for financial assistance in the form of Federal Loans by completing the Free Application for Federal Student Aid (FAFSA).

BUSINESS OFFICE INFORMATION

FOR INFORMATION contact:

Business Office
Liberal Arts Building, Room 120
Phone: (313) 927-1227
Email: bso@marygrove.edu

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 school will receive an electronic copy of the processed 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 to confirm receipt of their FAFSA data **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 Office of Financial Aid is available for financial aid assistance.

DEADLINES FOR FINANCIAL AID APPLICATIONS

The U.S. Department of Education makes the FAFSA available October 1 of the year prior to the academic year covered by the FAFSA. For example, the 2019-20 FAFSA will be available online at <https://fafsa.gov> beginning October 1, 2018, to cover the 2019-20 academic year. 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 credit hours); three-quarter-time (4-5 credit hours) or half-time (3 credit hours). Financial Aid is not available for graduate 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 67% completion of all enrolled classes per semester.

TYPES OF FINANCIAL AID PROGRAMS

FEDERAL DIRECT UNSUBSIDIZED 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, Direct Unsubsidized 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 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

These programs provide student loans for graduate students who are eligible based on credit-worthiness.

FEDERAL TEACH GRANT

Graduate students working toward a first Masters degree leading toward teacher certification in Bilingual Education, Foreign Language, Math, Reading, Science, Special Education as well as any other field that has been identified as high-need by the federal government, a state government, or a local education agency, and that is included in the annual Teacher Shortage Area Nationwide Listing (Nationwide List) may be eligible for a Federal TEACH Grant.

Federal TEACH Grant awards up to \$3736 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 Federal TEACH Grant Application, available on Blackboard. Master in the Art of Teaching (MAT) students are not eligible for the Federal TEACH Grant.

MICHIGAN T.E.A.C.H. GRANT

PLEASE NOTE THIS STATE PROGRAM IS DIFFERENT THAN THE FEDERAL TEACH GRANT! Students interested in the Michigan T.E.A.C.H. Grant for a master's degree must apply directly to the state program and not to the Marygrove College Office of Financial Aid. Information about this program is located at: <http://www.miaeyc.org/professional-development/t-e-a-c-h-scholarships/scholarship-information/masters-degree-scholarship/>. Marygrove's M.Ed. degree with the Early Childhood Education endorsement (TCHE) qualifies for the Michigan T.E.A.C.H. Grant.

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 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: Direct Unsubsidized loans, Federal Direct Graduate PLUS loans, and Federal TEACH Grant. When a student withdraws from all classes or is expelled from the college, and the student received federal financial aid, the Financial Aid Office 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 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
- Direct PLUS Graduate Loan
- Federal TEACH 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-ratio 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 and will be responsible for full tuition and fee charges.

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. 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 either pay the remainder or 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 paper work 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.

FINANCIAL INFORMATION (CONTINUED)

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 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 or the Registrar's page on the Marygrove website.
- 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 or the Registrar's page on the Marygrove website.

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. The Financial Services Department will use the following table to determine your refundable tuition and fees:

TUITION REFUND PERCENTAGE DURING THE FALL AND WINTER TERMS	
<i>10- to 15-Week Classes</i>	
First Week	100%
Second Week	50%
Third Week	25%
Fourth Week or after	0%
<i>5- to 9-Week Classes</i>	
First Week	80%
Second Week	35%
Third Week	0%
Fourth Week	0%
<i>1- to 4-Week Classes</i>	
First Week	75%
Second Week	25%
Third Week	0%
Fourth Week or after	0%

TUITION REFUND PERCENTAGE DURING THE SUMMER TERM	
<i>10- to 15-Week Classes</i>	
After First Session	100%
After Second Session	50%
After Third Session	25%
After Fourth Session	0%
<i>5- to 9-Week Classes</i>	
After First Session	80%
After Second Session	35%
After Third Session	0%
After Fourth Session	0%
<i>1- to 4-Week Classes</i>	
After First Session	75%
After Second Session	25%
After Third Session	0%
After Fourth Session	0%

FINANCIAL INFORMATION (CONTINUED)

Refunds are calculated on the basis of the number of class sessions scheduled to be completed at the time of the withdrawal, not the number of class sessions attended by the student.

If you do not officially drop your classes within the specified add/drop period or withdraw before the designated deadlines (see Academic Calendar), you are responsible for full tuition and fees for these courses.

WHAT ARE CURRENT TUITION & FEES?

2018-19 MARYGROVE COLLEGE TUITION AND FEES

2018-19 Graduate Tuition & Fees

- Credit Courses on Campus.....\$767 per credit hour
- Graduate Course Audit \$428 flat rate per class
- Courses delivered Online\$616 per credit hour

NOTE: Online courses taken in conjunction with classes delivered on-campus will be charged on-campus tuition and fees.

Fees – All Fees are Per Semester

- Registration Fee \$120
- Technology Fee (*excludes MAT Online Program*)\$55
- Transcript Fee
 - On-campus transcript request (self-pickup) — free
 - First class priority mail — \$15
 - UPS delivery — \$15
 - First class regular mail — \$2
 - E transcript through Clearing House — \$5
- MAT Online-Program Fee (*one-time fee**) \$425
***first semester only**

2018-19 Other Fees

- Credit by Marygrove Exam..... \$90 (*per credit hour*)
- Credit by Assessment..... \$70 (*per course assessed*)
- Nationally Standardized Exams \$20 (*per exam for which credit is requested*)
- Graduation Application Fee..... \$100
- Credit by Portfolio.....\$125 (*per 3 credit hours*)



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

ACADEMIC POLICIES



COMMUNICATION

The official means of communicating with students is through the Marygrove email system.

ACADEMIC ADVISING

Marygrove College offers personalized academic advising by faculty members who teach in and direct graduate programs. A graduate student's program director acts as the academic advisor, assisting the student in clarifying goals and planning an educational program consistent with interests and abilities. The program director facilitates this planning process by helping graduate students understand college policies, procedures and requirements, and assisting in the selection of appropriate courses. Directors also aid in monitoring and evaluating the student's program and in integrating the 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 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. Courses numbering 500 are generally introductory and intermediate level, while courses numbered 600 are typically more advanced and include seminars, practicums and Master's projects.

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.

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 late April/early May (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 on the Marygrove College website, www.marygrove.edu.

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 a program may register online via WebAdvisor. Students may also complete the registration process on campus through the Registrar's Office. Students who have a zero balance in the Business Office may register for classes during regular registration. Students with an unpaid balance will not be allowed to register for subsequent semesters until the balance is paid in full or the student signs up for a payment plan through the Business Office.

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 depends on the type of term the student is enrolled in. For students enrolled in a fall or winter term that is 15 weeks in length, the add/drop period ends at the start of the second week of classes. For terms shorter than 15 weeks and during the summer sessions, a student can add or drop a course no later than the beginning of the second class. For a 7-week online class, the student must add or drop the day the class begins. 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 director's permission and the permission of the department offering the course(s).

NUMBER OF CREDITS ALLOWED TO BE TAKEN 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 director and the Registrar is required before a guest student application can be processed. Approval forms are available in the Registrar's office and under the Registrar's link on Blackboard. 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.

CHANGE OF PROGRAM

Students may pursue only one degree at a time. If a student wishes to change programs prior to degree completion, the student must complete a "Change of Graduate Academic Program" form available online and in the Registrar's Office. The student must meet all requirements for the new program, including time limits for completing courses in order to graduate.

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 director regularly to verify that all degree requirements are being met in a timely fashion. The student has access to the degree evaluation through WebAdvisor which will give an up-to-date report of requirements completed and those needed to be fulfilled for graduation.

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 conditional, probationary 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.
3. 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 completed in WebAdvisor. Students will be notified when the Registrar's Office will accept applications for a specified term.

If financial obligations to Marygrove College have not been fulfilled, the degree will be awarded but the diploma and transcripts will be withheld until the 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 course 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 director 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 director, 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 all graduating students are conferred for the prior summer, fall and winter semesters, provided that they did not participate in a previous year's ceremony for the same degree.

Applications for graduation are completed through WebAdvisor. Once received, the Registrar confirms receipt through an email sent to the student. Specific deadlines are available in the Registrar's Office, and on the Academic Calendar.

Except for the May commencement date, 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. Library fees and any other outstanding tuition charges or fees owed to the College must be paid before a student can receive a diploma.

Information on graduation ceremonies, caps and gowns, and invitations is posted on the Marygrove website.

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 program director, the department chair and chief academic officer. Application forms are available in the Registrar's Office or under the Registrar's link on Blackboard.

Graduate credit hours are determined by a national formula called "Carnegie Hours." A "CREDIT HOUR" is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term. While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks. At Marygrove College, a 16-week semester is defined as a 15-week semester plus a final exam week. Thus, a unit of credit equates to three hours of student work per week (1-hour lecture plus 2 hours of homework) for 16 weeks. In certain circumstances, it is possible to have more hours, but not less. Information on the credit hours and time commitment expectations for 15-week courses and seven-week courses appears below.

15-WEEK COURSE CREDIT HOUR DEFINITION AND TIME COMMITMENT EXPECTATIONS

- Students are expected to be "in class" for 50 minutes x #credit hours x 15 weeks.
- Students are expected to prepare outside of class twice as much as they are "in class."
- In Class: $3 \times 50 \times 15 = 2250$ minutes or 37.5 hours total for the semester.
- Preparation: $37.5 \text{ hours} \times 2 = 75$ hours total for the semester.

7-WEEK COURSE CREDIT HOUR DEFINITION AND TIME COMMITMENT EXPECTATIONS

- 7-week classes have to complete the same number of in-class and preparation hours, despite the shortened class time.
- In Class: $3 \times 50 \times 15 = 2250$ minutes or 37.5 hours total for the semester; for a 7-week class this is about 5 hours and 22 minutes per week.
- Preparation: $37.5 \text{ hours} \times 2 = 75$ hours total for the semester; for a 7-week class this is about 10 $\frac{3}{4}$ hours per week.

ACADEMIC POLICIES (CONTINUED)

DEFINITIONS FOR “IN CLASS” AND “PREPARATION” FOR ONLINE CLASSES AT MARYGROVE

“In Class” = Any collaborative activities (discussion forums, group Wiki creation, etc.), sharing research, asking questions, viewing video lessons, working in an practice setting with or without videotaping the experience, individual or group video presentations, and anything that would have normally been done in a college classroom or under direct supervision of a professor, if the class had met on campus.

“Preparation” = Readings, research, data collection, data analysis, writing papers, lesson plans, and reflections.

Note: Preparation takes more time for some and less time for others, depending upon individually developed skills and abilities.

CLASS ATTENDANCE

Marygrove College considers attendance at every class session an important component of success in your academic program. See your class syllabus for specific class attendance policies.

Online class attendance is measured by “regular and substantive interaction between students and the faculty for students in distance education courses.”

Online Class participation Definition:

Participation in an online class can be measured by a variety of methods: regular and substantive participation in collaboration activities like discussion boards, wikis and group work and/or submission of assignments, video samples, and reflections.

- In this context, regular means two or more times per week.
- Substantive means a written answer to one or more discussion questions which adds to the discussion and encourages deep thought and additional responses.
- Brief messages such as “yes” or “excellent” or “I agree” are not considered substantive.

If extenuating circumstances prevent participation, you must contact your instructor immediately or you may be administratively withdrawn from the course and a grade of NR will be placed in your academic record.

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 Grade Submitted	NGS	
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. Using the Registration form which is available in the Office of the Registrar or under the Registrar’s link on Blackboard simply check the AUDIT CLASS box. 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. (See the Financial Section of this catalog for additional information).

INCOMPLETE WORK: I

A 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.

ACADEMIC POLICIES (CONTINUED)

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.

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, complete and return the form as indicated, and pay the Change of Registration fee through 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 on 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 withdrawals 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 and only used once for the course, with paperwork submitted in advance to the Registrar's Office, or when a student is called to active military duty.

A student may take one year to complete a course with a grade of "Y." At the end of the period, the "Y" grade will be changed to "NC" (no credit), unless the instructor agrees to an extension for another year. 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.

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 director. The program director recommends the equivalency of courses subject to department chair/administrative review. See the Admissions

ACADEMIC POLICIES (CONTINUED)

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.

CREDIT BY PORTFOLIO (CBP)

Through Credit by Portfolio (CBP), students may be able to earn college graduate credit by preparing a portfolio of artifacts for academic assessment by College. Artifacts function as evidence of a student's learning of particular skills or knowledge from a professional experience. Artifacts may include, but are not limited to: documents outlining self-designed projects applied within a professional setting, reflective journals on a particular experience or learning journey, scholarly essays, documents from a professional presentation, creative products).

Students may petition to receive credit for:

- a) A noncredit course, which the student wishes to apply to a micro-credential, certificate, endorsement or degree.
- b) Experiential learning of equal duration and rigor to a course (e.g., internship, a series of professional workshops, research, study abroad).
- c) Work experience

The granting of graduate Credit by Portfolio submission is determined by the individual department chair, in consultation with the program director when appropriate. CBP is based on the quality and quantity of the portfolio submission including, but not limited to, meeting graduate academic content and assessment standards. Relevancy to the offerings and requirements of the College will also be taken into consideration. Details on how many credits may be awarded through Credit by Portfolio appear below:

- For graduate programs of 30-34 credit hours, a maximum of six (6) hours may be brought in through portfolio credit.
- For graduate programs of 35 or more credit hours, a maximum of nine (9) hours may be brought in through portfolio credit.
- Maximum of three (3) credit hours may be brought in through portfolio credit for a certificate program.

The fee for CBP is based on the number of credits the student is applying for. For more information on Credit by Portfolio, please contact the Registrar's office.

STUDENT LEAVE OF ABSENCE POLICY

Marygrove 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 Leave of Absences forms at Marygrove College:

- medical reasons
- dependent or family care
- military service, and
- 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.

ACADEMIC HONESTY AND ACADEMIC PROBATION

ACADEMIC HONESTY

Marygrove is dedicated to maintaining and promoting academic excellence. The faculty and administration expect Marygrove students will conduct themselves with honor in their academic coursework 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.

ACADEMIC POLICIES (CONTINUED)

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.

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

1. 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.
2. The faculty member will contact the student to discuss the situation.
3. The faculty member will then submit the "Notification of Academic Dishonesty" form to the Academic Affairs office and the student's academic advisor with evidence attached and notice of the penalty imposed, with notation of "confidential."

4. 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 Academic Affairs office. Copies of this form remain on file in the Academic Affairs office for a period of seven years. Failure of the student to sign the form in no way invalidates the action taken.
5. The Chief Academic Officer (CAO) 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 Academic Affairs office receives a second notification of academic dishonesty for the same student, the CAO 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 an objective observer at all such meetings.
2. At this meeting the faculty member(s) will present the evidence. If academic dishonesty is found by the CAO not to be evident, no further action will occur. If the CAO determines that evidence of a repeated instance of academic dishonesty has been presented, the student will receive a failing grade in the course.
3. The CAO 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.

ACADEMIC POLICIES (CONTINUED)

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 director.

ACADEMIC APPEALS

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

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 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 on 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.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

APPEAL AND REVIEW PROCEDURES



Student appeals fall into one of five categories: academic, discrimination, sexual assault and 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 racial harassment, the student should follow the discrimination/racial harassment procedure, and should contact the Title IX Coordinator or Student Affairs Designee.

If the action deals with sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking, the student should follow the **Policy and Reporting Procedures for Allegations of Sexual Harassment, Sexual Assault, Sexual Misconduct, Relationship (Dating) Violence and Stalking**. The student should contact the Title IX Coordinator or Student Affairs Designee.

If the decision or action being appealed pertains to 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 Chief Academic Officer whose decision will be final.

ACADEMIC APPEAL PROCEDURE

I. TYPE OF APPEAL

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

- Final course grades
- Admission into a program 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 program director and/or department chairperson to discuss the matter.
3. 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 Chief Academic Officer 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 Chief Academic Officer 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.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

III. Composition of the Board

The Appeals Board shall be composed of five (5) members. Two (2) students shall be appointed by the Student Welfare Committee Appointee, two (2) faculty members shall be appointed by the Faculty Assembly Officers, and one (1) academic administrator shall be appointed by the Chief Academic Officer. The students and faculty appointed will be from a discipline different from that of the student submitting the appeal.

IV. HEARING PROCEDURE

The Chief Academic Officer will initiate the convening of the Academic Appeals Board and explain the process. The Appeals Board shall select a chair from either the staff or Faculty 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 Chief Academic Officer, 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 Chief Academic Officer will accept as final the result of a simple majority vote of the Appeals Board.

DISCRIMINATION AND RACIAL 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.

Discrimination as identified above is illegal under Michigan Compiled Laws 37.2102-37.2210, Title VI & 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 may be held personally liable to their victims and subject to additional legal sanctions.

Racial harassment means unwelcome, race-based conduct that is sufficiently severe or pervasive to alter the terms and conditions of one's education or employment thereby creating a hostile educational or work environment. While the conduct does not have to be so egregious to cause economic or psychological injury, conduct is not illegal simply because it is uncomfortable or inappropriate.

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 racial 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 racial harassment is substantiated. Encouraging others to retaliate also violates this policy.

REPORTING PROCEDURES

Discrimination or racial harassment and other behavior prohibited by this policy should be reported to the Title IX Coordinator. A complaint or report may be verbal or written and does not need to take a particular form. The complaint form is located at <https://www.marygrove.edu/diversityandinclusion>, Students, staff and faculty may notify the chair of their department, their supervisor, or any member of the administration with whom they are comfortable. Any instructor or other employee receiving such a report is responsible for reporting it to the Title IX coordinator. Failure to comply with this policy shall be grounds for disciplinary action, up to and including termination. Please refer to the Marygrove College website for a complete description of Marygrove's Discrimination and Racial Harassment Policy and the Reporting Procedure, including the Informal and Formal Complaint Process.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

REPORTING PROCESS:

1. Complaints may be initiated by a party (the “complainant”) who believes s/he has experienced unlawful discrimination, racial harassment and/or retaliation or by an individual who has learned of unlawful discrimination, racial 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 Title IX Coordinator or Student Affairs Designee (if the complainant is a student).
3. The Title IX Coordinator will be responsible for overseeing the investigation and resolution of discrimination and racial harassment complaints involving students in their academic roles.

Please see the Marygrove website for the more complete description of the policy and procedure for allegations of discrimination and racial harassment.

SEXUAL ASSAULT AND SEXUAL HARASSMENT

Marygrove College prohibits sexual assault and sexual harassment in employment and education programs and activities. This policy applies to all students and employees and to conduct on campus, at College-sponsored activities, and through technology resources provided by or used at Marygrove on or off campus.

Title IX protects all persons from sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking. Marygrove will process all complaints it receives, regardless of where the conduct occurred, to determine whether the conduct occurred in the context of an employment or education program or activity, or had continuing effects on campus. If alleged off-campus sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking occurred in the context of an education program or activity or had continuing effects on campus, the complaint will be treated the same as a complaint involving on-campus conduct. This includes complaints of sexual assault or harassment by students, employees, and third parties.

REPORTING PROCEDURES

Please refer to the Marygrove College website for a complete description of Marygrove’s Policy and Reporting Procedures for Allegations of Sexual Harassment, Sexual Assault, Sexual Misconduct, Relationship (Dating) Violence and Stalking. Complaints prohibited under this policy and inquiries concerning the application of Title IX and its regulations should be directed to Marygrove’s Title IX Coordinator.

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 the Student 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:

- Sex discrimination, i.e., Sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking
- 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 Policy (<https://www.marygrove.edu/computer-policy>)
- 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

APPEAL AND REVIEW PROCEDURES (CONTINUED)

- 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
- 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

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 Student Affairs Designee. 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
- *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, 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 Student Affairs Designee will ask for the hold to be removed after the student has met the conditions of the sanction.

Temporary Suspension: The Student Affairs Designee may suspend a student immediately, before their case has been reviewed and a sanction is rendered. 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 Student Affairs Designee, 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.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

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 Student Affairs Designee has been granted.

Dismissal: Permanent separation from the College. Dismissed students may not visit the campus unless prior permission by the Student Affairs Designee 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 Student Affairs Designee 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.

Referral to Counseling: In certain circumstances, aside from disciplinary measures, the College may refer a student to the Director of Counseling 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.

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 Student Affairs Designee (SD). The Judicial Officer will have the responsibility of adjudicating issues of student conduct in violation of the code.

The Judicial Officer or Student Affairs Designee may decide to initiate a formal College investigation of an allegation. When initiating a formal College investigation, the Judicial Officer or Student Affairs Designee 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 Student Affairs Designee may seek to resolve the incident through an Informal Hearing, Administrative Hearing, or Judicial Board Hearing.



APPEAL AND REVIEW PROCEDURES (CONTINUED)

The Informal Hearing (held between the Judicial Officer or Student Affairs Designee 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 Student Affairs Designee 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 Student Affairs Designee, 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 Student Affairs Designee, 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 Student Affairs Designee) and 1 administrator (appointed by the Chief Academic Officer) 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 Student Affairs Designee 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 Student Affairs Designee and a copy will be placed in the student's file.

Until the appeal has been ruled on by the Appeal Committee described above, the imposed sanction(s) will take immediate effect. The Student Affairs Designee or Judicial Officer will notify the student in writing regarding continuance of classes and other activities.

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 3.0 cumulative grade point average;
- current status as an enrolled full-time student.

The Student Affairs Designee or the Judicial Officer may handle all cases during the summer administratively.

APPEAL AND REVIEW PROCEDURES (CONTINUED)

ADMINISTRATIVE REVIEW PROCEDURE

Students should follow the policies regarding Withdrawals/ Refunds and Financial Information found in the Course 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 (I.e., Financial aid awarding to the Director of Financial Aid and Scholarships; Registration issues to the Registrar; Financial Statement charges and issues to Financial Services). In some cases, more than one department will be involved in the decision.

The department (s) will review all documents, 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(s) decision, including the reason for the review, and additional documentation to the Registrar. The Registrar 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: an administrator, a representative from academic affairs and a representative from student affairs.

HEARING PROCEDURE

The Registrar 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 Chair will send a letter with the final decision of the Board to both the student and the Chief Academic Officer. The decision the Board renders will be a final decision on both merits of the issue and the remedy applied.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

2018-2020 | PROGRAMS



GRADUATE STUDIES AT MARYGROVE COLLEGE

Marygrove College offers a range of Master's degree and Professional Development programs, including:

- Master in the Art of Teaching (M.A.T.)*
- Master of Education (M.Ed.) plus Teacher Certification
- Master of Arts (M.A.) in Educational Leadership and School Administrator Certificate*
- Master of Education (M.Ed.) in Education Technology*
- Master of Education (M.Ed.) in Reading leading to the Reading Specialist Endorsement* and Reading Specialist Certificate* **
- Master of Education (M.Ed.) in Special Education with a focus on Autism Spectrum Disorder*
- Professional Development for Educators*
- Master of Arts (M.A.) in Human Resource Management*
- Master of Arts (M.A.) in Social Justice
- Micro-credentials in Political Change, Instructional Design and Online Course Development, and Google Applications* **

**Online*

***Pending approval by the US Department of Education*

Marygrove College's programs afford distinctive opportunities for the professional development, career enhancement, and personal aspirations of adult learners. As a graduate studies and professional development institution, our programs are values-based and undergirded by the principles of our founders, the Sisters, Servants of the Immaculate Heart of Mary. Our goal is for every Marygrove graduate to take an active role as a citizen leader in their communities and workplaces, grounded in the technical education they receive at Marygrove as well as the values that permeate their studies here.

Marygrove is academically challenging and highly personalized, offering flexible methods for delivering instruction. Our systems for instruction and inquiry include student access to online programs, hybrid and on-campus programs.

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. Graduate students are recognized as self-directed, goal-oriented, and practical. To engage this wealth of life experiences, Marygrove's programs consistently provide students with concrete, appropriate learning opportunities; practical application of course material; and constructive feedback.

All Marygrove graduate programs are designed to create interactive learning communities. The academic rigor, individualized support, and community context of our programs prepare our students to make a positive difference in their own life and the lives of others.

ADDED ENDORSEMENT PROGRAM FOR TEACHERS



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 Coordinator of Field Placement
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PROGRAM OFFERED

Marygrove College offers programming to add endorsements to Elementary or Secondary teaching certificates in the following academic areas (listed with Michigan Department of Education endorsement):

ELEMENTARY LEVEL:

Early Childhood General and Special Education [ZS]... 27 Credits

SECONDARY LEVEL:

History [CC] 20 Credits
 Political Science [CD] 20-21 Credits
 Spanish [FF]..... 20 Credits
 Social Studies [RX] 42-45 Credits

K-12 LEVEL:

Autism Spectrum Disorder [SV]..... 32 Credits
(See separate section of this catalog)
 Administration [ES]..... 27 Credits
(See separate section of this catalog)
 Reading Specialist [BR] 32 Credits
(See separate section of this catalog)
 Educational Technology [NP] 21 Credits
(See separate section of this catalog)

Each of these Minors is approved for endorsement by the Michigan Department of Education.

GENERAL INFORMATION

The Marygrove College Added Endorsement Program for Teachers is a Post-Bachelor's non-degree program that allows already certified teachers to expand their teaching credentials. The addition of an endorsement to a teaching certificate signifies that the holder is qualified to teach the subject at the level of the teacher's certificate. To add an endorsement a teacher must successfully complete specific coursework compatible with the teacher's certificate level. The subject area Michigan Test for Teacher Certification (MTTC) must then be passed.

ACADEMIC AND RESIDENCY REQUIREMENTS

An Added Endorsement Program applicant must have an undergraduate degree from a regionally accredited college, and must hold a state-issued teaching certificate. A transcript review will be conducted by faculty in the academic area of the Minor. A grade of "B" or better must have been earned in any prior course considered for application to the Minor. *Completed coursework older than six years before admission to the program will not be considered.*

After the application is received, an individualized Added Endorsement Curriculum Plan is created. Added Endorsement students will each be assigned a faculty advisor in the Education Department.

ADDED ENDORSEMENT PROGRAM FOR TEACHERS (CONTINUED)

A minimum of 12 (twelve) required credit hours must be completed at Marygrove College or an approved program. Added Endorsement Program courses must be completed within six years of the dated Plan of Work. A GPA of 3.0 must be maintained; no grade less than a "B" will be accepted. If a grade less than "B" is earned, the course must be repeated and a grade of "B" or better earned.

PROGRAM APPLICATION

Application to the Added Endorsement Program is made with a Graduate Application form, obtained through the Marygrove College website, or by contacting the Admissions Office.

On the form, please indicate interest in the **Added Endorsement Program for Teachers** and include a copy of the state issued teaching certificate.

At the same time, have official transcripts sent from all colleges attended to Marygrove College Graduate Admissions. Admissions decisions will be communicated after all required documents are received.

When all coursework and MTTC testing is successfully completed, the Marygrove Teacher Certification Officer will assist with the process of having the endorsement added to the teacher's certificate credentials.

Changing Certification Levels – At this time Marygrove College does not have a program for teachers to change or extend certification levels (Secondary to Elementary).

SPECIFIC PROGRAM REQUIREMENTS

EARLY CHILDHOOD GENERAL AND SPECIAL EDUCATION [ZS]

27 CREDITS

Prerequisites

State of Michigan Elementary Certification

A. Required Courses (33 credits)

Professional Partnerships in Early Childhood Education: Child, Family, School, and Community	3 Credits
Developmentally Appropriate Practice in Early Childhood Education	3 Credits
Math/Science Methods for Early Childhood	6 Credits
Play Theory and Aesthetics	3 Credits
Language and Literacy in Early Childhood Education	6 Credits
Assessment of Young Children	3 Credits
The Exceptional Child in Early Childhood Education	3 Credits
Student Teaching: Preschool	6 Credits

HISTORY MINOR: SECONDARY

20 CREDITS

Prerequisites

World Geography: Regions and Concepts 3 Credits

A. Required Courses (20 credits)

U.S. History to 1877	3 Credits
U. S. History Since 1877	3 Credits
World History I	3-4 Credits
World History II	3-4 Credits
History Research Seminar	3 Credits

B. Electives (3-4 credits)

Select additional elective history courses to complete 20 hour minor for an additional endorsement.

POLITICAL SCIENCE MINOR: SECONDARY

20-21 CREDITS

A. Required Courses (6 credits)

American Political Systems	3 Credits
Political Reality and Public Policy	3 Credits

B. Electives I (3 credits)

Choose one of the following:

Transnational Politics	3 Credits
Comparative Politics	3 Credits

C. Electives II (11-12 credits)

Choose additional courses in Political Science to equal a minimum of 20 credits in Political Science. Electives are selected with advisor.

ADDED ENDORSEMENT PROGRAM FOR TEACHERS (CONTINUED)

SOCIAL STUDIES:

ELEMENTARY AND SECONDARY 38 CREDITS

A. Required Courses (42-45 credits)

EDU 554 Clinical Experiences and Methods of Teaching
Elementary School Social Studies 3 Credits

- OR -

POL/HIS 547 Methods of Teaching Secondary
Social Studies 3 Credits

- AND -

Introductory Macroeconomics 3 Credits

Introductory Microeconomics 3 Credits

World Geography: Regions and Concepts 3 Credits

Cultural Geography 3 Credits

U.S. History to 1877 3 Credits

U.S. History Since 1877 3 Credits

World History I 4 Credits

World History II 4 Credits

Michigan History and Politics 3 Credits

American Political Systems 3 Credits

Racial and Ethnic Diversity 3 Credits

Comparative Politics 3 Credits

- PLUS -

History Concentration – 1 elective course

- OR -

Political Science Concentration – Political Reality and
Transnational Politics

SPANISH MINOR:

SECONDARY LEVEL 20 CREDITS

Prerequisites

Intermediate Spanish I 4 Credits

Intermediate Spanish II 4 Credits

A. Required Courses (20 credits)

Advanced Grammar and Composition 4 Credits

Introduction to Hispanic Literature 4 Credits

Latin American Humanities 3 Credits

Iberian History and Culture 4 Credits

Teaching Foreign Languages 3 Credits

Independent Study 2 Credits



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

EDUCATIONAL LEADERSHIP AND ADMINISTRATIVE CERTIFICATION



FOR INFORMATION contact

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PROGRAMS OFFERED

- Administrative Certification / School Administrator Certificate – K-12 (ES)
- Master of Arts in Educational Leadership

MISSION STATEMENT

The Marygrove College Education Department 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 Marygrove College's mission and vision, 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

Both the Administrative Certification Program and the Master of Arts in Educational Leadership are State Approved Administrative Programs that provide candidates with the knowledge and skills to lead and manage today's schools. The programs prepare 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. They focus on the principal as the instructional leader, preparing candidates to ensure both a supportive environment and rich learning experiences for students. In addition to a thorough grounding in the fundamental principles of administrative and management theory and capacity building, candidates are introduced to the concept of the principal as change agent. Candidates learn to effectively engage the systems within which schools are embedded by applying principles of system theory in their planning, decision making, and change processes. They are challenged to examine the relationships among social justice, school culture, and student achievement and to work for a school vision and culture of high expectations, and equitable opportunities for all students.

Courses are offered fully online. The program prepares administrators for K-12 school principal, supervisory, and director opportunities. Candidates completing either of the programs will be eligible for State of Michigan Administrative Certification K-12. For students from states other than Michigan, they are advised to be aware of any additional state requirements needed for administrative certification. Throughout the program, faculty works with students in meeting all state requirements for certification.

The Administrative Certification program is a 21-24 credit program open to certified teachers who already hold a Master's degree from an accredited institution and are interested in becoming a K-12 administrator. Candidates can complete the program in 4 semesters if they register for a minimum of six credits a term. Students who are currently principals at the time of admissions are able to submit a professional portfolio to be reviewed for consideration of waiving Internship II (EDL 687). Please see the catalog section for the Portfolio review process.

The Masters of Arts in Educational Leadership program is a 30-33 credit program open to those who have completed a Bachelor's degree from an accredited institution, hold a teaching certificate, and are interested in becoming a K-12 administrator. Candidates can complete the program in 6 semesters if they register for a minimum of six credits a term. Candidates who are currently principals at the time of admissions are able to submit a professional portfolio to be reviewed for consideration of waiving Internship II (EDL 687). Please see the catalog section for the Portfolio review process.

ADMISSIONS REQUIREMENTS

Administrative Certification candidates must have a master's degree, a 3.0 cumulative GPA, and a teaching certificate. They are also required to develop a career plan, submit two letters of recommendations [at least one of which is from a school administrator] that address their potential as an educational leader, and meet all requirements stated in the Graduate Admissions section of the catalog.

Master of Arts in Educational Leadership 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, submit two letters of recommendations [at least one of which is from a school administrator] that address their potential as an educational leader, and meet all requirements stated in the Graduate Admissions section of the catalog.

GRADUATION REQUIREMENTS

In order to graduate, administrative certificate and master's candidates must have successfully completed the required graduate credit hours in their respective program 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 Course Catalog.

SPECIFIC PROGRAM REQUIREMENTS

Administrative Certification Program

A. Core Classes (24-27 credits)

EDL 515	Executive Leadership and Ethical Decision Making	3 Credits
EDL 516	Managerial Finance	3 Credits
EDL 529	Introduction to Leadership and Management	3 Credits
EDL 537	Curriculum Theory and Development	3 Credits
EDL 627	Legal Issues in Education	3 Credits
EDL 647	Instructional Leadership and Staff Development	3 Credits
EDL 677	Internship I	3 Credits
EDL 687	Internship II <i>(May be waived with appropriate experience)</i>	3 Credits

The School Administrator Certificate program requires 21-24 credit hours to complete. Students may elect to take one additional 3-credit hour course as part of their program to fulfill requirements mandated by their State or other regulatory agency.

Masters of Arts in Educational Leadership

A. Core Classes (30-33 credits)

EDL 512	Organizational Theory and Management	3 Credits
EDL 515	Executive Leadership and Ethical Decision Making	3 Credits
EDL 516	Managerial Finance	3 Credits
EDL 529	Introduction to Leadership and Management	3 Credits
EDL 537	Curriculum Theory and Development	3 Credits
EDL 602	Introduction to Educational Research	3 Credits
EDL 627	Legal Issues in Education	3 Credits
EDL 647	Instructional Leadership and Staff Development	3 Credits
EDL 677	Internship I	3 Credits
EDL 687	Internship II <i>(May be waived with appropriate experience)</i>	3 Credits

B. Elective Courses (One Class Required):

Take one additional graduate level course from the Educational Leadership Program or Human Resource Management Program.

The elective courses for **Educational Leadership** are currently being reviewed and revised. Students work with their program advisor in the selection of an alternative elective course during this period of revision.

The Master of Arts in Educational Leadership program requires 30-33 credit hours to complete. Students may elect to take one additional 3-credit hour course as part of their program to fulfill requirements mandated by their State or other regulatory agency.

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 future. The course provides students with increased knowledge of educational organizations through an in-depth study and application of the research and concepts from organizational theory. This course will cover the major strands of organizational theory with application to education, including organizational structure, resource dependence, institutional theory, organizational culture, strategic decision making, organizational change, socialization, and leadership.

EDL 515 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 529 Introduction to Leadership and Management 3 Credits

This course will examine the components of organizational and educational leadership needed to collaborate with others in developing and implementing a vision of quality and equitable education for all students, and for effectively leading and managing a school community. The focus is on five distinct yet interrelated concepts – reflected in state and national professional standards – that anchor the Educational Leadership Program: Leadership, Learning, Systems, Ethics & Social Justice, and Reflective Professional Practice. Students are introduced to the concept of Distributed Leadership and the skills needed for team building, effective group processing, and strengthening the capacity for leadership among staff. Students assess their own leadership skills and reflect on personal goals for their program of study and professional preparation. Additionally, students strengthen their technology background with collaboration and productivity tools for administrators.

EDL 537 Curriculum Theory and Development 3 Credits

This course studies the theories of curriculum, curricula development reform, school reform, and diversity issues for the principal’s 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 is designed to prepare administrative candidates for their role as educated consumers of research. The course will examine principles and procedures for studying and producing educational research. It will also introduce the basic vocabulary, concepts, and methods of research. Students will learn to analyze educational research, plan and conduct 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.

EDUCATIONAL LEADERSHIP & ADMINISTRATIVE CERTIFICATION (CONTINUED)

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 Instructional Leadership 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 3 Credits

This course provides field experiences and in-depth analysis of the demands, realities, and expectations of practicing administrators. During this course the candidate completes an Action Research Project on the school organization and needs. The Action Research Project concludes with the candidate's recommendations for organizational change as defined by assessment data. The results of this action research project will be incorporated into the EDL 687 Practicum Internship.

EDL 687 – Internship II 3 Credits

This course consists of a supervised practicum experience for administrative candidates to demonstrate competency with national 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

(One Course Required for Master of Arts students)

NOTE: The elective courses for Educational Leadership are currently being reviewed and revised. Students work with their program director in the selection of an alternative elective course during the period of revision.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

EDUCATIONAL TECHNOLOGY



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PROGRAMS OFFERED

- Master of Education
- 21-Hour State of Michigan NP Endorsement
- Micro-credential in Instructional Design and Online Course Development – *Pending approval by the US Department of Education*
- Micro-credential in Google Applications and Multimedia Integration – *Pending approval by the US Department of Education*

GENERAL INFORMATION

Marygrove College 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 classroom.

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 21-credit core courses, Michigan certified teachers can obtain their NP endorsement. This endorsement is valid with or without the master's degree. Courses in this program are all offered online. Courses in the Educational Technology program 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.

Marygrove College also offers two micro-credentials in the area of educational technology. The Instructional Design and Online Course Development micro-credential provides school teachers and other professionals with the understanding of the concepts, processes and practices of instructional design and online course development. The Google Applications and Multimedia Integration micro-credential provides school teachers and other professionals with the knowledge and expertise of using Google Applications and advanced features for multimedia integration and development.

ADMISSIONS REQUIREMENTS

Students must meet all of the requirements specified in the *Graduate Admissions* section of this catalog. A valid teaching certificate is preferred.

DEGREE REQUIREMENTS

Required for the M.Ed. and NP Endorsement programs. Each course carries three hours of graduate credit.

SPECIFIC PROGRAM REQUIREMENTS

A. Core Courses (Required for NP and the M.Ed.)

- EDT 640 Technology Tools for Teachers
- EDT 688 Issues in Educational Technology
- EDT 603 Computer Applications for Education
- EDT 613 Applied Instructional Technology
- EDT 623 Multimedia Integration for Educators
- EDT 650 Distance Learning through Technology
- SED 573 Assistive Technologies in Special Education

B. Elective Courses (Required for the M.Ed.)

Choose one course from the following courses

- EDT 518 Management in Computer Information Systems
- EDL 512 Organizational Theory and Change
- EDL 515 Executive Leadership and Ethical Decision Making
- EDL 529 Introduction to Management and Leadership
- RDG 510 Reading Diagnosis & Differentiated Instruction for Diverse Learners

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

- EDU 602 Introduction to Educational Research
- EDT (EDU) 665 Educational Research Seminar

Micro-credential in Instructional Design and Online Course Development

(Pending approval by the US Department of Education)

Instructional design and Online Course Development micro-credential provides school teachers and other professionals with the understanding of the concepts, processes and practices of instructional design systems for educational technology. Students will apply the instructional design models for the development of instructional materials for both face-to-face and online settings. Online pedagogy, assessment, collaboration and management strategies and best practices will also be addressed.

A. Required Courses

- EDT 650 Distance Learning through Technology
- EDT 613 Applied Instructional Design.

Micro-credential in Google Applications and Multimedia Integration

(Pending approval by the US Department of Education)

This Google Applications and Multimedia Integration micro-credential provides school teachers and other professionals with knowledge and expertise using Google Applications and advanced features for multimedia integration and development. Students will gain expertise for using and integrating Google Applications in educational and other settings. Multimedia instructional materials integration and development will also be addressed.

A. Required Courses

- EDT 603 Computer Application for Educators
- EDT 623 Multimedia Integration for Educators

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 leaders, business leaders and community leaders.

EDL 515 Executive Leadership and Ethical Decision Making 3 Credits

This course will focus on ethical and moral virtues of the school principal in the decision making process. It will develop a problem analysis and ethical approaches to decision making process. Candidates will identify and analyze their own ethical frameworks as well as examine school or district policies dealing with ethical behaviors of students and staff. The course will focus on case analysis of authentic ethical dilemmas faced by the principal in a school setting.

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 TECHNOLOGY (CONTINUED)

EDT 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.

EDT 603 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.

EDT 613 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.

EDT 623 Multimedia Integration for Educators 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.

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 650 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.

EDT (EDU) 665 Educational Research Seminar 3 Credits

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

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.

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.

RDG 510 Reading Diagnosis and Differentiated Instruction for Diverse Learners 3 Credits

This course examines formal and informal literacy assessments, identified 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.

SED 573 Assistive Technologies 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 methods.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

HUMAN RESOURCE MANAGEMENT



FOR INFORMATION contact

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PROGRAMS OFFERED

- Master of Arts (30 credit hours)
- Graduate Certificate (18 credit hours)

MISSION STATEMENT

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 10 courses in two areas: human resource development studies and human resource generalist management practice. Students can elect to do a concentration in either of the two areas described above or choose to their own electives. A capstone course, which is required for the master's degree may be elected for the graduate certificate, and provides an opportunity for students to integrate learning from previous courses by engaging in a team-based HRM decision-making simulation.

The graduate certificate curriculum comprises 6 courses, and emphasizes human resource management practice. Students enrolled in the graduate certificate program will meet a faculty advisor/program coordinator to develop a plan of study. Students will choose courses based upon their interest in either track: human resources generalist or human resource development. There are no required classes for the certificate program. Students who wish to take the capstone simulation course for credit, may do so with the permission of the program coordinator or instructor.

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, while the graduate certificate can be completed in three terms (one calendar year), based upon the completion of two courses per semester. The entire program must be completed within the period of six years from the time of initial enrollment.

Program credit hours – 30 to 33. The Master of Arts in Human Resource Management requires 30 credit hours to complete. Students may elect to take one additional 3-credit hour course as part of their program to fulfill certification preparation requirements.

CAREER INFORMATION

Students and alumni are engaged in variety of organizational roles in business, government, and not-for-profit organizations. Many are engaged in human resource management as staff specialists or managers. Others have found the program to be helpful to their careers in general supervision and management.

ADMISSION REQUIREMENTS

A candidate for admission to the master's degree or certificate program must have earned an undergraduate degree from a regionally accredited institution of higher education. A minimum overall grade-point average of 3.0 (on 4.0 scale) is required for all previous undergraduate or graduate work. Additional requirements include submission of a current resume, two letters of recommendation from the candidate's current employer and other work or academic setting, a writing sample and completion of an entrance interview with the department chair. Standardized graduate admissions tests are not required for admission consideration.

General admissions requirements are explained in the graduate admissions section of this catalog and on the Marygrove College website.

GRADUATION REQUIREMENTS

In order to graduate, a student must have completed 30 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.

HUMAN RESOURCE MANAGEMENT COURSES

HUMAN RESOURCE MANAGEMENT MASTER OF ARTS

A. Required Courses

- HRM 505 Managerial Finance
- HRM 555 Legal Practices in Employment
- HRM 655 Business Ethics
- HRM 665 Capstone Seminar and Project

B. 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 565 Employee Recruitment, Selection, and Evaluation
- HRM 625 Labor Relations and Collective Bargaining
- HRM 635 Employee Development
- HRM 640 Diversity and Inclusion
- HRM 675 Compensation Management

HUMAN RESOURCE MANAGEMENT GENERALIST CONCENTRATION

A. Required Courses

- HRM 505 Managerial Finance
- HRM 555 Legal Practices in Employment
- HRM 655 Business Ethics
- HRM 665 Capstone Seminar and Project

B. Electives

- HRM 515 Leadership and Decision Making
- HRM 517 Communication for Managers
- HRM 519 Human Resource Planning and Information Systems
- HRM 535 Human Resource Management
- HRM 565 Employee Recruitment, Selection, and Evaluation
- HRM 625 Labor Relations and Collective Bargaining
- HRM 635 Employee Development
- HRM 640 Diversity and Inclusion
- HRM 675 Compensation Management

HUMAN RESOURCE MANAGEMENT DEVELOPMENT CONCENTRATION

A. Required Courses

- HRM 505 Managerial Finance
- HRM 555 Legal Practices in Employment
- HRM 655 Business Ethics
- HRM 665 Capstone Seminar and Project

B. Electives

- HRM 515 Leadership and Decision Making
- HRM 517 Communication for Managers
- HRM 519 Human Resource Planning and Information Systems
- HRM 535 Human Resource Management
- HRM 565 Employee Recruitment, Selection, and Evaluation
- HRM 635 Employee Development
- HRM 640 Diversity and Inclusion

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.

HUMAN RESOURCE MANAGEMENT (CONTINUED)

- 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.
- 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**
Required. 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 640 Diversity and Inclusion 3 Hours**
Prerequisites: None.
Introduces diversity management and inclusion as an organizational strategy that requires a systemic approach that transcends not only compliance with legal requirements but also requires an appreciation of how diversity is defined along with the role it plays for HR practitioners and hiring managers in planning, directing, and decision making for organizational effectiveness.
- 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 coursework 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 and 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.

MASTER IN THE ART OF TEACHING



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
- MAT/SPED – Special Education
- MAT/STEM – Science, Technology, Engineering & Mathematics

MISSION STATEMENT

The Education Department 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 Marygrove College's mission and vision, 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.

CONCEPTUAL FRAMEWORK & VISUAL

Competent lifelong 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.*

GENERAL DESCRIPTION

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

MASTER IN THE ART OF TEACHING (CONTINUED)

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 an Elementary Reading and Literacy 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 Literacy Association (ILA).

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.

The online MAT program, Special Education uses Professional Practice Standards established by the Council for Exceptional Children and the principles of Universal Design to develop competencies in working with students with mild disabilities and their families.

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 INFORMATION

(30-33 Credit Hours)

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 seven 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
6. MAT/SPED – Special Education
7. MAT/STEM – Science, Technology, Engineering & Mathematics

* **NOTE:** Students who are required by their State Department of Education to take an additional three credit hour course may add a course to their program as an optional elective

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 instructors facilitate the learning process via email 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 (CONTINUED)

REQUIRED COURSES

NOTE: All MAT students take the six core courses as well as the three capstone projects listed below. They also take the four specialty courses in their area of focus (Elementary Reading and Literacy, Elementary Mathematics or Middle School Mathematics, Curriculum, Instruction and Assessment, Special Education, STEM, or Effective Teaching for the 21st Century).

NOTE: Should students need to take an additional course to meet State requirements, those hours will be considered optional elective hours and will be included in the student's program.

A. Core Courses:

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

B. Capstone Projects:

EDU 698A	Capstone A – Video & Self-Analysis
EDU 698B	Capstone B – Action Research Project
EDU 698C	Capstone C – Reflection on the Entire Program

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

RDG 500	Foundations of Reading and Literacy
RDG 510	Reading Diagnosis & Differentiated Instruction for Diverse Learners
RDG 610	Reading In The Content Areas
RDG 615	The Reading/Writing Connection

D. 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

E. 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

F. 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

G. 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

H. 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

I. Special Education

SED 565	Teaching Students with Disabilities
SED 570	Students with Disabilities: School, Family and Community Interaction
SED 573	Assistive Technology in Special Education
SED 575	IEP Development

J. Science, Technology, Engineering and Mathematics (STEM), Upper Elementary (3-5):

MTH 505	Problem Solving and Number and Operations
SCI 505	Teaching Physical Science and Engineering Design
SCI 515	Teaching Life, Earth and Space Science
TFE 660	Technology Issues/Curriculum Planning

COURSE DESCRIPTIONS

CORE COURSES

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 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 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 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.

MASTER IN THE ART OF TEACHING (CONTINUED)

EDU 698A Capstone A – Video & Self-Analysis 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 – Action Research Project 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 – Reflection on the Entire Program 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.

READING AND LITERACY FOCUS

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 510 Reading Diagnosis & Differentiated Instruction for Diverse Learners 3 Credits

This course examines formal and Informal literacy assessments, identified 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 In The Content Areas 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

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

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, percent, 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 (CONTINUED)

CURRICULUM, ASSESSMENT AND INSTRUCTION FOCUS

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 a teacher in the 21st century will use in the classroom room teaching. 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 IN THE ART OF TEACHING (CONTINUED)

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) FOCUS

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.

SCI 505 Teaching Physical Science and Engineering Design (3-5) 3 Credits

SCI 505 is designed to give students foundational experience in meeting the Next Generation Science Standards (NGSS) for teaching science with engineering and the National Science Education Standards (NSES). This course, along with SCI 515, establishes a foundation for teaching scientific and engineering content knowledge and problem-solving skills. This course emphasizes physical science and introduction to engineering topics integrated with design. Participants will develop a deeper understanding of how to teach scientific concepts such as Forces and Interactions, Energy, Waves: Waves and Information, Structure and Properties of Matter. Upper elementary education students are the intended audience. Participants will engage in scientific discourse to explain their thinking and share strategies. Online teaching laboratories are also included.

SCI 515 Teaching Life, Earth and Space Science (3-5) 3 Credits

SCI 515 is designed to give students foundational experience in meeting the Next Generation Science Standards (NGSS) for teaching science with engineering and the National Science Education Standards (NSES). This course, along with SCI 505, establishes a foundation for teaching scientific and engineering content knowledge and problem-solving skills. This course emphasizes life science and earth and space science integrated with engineering design. Participants will develop a deeper understanding of how to teach scientific concepts such as Interdependent Relationships in Ecosystems, Inheritance and Variation of Traits, Structure, Function, and Information Processing, Matter and Energy in Organisms and Ecosystems, Weather and Climate, Earth's Systems: Processes That Shape the Earth and Space Systems: Stars and the Solar System. Upper elementary education students are the intended audience. Participants will engage in scientific discourse to explain their thinking and share strategies. Online teaching laboratories are also included.

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.

SPECIAL EDUCATION FOCUS

SED 565 Teaching Students With Disabilities 3 Credits

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.

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.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

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

FOR INFORMATION, contact:

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MISSION STATEMENT

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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.

Master of Education plus Teacher Certification provides those interested in becoming a teacher with the background knowledge and experience to be a successful educational leader in a K-12 classroom.

SPECIAL ELEMENTS OF THE PROGRAM

SPECIALIZED ACCREDITATION

Marygrove College is accredited by the Higher Learning Commission (HLC) of the North Central Association, and the Teacher Education Program holds accreditation from the Teacher Education Accreditation Council (TEAC) through 2019. The Council for the Accreditation of Education Preparation (CAEP) recognizes this positive accreditation status. Marygrove College's teacher preparation programs are approved by the Michigan Department of Education.

GENERAL INFORMATION

The Education Department works to professionally prepare graduate students for teaching. The first teaching certificate that can be earned is the Standard 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 teachers are certified to teach their subject area across the K-12 spectrum.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

An Elementary or Secondary Education student must have a certifiable teaching major for which Marygrove is authorized to recommend for Standard Certification.

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.

NOTE: *Teacher Education Certification programs are listed below with a range of credit hours. Should students need to take an additional course to meet State requirements, those hours will be considered optional/elective hours and will be included in the student's program.*

Undergraduate courses from Marygrove (pre-2018) or other institutions *may* be used to meet Teaching Major requirements, depending upon transcript evaluation by the department. CLEP or similar tests as well as evaluation by portfolio may also be accepted to meet teaching major requirements.

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

ELEMENTARY TEACHING MAJORS

Early Childhood Education

Elementary Teaching Minor (* = course in development)

AIE 544	Arts Infused Education	3 Credits
EDU 548	Teaching Writing and Speaking in Elementary Classrooms	3 Credits
EDU 558*	Language Acquisition and ELL	1 Credit
EDU 505*	Children's Literature	3 Credits
EDU 500*	Introduction to Teaching Health and Physical Education	3 Credits
ISC 510*	Integrated Science I	4 Credits
ISC 511*	Integrated Science II	4 Credits
MTH 510	Concepts in Elementary Math I	3 Credits
MTH 511	Concepts in Elementary Math II	3 Credits
EDU 550*	Social Studies for Elementary Classrooms	3 Credits

Required General Education Courses for the Elementary Minor:

United States to 1877	3 Credits
Introduction to Literature	3 Credits
Introductory Psychology	3 Credits
World Geography: Regions & Concepts	3 Credits

SECONDARY TEACHING MAJORS CREDIT REQUIREMENTS

NOTE: *See Program Director for specific undergraduate course work that must be completed prior to admission into Phase II.*

Art Education – Comprehensive Group Major	60 Credits
History	30 Credits
Political Science	30 Credits
Social Studies	40 Credits

Secondary Teaching Minors

NOTE: *See Program Director for specific undergraduate course work that must be completed prior to admission into Phase II.*

History	20 Credits
Political Science	20 Credits
Spanish	20 Credits

COLLEGE ADMISSION REQUIREMENTS FOR TEACHER CERTIFICATION

Students who have completed a Bachelor's degree in a teachable major may apply 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

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. Prospective students are expected to have completed an undergraduate degree with a teachable major. Marygrove will provide advising for courses prospective students may be missing that are needed for the teachable major or minor. Prior to finishing Phase I described below, all teachable major and minor courses must be completed.

ADMISSION 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. To apply to this program, prospective students must:

- Submit a graduate application
- Send official transcripts for the bachelor degree-awarding institution directly to Marygrove College: Office of Admissions
- Have an undergraduate GPA of 3.0 or better overall and within the teachable major
- Meet the Michigan requirements for entrance into a teacher certification program: 2015 or more recent SAT scores of at least 480 Verbal, 530 Math OR passed the Basic Skills Test in any prior year OR the Professional Readiness Exam in a recent prior year OR ACT scores of 22 in Math, Reading and Writing
- Create a Career Plan

Students who do not meet these requirements will meet with Department of Education personnel to develop a plan to address any insufficiencies and may be admitted to the College on a probational and/or conditional basis.

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

Once a graduate application is received, test scores are reviewed and a transcript review is conducted to determine what prior undergraduate or graduate coursework can be accepted. For full descriptions please contact the Department Chair.

The Department Chair or Department Advisor 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 and certification level.

As described below, a three 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 Phase I – Exploratory Phase to be accepted into the Education Division through specific introductory coursework and testing. Once accepted into Phase II – Theory, the student will be assigned an Education Department faculty advisor. To then become admitted into Phase III – Practice, students must have completed all of the final coursework leading into a full-time supervised, professional residency teaching in a school.

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

- All necessary course work,
- Successful Student Teaching,
- All appropriate Michigan Tests for Teacher Certification (MTTC)

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

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),
- Continued networking and professional development opportunities after graduation.

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

CURRICULUM AND SCHEDULE

Students have individual plans of work depending on the coursework required for a teachable major and minor. The professional sequence of courses includes 27-30 hours of coursework and six to ten hours of Student Teaching. A graduate level research course and three additional cognate courses in an area of the student's choosing (Reading, Educational Technology or Special Education) are required for the Masters. The selected 9-credit Cognate may be started after acceptance to the Pre-Candidate 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.

PROGRAM SCHEDULE

Courses are offered in the evenings and weekends on campus on a rotating schedule. A few classes are offered as blended, hybrid or online classes.

ACADEMIC PERFORMANCE

Participation in the graduate Teacher Certification Program depends on the student maintaining a 3.0 GPA, 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 Director.

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.

SPECIFIC PROGRAM REQUIREMENTS

The Education Department revised requirements as of Summer, 2018. Check with an advisor if you have questions. Students must complete field-based experiences and practicums for Professional Education Courses. These are guided experiences done in schools and other educational institution sites.

NOTE: *Teacher Education Certification programs are listed with between 33 – 52 credit hours. Should students need to take an additional course to meet State requirements, those hours will be considered optional elective hours and will be included in the student’s program.*

A three-phase process is utilized for progressing in the Teacher Certification Program:

Elementary and Secondary Teacher Certification Program progressions in three phases:

- I. Exploratory
- II. Theory
- III. Practice

PHASE I: EXPLORATORY PHASE REQUIREMENTS – ELEMENTARY AND SECONDARY

The following 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.

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

1. Have met all entrance requirements including receiving acceptable scores on any required testing.

2. Pass the introductory Exploratory Phase courses maintaining a GPA of 3.0:

EDU 575	Foundations in American Education	3 Credits
EDU 602	Introduction to Educational Research	3 Credits
EDU 521	Educational Psychology for Elementary Teachers	3 Credits

- OR -

EDU 522	Educational Psychology for Secondary Teachers	3 Credits
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3. Have satisfactory Professional Behaviors and Dispositions Assessments in Exploratory courses, and no more than one notice of academic probation.

PHASE II: THEORY PHASE REQUIREMENTS

Accepted Pre-Candidates fulfill Gateway Requirements (explained below):

All Elementary Graduate Students must take the following Education courses:

EDU 530	Technology in the 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 566	Literacy in Elementary Education	3 Credits

All Secondary Graduate Students must take the following four Education courses:

EDU 530	Technology in the Classroom	3 Credits
EDU 548	Teaching Writing and Speaking	3 Credits
EDU 551	Curriculum, Instruction, and Assessment	3 Credits
EDU 553	Designing and Managing Effective Learning Environments for Diverse Learners	3 Credits

To move to Phase III, all students must:

1. Maintain an overall 3.0 GPA.
2. Have satisfactory Professional Behaviors and Dispositions Assessments and no more than one notice of academic probation.

PHASE III: PRACTICE PHASE REQUIREMENTS

The Practice Phase focuses pre-service teachers on learning and practicing a variety of teaching methods (pedagogy). Elementary and Secondary requirements are divided below:

All Elementary Graduate Students must take the following four Methods courses:

EDU 544	Clinical Experiences and Methods of Teaching Elementary School Mathematics	3 Credits
EDU 554	Clinical Experiences and Methods of Teaching Elementary School Social Studies	3 Credits
EDU 567	Clinical Experiences and Methods of Teaching Elementary Reading: Practicum	3 Credits

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

EDU 574 Clinical Experiences and Methods of Teaching Elementary School Science 3 Credits

All Secondary Graduate Students must take the following three Methods courses:

EDU 547 General Secondary Methods 3 Credits
(MAJOR) 547 Discipline Specific Secondary Methods* 3-6 Credits

EDU 557 Methods of Intermediate and Secondary Reading 3 Credits

***NOTE:** *This course may be taken at another institution.*

During Theory Phase, students must meet all of the following requirements to be accepted for Student Teaching:

1. Submit Student Teaching Application during the final semester prior to student teaching
2. Maintain an overall 3.0 GPA
3. Each teaching Clinical Experiences/Methods course passed with a grade of "B" or better.
4. All graduate coursework is completed except for Student Teaching and Seminar.
5. Pass a criminal background check
6. Pass a tuberculosis screening

STUDENT TEACHING AND STUDENT TEACHING SEMINAR

Candidates must provide to the Chair of Education sufficient proof of preparation for the MTTC Content Area Tests (Elementary and/or Subject Specific). ONLY then may Candidates request recommendation from the Chair of Education to take the appropriate MTTC CAT.*

Each Candidate must have satisfactory Professional Behaviors and Dispositions Assessments. Candidates on academic probation will not be allowed to enroll in student teaching.

***NOTE:** *Marygrove strongly recommends that the Elementary Content Area Test and the Secondary Subject Content Area Tests be taken only **after** student teaching.*

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

All Secondary Graduate Students must take this seminar course in addition to Student Teaching experience:

EDU 699 Student Teaching 6-10 Credits
Optional Elective Credits if Required by MDE 3 Credits

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.

- **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. It requires regular observation and direction from a college-approved, certified teacher on site along with additional classroom visits by the college supervisor.

NOTE: *Additional information about Student Teaching may be found in the Marygrove Student Teaching Handbook.*

Successful completion of student teaching and submission of all required documents leads to College recommendation to the Michigan Department of Education for the Standard Teaching Certificate. In order to be receive recommendation for certification, student teachers must:

- 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.

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**

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

*** See Reading Section of Catalog for Course Descriptions*

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

Special Education Cognate***

- EDU 665 Research in Education
SED 570 Students with Disabilities: School, Family and
Community Interaction
SED 575 IEP Development

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

Please note:

- Revised departmental policies and/or State of Michigan certification rules may necessitate additional courses or changes in admission or program completion requirements.
- Students must submit a graduation application to the Registrar's Office according to the published calendar (usually 2 semesters prior to anticipated graduation date).

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 521 Educational Psychology for Elementary Teachers 3 Credits

Prerequisites: None

This is an introductory course in the psychology of learning and teaching (Grades PK-6), focusing the myriad of factors from conception to adolescence that play a role in the physical, motor, neural, perceptual, cognitive, language, social, emotional, and moral domains of life span development. We will also examine such issues as: genetics, caregiving style, temperament, relationships, early care and education, ethnicity, culture, gender, socio-economic status, and family/home environment.

EDU 522 Educational Psychology for Secondary Teachers 3 Credits

This is an introductory course in the psychology of learning and teaching (Grades 6-12), emphasizing mental abilities, individual differences, motivation and application of psychological theory and research in learning for students from the pre-adolescent through the late-adolescent period. Challenges of adjustment, achievement of identity and acceptance of the adult role are included. The course is designed to reflect what teachers need to know to teach effectively. The focus is on how learning takes place in real classrooms. It also discusses the various influences on development, including physical, cognitive, and social development. There will be an emphasis placed on cognitive and constructivist explanations of learning, studies of the effects of culture ethnicity and gender on learning and research into the classroom as a social setting.

EDU 530 Technology in the Classroom 3 Credits

Prerequisites: Acceptance into Phase II

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 544 Clinical Experiences & Methods for Elementary and Middle School Mathematics 3 Credits

Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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

Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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 Teaching Writing and Speaking in the Elementary and Secondary Classroom 3 Credits

Prerequisites: None

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

MASTER OF EDUCATION PLUS TEACHER CERTIFICATION (CONTINUED)

EDU 551 Curriculum, Instruction, and Assessment 3 Credits

Prerequisites: Acceptance into Phase II

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 553 Designing and Managing Effective Learning Environments for Diverse Learners 3 Credits

Prerequisites: Acceptance into Phase II

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 Clinical Experiences & Methods for Elementary and Middle School Social Studies 3 Credits

Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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

Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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.

EDU 558 Language Acquisition and ELL 1 Credit

Prerequisites: None

This course will support teachers having English Language Learners in the regular classroom. The course will promote an understanding of the interdependent nature of our world as reflected by language and cultural diversity in our classrooms. Language and communication are foundational to learning. The challenge is to prepare teachers and students to live in this global classroom appropriately, skillfully, and effectively. Teachers will learn strategies for supporting ELL and explore ways to educate students to become more willing to learn and live in a diverse environment. Standards of world language and principles of language acquisition will guide this course.

EDU 566 Literacy in Elementary Education 3 Credits

Prerequisite: None

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 567 Clinical Experiences & Methods for Elementary Reading: Practicum Strategies 3 Credits

Prerequisites: EDU 566; Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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. The first half of the course prepares the student for field-based experience. Peer, instructor, and self-evaluation of lessons.

EDU 574 Clinical Experiences & Methods for Elementary Science 3 Credits

Prerequisite: Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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. This course make extensive use of media. 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 Phase II

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

Prerequisites: Acceptance into Phase III, All prior courses completed with GPA 3.0 or greater

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 6-10 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.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT FOR EDUCATORS



FOR INFORMATION contact

Diane S. Brown, IHM, Ph.D.
Chair, Education Department
Liberal Arts Building, Room 331
Direct: (313) 927-1273
Email: dbrown1@marygrove.edu

PROGRAM OFFERED

- Graduate level credits for classroom educators to use for state re-certification

MISSION STATEMENT

The 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 Marygrove College's mission and vision, 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

In collaboration with Learners Edge, EBLLI, and PLS 3rd Learning, Marygrove College offers online and onsite courses carrying graduate credit for teacher re-certification and continuing professional growth, and development of teachers and school administrators.

The courses in this program are administered by the Marygrove College Education Department.

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 provisional or 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.

To provide students with rigorous, interesting and affordable recertification options, Marygrove College remains committed to the continual development of new courses and academic partnerships.

LEARNERS EDGE

Print-based or online courses offered in partnership with Learners Edge provide teachers with an extensive list of relevant, applicable, rigorous, interesting and affordable courses. These courses are designed to expand the knowledge-base of professionals, enhance classroom instruction and ultimately increase student achievement. More information and registration can be found at www.learnersedgeinc.com.

EBLI (EVIDENCE BASED LITERACY INSTRUCTION)

EBLI is offered online through the Marygrove College Blackboard Platform. Courses are 7 weeks long and may be taken for SCECHs, 1 credit or 3 credits. New enrollment is available multiple times per semester. More information and registration can be found at <https://eblireads.com>.

PLS 3RD LEARNING

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. More information and registration can be found at: <http://pls3rdlearning.com/professional-learning/graduate-classes/>.

ADMISSION REQUIREMENTS

Admission as a non-degree seeking student is open to those who possess a bachelor's degree.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

READING



FOR INFORMATION contact

Diane Brown, IHM, Ph.D.
Reading Specialist Program Director
Liberal Arts Building, Room 331
Direct: (313) 927-1273
Email: dbrown1@marygrove.edu

PROGRAMS OFFERED

- Master of Education in Reading leading to the Reading Specialist [BR] Endorsement
- Reading Specialist Certificate* leading to the Reading Specialist [BR] Endorsement – *Pending approval by the US Department of Education*

***NOTE:** this program is open only to Marygrove Master in the Art of Teaching with a focus in Elementary Reading and Literacy.

MISSION STATEMENT

The Education Department 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 Marygrove College's mission and vision, 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 Master 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.

The Reading Specialist Certificate leading to the Reading Specialist [BR] Endorsement is a program designed for students who have completed Marygrove's Master in the Art of Teaching with a Focus in Elementary Reading and Literacy (MAT-ERL) and wish to attain their Michigan Reading Specialist endorsement. The 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, but does not repeat any coursework taught in the MAT-ERL program. (*Pending approval by the US Department of Education.*)

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, family, 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.

READING (CONTINUED)

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

MASTER OF EDUCATION (M.ED.) – 33 CREDITS

To complete the Master of Education in Reading with the Reading Specialist Endorsement [BR] (K-12), students must complete 33-35 credits of approved coursework* including a 4 credit research project and a 4 credit clinical practicum.

A. Core Courses in Reading and Literacy (19 Credits)

RDG 509	Psychology of Literacy Development	3 Credits
RDG 557	Methods for Teaching Intermediate and Secondary Reading	3 Credits
RDG 564	Methods in K-3 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 (14 Credits)

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

RDG 510	Reading Diagnosis and Differentiated Instruction	3 Credits
RDG 619	Prescriptive Methods 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 M.Ed Reading program is listed with a range of credit hours. Should students need to take an additional course to meet State requirements, those hours will be considered optional elective hours and will be included in the student's program.

**RDG 510 may be taken in place of RDG 609 to meet MDE requirements.

READING SPECIALIST CERTIFICATE – 32 CREDITS***

To complete the Reading Specialist Certificate leading to the Reading Specialist Endorsement [BR] (K-12), students must complete 32 credits of approved coursework*** including prerequisites listed below (including a research project) and a 4 credit clinical practicum. (*Pending approval by the US Department of Education*)

Prerequisite Courses (15 Credits)

Completed in the Master in the Art of Teaching with a Focus in Reading and Literacy. (See the MAT program in this catalog for course descriptions)

RDG 500	Foundations of Reading and Literacy	3 Credits
RDG 510	Reading Diagnosis and Differentiated Instruction	3 Credits
RDG 610	Reading in the Content Areas	3 Credits
RDG 615	The Reading/Writing Connection	3 Credits
EDU 501	Teacher as Researcher	3 Credits
EDU 698B	Capstone B – Project must have a Literacy Focus	0 Credits

A. Core Courses in Reading and Literacy (6 Credits)

RDG 509	Psychology of Literacy Development	3 Credits
RDG 557	Methods for Teaching Intermediate and Secondary Reading	3 Credits

B. Courses for Reading Specialist Endorsement (11 Credits)

RDG 619	Prescriptive Methods 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

*** Total credit hours based on Prerequisite Courses, Core Courses, and Endorsement Courses

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 (MTTC) 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.

READING (CONTINUED)

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

This course examines formal and Informal literacy assessments, identified 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 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.

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 in Reading Instruction 3 Credits

The course examines the implementation of developmental and remedial reading programs, management systems, and classroom organization, grades K-12. This course also develops advanced skills in selecting, designing and evaluating strategies and materials for the teaching of specific objectives in reading; in prescribing and modifying for differentiated instruction; and in applying reading instruction to content areas.

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 and 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.

SOCIAL JUSTICE



FOR INFORMATION, contact:

Brenda Bryant, Ph.D.
Program Director
Liberal Arts Building, Room 307
Direct: (313) 927-1502
Email: bbryant@marygrove.edu

PROGRAM OFFERED

- Master of Arts
- Certificate in Social Justice
(Pending approval by Marygrove College, HLC and the US Department of Education)
- Micro-credential in Political Change
(Pending approval by the US Department of Education)

GENERAL INFORMATION

MASTERS OF ARTS IN SOCIAL JUSTICE

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.

SOCIAL JUSTICE (CONTINUED)

SOCIAL JUSTICE CERTIFICATE

Pending Approval from Marygrove College, HLC and the US Department of Education

Marygrove College also offers a 14 credit graduate certificate in social justice. This certificate emphasizes both theory and practice in the “how to’s” of social change. It also helps to illuminate the causes and solutions to today’s social challenges, and answers the question “What is social justice?” You will learn how to influence the political system, organize a social justice campaign, analyze economic structures in the US, and study human rights from a local and global perspective. You will also have a chance to examine your values within the context of social justice and your religious beliefs. This certificate can be transferred into the Master of Arts in Social Justice program. The certificate includes the following classes:

MICRO-CREDENTIAL IN POLITICAL CHANGE

For all of those interested in systemic change, we offer a seven credit micro-credential that focuses on the practices of social change, with a political focus. Elections and Campaigns explores the major facets of US elections, such as voter turnout, lobbying, role of the media and money, and the potential for reform. Organizing for Social Change focuses on theories, and fundamental strategies and skills for community organizing and change. And, Strategies for Social Change introduces strategies to help implement change particularly within the political arena. It covers strategic planning and “game changing” case studies, and such things as identifying gaps in policies and programs, understanding inequalities, and how to develop a plan for social action. Students will be able to observe and practice some of these methods through a practicum in the community. This micro-credential transfers into the Master of Arts in Social Justice.

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 director 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. However, if groups or organizations want to join as a cohort, we can schedule them to meet their needs.

SOCIAL JUSTICE CURRICULUM

MASTER OF ARTS IN SOCIAL JUSTICE (36 CREDITS)

SJ 500	Social Foundations	2 Credits
SJ 503	Human Rights: A Global/Local Perspective	2 Credits
SJ 505	Economic Analysis of Structures: Globalism	2 Credits
SJ 510	Campaigns and Elections	2 Credits
SJ 520	Values in Society: Sources and Resources	2 Credits
SJ 524	Environment Justice	2 Credits
SJ 530	The Role of Psychology in Social Justice	2 Credits
SJ 605	Justice in US Economic Structures	2 Credits
SJ 620	Religion and Justice: Conflict and Congruence	2 Credits
SJ 625	Leadership and Organizational Development I	2 Credits
SJ 630	Understanding through Empiricism	2 Credits
SJ 635	Leadership and Organizational Development II	2 Credits
SJ 640	Organizing for Social Change	2 Credits
SJ 645	The Media and Its Effects on Social Issues	2 Credits
SJ 650	Reflection Seminar	2 Credits
SJ 655	Social Justice Practicum	3 Credits
-OR-		
SJ 525	Special Topics	3 Credits
SJ 660	Master’s Project	3 Credits

CERTIFICATE IN SOCIAL JUSTICE (14 CREDITS) *(Pending approval by Marygrove College, HLC, and the US Department of Education)*

SJ 500	Social Foundations	2 Credits
SJ 503	Human Rights: Local and Global	2 Credits
SJ 510	Campaigns and Elections	2 Credits
SJ 520	Values in Society	2 Credits
SJ 605	Analysis of Economic Structures: U.S.	2 Credits
SJ 620	Religion and Justice: Conflict and Congruence	2 Credits
SJ 640	Organizing for Social Change	2 Credits

MICRO-CREDENTIAL IN POLITICAL CHANGE CURRICULUM (7 CREDITS)

(Pending approval by the US Department of Education)

SJ 510	Campaigns and Elections	2 Credits
SJ 525	Special Topics: Strategies for Social Change	3 Credits
SJ 640	Organizing for Social Change	2 Credits

COURSE DESCRIPTIONS

SJ 500 Social Foundations 2 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 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 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 under gird the economic analysis.

SJ 510 Campaigns and Elections 2 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 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 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 525 Special Topics in Social Justice 3 Hours

This course is designed to focus on an array of “special topics” in social justice, such as women and violence, health disparities, political strategies for change, and/or the role of resistance from the context of religion. For example, in the Special Topics course Theology of Resistance, you will be asked to create your own mission statement, examine religious texts and what they say about resistance, and participate in one of several community projects that students will visit during the course. This course can substitute for the practicum requirement of the program.

SJ 530 The Role of Psychology in Social Justice 2 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 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.

SOCIAL JUSTICE (CONTINUED)

SJ 620 Religion and Justice: Conflict and Congruence 2 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 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.

SJ 630 Understanding through Empiricism 2 Hours

In this seminar students learn about the use of psychological empiricism to support social justice issues. Differences between a subjective approach and an empirical approach are examined. Additional topics include the utility of a social science/social justice approach, the impact of under-represented groups, stereotyping, pseudo-science, and human behavior experiments. Skills to be practiced in this seminar include grant writing, bibliographic search, and presentation of a persuasive empirically based argument.

SJ 635 Leadership and Organizational Development II 2 Hours

Leaders are knowledgeable about how to work with and motivate people at the interpersonal, group and community levels. This course links social justice leadership and the roots of organization development. It highlights change theory, terminology, and literature for social justice professionals pursuing an advocacy role. Students are given opportunities to build such practical skills as how to best use oneself in the service of social justice, dealing with diverse situations, active and empathic listening, strategic thinking, and more.

SJ 640 Organizing for Social Change 2 Hours

This course focuses on theories, and fundamental strategies and skills for community organizing and change. Topics include the power of language, identification of social problems, understanding values and ethics within the context of community work, and frameworks for policy analysis and solutions. It also explores the basics for creating a non-profit organization.

SJ 645 The Media and Its Effects on Social Issues 2 Hours

In this course students explore the impact of various media sources on societal reaction to popular social problems. Having determined the extent to which popular images create and recreate problems, policies and programs that attempt to address societal problems, students explore the pursuit of justice via media sources. A plethora of techniques and strategies is discussed to pursue and promote justice oriented solutions via media outlets.

SJ 650 Reflection Seminar 2 Hours

This is the last weekend of the program. In this seminar students have the opportunity to share their social justice projects and reflect upon their transformation in the program and their role as a social advocate. Future direction and collaboration for the work that has begun is explored. Students are also encouraged to evaluate the process and content of the program.

SJ 655 Social Justice Practicum 3 Hours

This course is intended to provide experience based learning in an area of special interest to the student. Candidates will work with both an on-site supervisor and a college mentor to foster growth in their areas of needed skills.

SJ 660 Master's Project 3 Hours

This course provides the opportunity for students to create their own synthesis of advanced learning while putting it into action. A college mentor offers supportive guidance throughout the process.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

SPECIAL EDUCATION



FOR INFORMATION contact

Steffanie Bowles, Ph.D.
Special Education Program Director
Liberal Arts Building, Room 326
Direct: (313) 927-1456
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PROGRAMS OFFERED

- Master of Education in Special Education with a concentration in Autism Spectrum Disorders leading to the Autism Spectrum Disorders Endorsement
- Certificate Program and Endorsement in Autism Spectrum Disorders
- Master in the Art of Teaching with a Focus on Special Education

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 Marygrove College's mission and vision, 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

Students in the Special Education program are prepared to utilize a variety of instructional approaches as well as demonstrate what they have learned in a number of ways. By experiencing a wide variety of teaching and learning strategies firsthand, candidates are prepared to model similar techniques in their own classrooms. Special education methods courses have strong practicum components involving candidates with students in K-12 classrooms throughout their educational program.

The Master 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).

Marygrove’s Certificate Program and Endorsement in Autism Spectrum Disorders is designed for certified teachers who wish to add the ASD endorsement. This program is available completely online. Student teaching requirements may be satisfied in on-the-job placements or during the summer semester to meet the needs of candidates who work full time during the school year.

Marygrove’s MAT With a Focus on Special Education provides teachers with the opportunity to link the latest developments in educational research to their own teaching practice. The program is designed to empower teachers by focusing on the knowledge and skills required to deliver effective instruction to diverse learners from preschool through high school, including those with special needs. The structure of the MAT program allows working professionals to obtain their master’s degree in less than two years. Special Education courses completed as part of the MAT do not result in an 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 hold a valid teaching certificate.

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

- Teaching Certificate
- Bachelor’s degree from an accredited institution
- Minimum 3.0 grade point average
- Completed application
- Official Transcripts of all undergraduate completed
- Career plan
- Two letters of recommendation

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.

SPECIFIC PROGRAM REQUIREMENTS

MASTER OF EDUCATION IN SPECIAL EDUCATION WITH A CONCENTRATION IN AUTISM SPECTRUM DISORDERS LEADING TO THE AUTISM SPECTRUM DISORDERS ENDORSEMENT

A. Foundation Pre-Requirements

NOTE: Pre-Requirement courses are only needed if you did not take them during your initial teacher certification program

Curriculum, Instruction, & Assessment	3 Credits
Assessment & Differentiation	3 Credits
Designing & Creating Effective Learning Environments for Diverse Learners	3 Credits

B. Core Requirements

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

C. Autism Spectrum Disorder Concentration Courses

SED 651 Characteristics of Students with Autism	3 Credits
SED 655 Pre-professional Practicum in Autism Spectrum Disorder	3 Credits
SED 661 Using Applied Behavior Analysis in the Classroom Setting	3 Credits
SED 664 Language and Communication in Autism Spectrum Disorder	3 Credits
SED 601, 602,603 Seminar in Autism Spectrum Disorder	1 Credit Each

D. Exit Requirements

EDU 602 Introduction to Educational Research	3 Credits
SED 699 Student Teaching in Autism Spectrum Disorders	5 Credits

CERTIFICATE PROGRAM AND ENDORSEMENT IN AUTISM SPECTRUM DISORDERS

A. Core Requirements

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

B. Autism Spectrum Disorder Concentration Courses

SED 651 Characteristics of Students with Autism	3 Credits
SED 655 Pre-professional Practicum in Autism Spectrum Disorder	3 Credits
SED 661 Using Applied Behavior Analysis in the Classroom Setting	3 Credits
SED 664 Language and Communication in Autism Spectrum Disorder	3 Credits
SED 601, 602,603 Seminar in Autism Spectrum Disorder	1 Credit Each

C. Exit Requirements

SED 699 Student Teaching in Autism Spectrum Disorders 5 Credits

COURSE DESCRIPTIONS

SPECIAL EDUCATION COURSES

SED 565 Teaching Students With Disabilities 3 Credits

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.

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 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.

SPECIAL EDUCATION (CONTINUED)

SED 699 Student Teaching in Special Education 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 (for candidates seeking SLD endorsement) or on the autism spectrum (for candidates seeking ASD endorsement).

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.



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT



GRADUATE STUDIES &
PROFESSIONAL DEVELOPMENT

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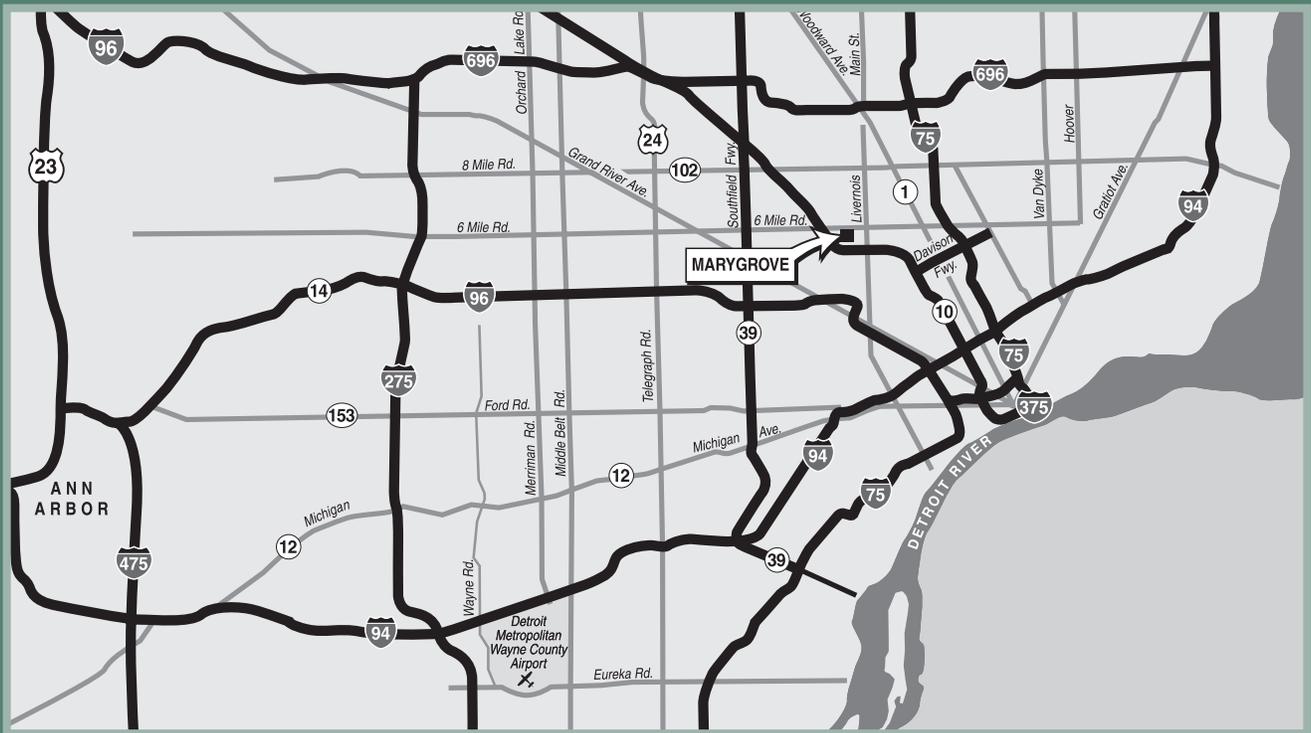
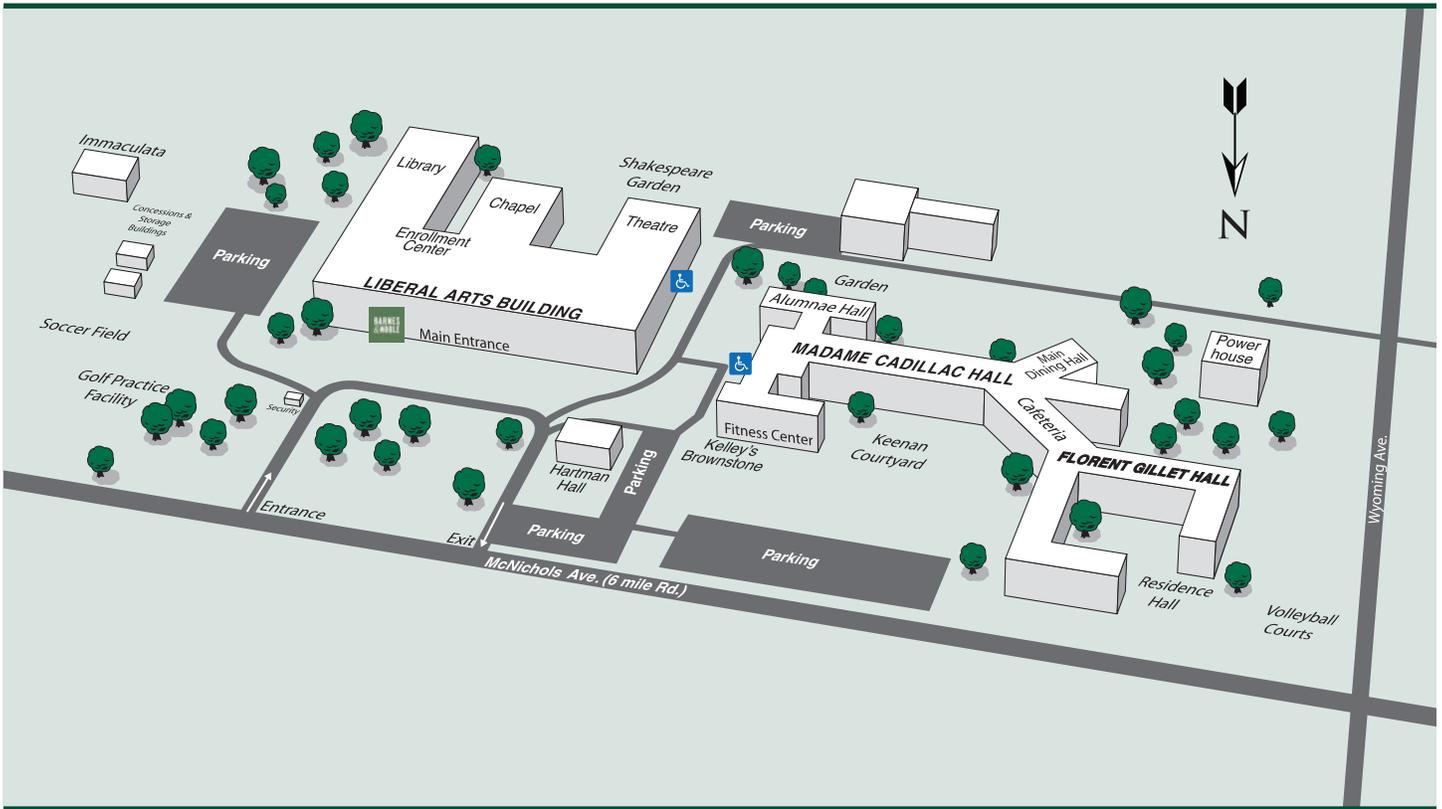
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