



College of Liberal Arts & Education

DEPARTMENT OF EDUCATION HANDBOOK

**University of Detroit Mercy
4001 W. McNichols Rd.
Detroit, MI 48221-3038**

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**FACULTY AND STUDENT INFORMATION
ABOUT THE DEPARTMENT OF EDUCATION**

Names and Location

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

Full-time Faculty

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Administrative Support Faculty and Staff

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INTRODUCTION

The Teacher Education Program of the College of Liberal Arts and Education prepares effective and responsible professionals who have a commitment to the art and science of teaching. Our focus is on developing ethical, caring, value-directed professionals who possess a commitment to meeting the challenges of urban society and exemplifying the tenets of social justice.

Vision of the Education Department

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

Mission of the Education Department

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

Conceptual Framework of the Education Department

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

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

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

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

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

A scholar who:

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

practitioners

An *inquirer* who:

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

A *moral agent* who:

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

To this end, UDM students integrate the *Teacher Candidate's Code of Professional Ethics* into professional practice and life. This document is reproduced on the following page.

UNIVERSITY OF DETROIT MERCY

Teacher Candidates' Code of Professional Ethics

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

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

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

Regarding Professional Competency, the Educator shall

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

Regarding Students, the Educator shall

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

Regarding Parents, the Educator shall:

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

Regarding the School System, the Educator shall

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

TEACHER EDUCATION PROGRAMS

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

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

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

All programs may be completed on a full-time or part-time basis. The student teaching requirement, however, is a 15 -week placement of full-day attendance during the regular school day. Students should begin to prepare early for this experience which is the capstone of all teacher education programs. Preparation includes maintaining frequent communication with assigned academic advisor and, if applicable, the financial aid advisor. Lesson plans created during courses should be retained for reference during student teaching. In addition, each student should become familiar with the Commitment to Professionalism document on page 21. This document describes the skills necessary for becoming a successful educational professional.

Student Advisors

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

Master's Programs in Education Overview

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

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

Elementary Teacher Education

Undergraduate Level

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

Students may pursue a

- Bachelor of Arts degree with elementary certification for a variety of majors and minors.
- Bachelor of Science degree in Education for teacher certification programs in Special Education (Learning Disabilities or Emotionally Impaired).

Post Degree Level

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

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

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

Graduate Level

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

- A Master of Arts degree in Curriculum and Instruction
(*with or without Elementary or Secondary certification*)

The Master of Arts-Curriculum and Instruction is designed for students who seek to use prior education and experience as a base for developing reflective practitioner skills as a teaching professional. Two graduate degree programs are offered, one for certified teachers who wish to be master teachers and one for persons who seek teacher certification.

Students acquire an operational framework of core competencies which utilize a comprehensive knowledge and skill base to plan, monitor, and adjust teaching strategies within the complex and rapidly changing contextual situations of educational settings.

- A Master of Arts degree in Special Education (Learning Disabilities or Emotionally Impaired)
(with or without K-12 certification)

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

- A Master of Arts degree in Educational Administration

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

Elementary Teaching Majors and Minors

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

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

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

ELEMENTARY PROFESSIONAL EDUCATION

Undergraduate and Post-Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education with field observations	3
EDU 4200	Philosophy of Education	3
EDU 4320	Psychology of Education with field observation required	3
EDU 4400	School and Society with field observation required	3
SED 4600	Exceptional Persons with field observation required	3
EDU 4410	Science Methods with field observation required	2
EDU 4420	Social Studies Methods with field observation required	2
EDU 4430	Teaching Reading in the Elementary/Middle Schools with field based observations	3
EDU 4450	Methods of Health and Physical Education with field observation required	2
EDU 4500	Arts in the Classroom with field observation required	3
EDU 4480	Language Arts Methods with field based observations	3
EDU 4490	Mathematics Methods with field observations	2
EDU 4590	Instructional Technology with field observation required	3
All Education coursework must be completed before Student Teaching*. EDU 4400, 4200, 4320 and 4400 may be taken prior to admission to the Teacher Education Program.		

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Student Teaching Requirements by Program

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

Application for student teaching must be submitted by February 1st for fall and by October 1st for winter.

ELEMENTARY PROFESSIONAL EDUCATION

Graduate Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education/ with field observations	3
EDU 5250	Educational Policy Studies	3
EDU 5130	Principles of Learning, Development, and Adjustment (co/prerequisite: EDU 4000)	3
EDU 5140	Society and Education with field observation required	3
SED 5600	Exceptional Persons/with field observation required	3
EDU 4410	Science Methods (prerequisite: EDU 4320) with field observations	2
EDU 4420	Social Studies Methods (prerequisite: EDU 4320)	2
EDU 4430	Teaching Reading in the Elementary/Middle Schools (prerequisite: EDU 4320), with field observation required	3
EDU 4480	Language Arts Methods (prerequisite: EDU 4320), with field based observation required	3
EDU 4490	Mathematics Methods (prerequisite: EDU 4320)	2
EDU 6000	Computer Uses in Education with field observation required	3

All Education coursework must be completed before Student Teaching*. EDU 400, 420, 432 and 440 may be taken prior to admission to the Teacher Education Program.

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

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Student Teaching Requirements by Program

General Elementary Education		Special Education			
		Emotionally Impaired/Behaviorally Disordered		Learning Disabilities	
EDU 4820: Student Teaching in the Elementary/Middle Schools	8 credit hours	EDU 4820: Student Teaching in the Elementary/Middle Schools	6 credit hours	EDU 4820: Student Teaching in the Elementary/Middle Schools	6 credit hours
		SED 4840: Student Teaching in Special Education: EI/BD	6 credit hours	SED 4740: Student Teaching in Special Education: LD	6 credit hours
Education Sequence Total	38 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for student teaching must be submitted by February 1st for fall and by October 1st for winter.

Secondary Teacher Education

Undergraduate Level

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

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

Post-Degree Level

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

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

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

Graduate Level

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

- A Master of Arts degree in Curriculum and Instruction
(*with or without Secondary certification*)
- A Master of Arts degree in Special Education (Learning Disabilities or Emotionally Impaired) (*with or without K-12 certification*)
- A Master of Arts degree in Educational Administration

Students seeking teacher certification in conjunction with the programs in Curriculum and Instruction or Special

Education should consult the program advisor for special admission requirements to the certification program.

Secondary Teaching Majors and Minors

A teaching major consists of not less than 30 semester hours in a single discipline or 53 semester hours in a group discipline. A teaching minor consists of not less than 20 semester hours in a single discipline and 247 semester hours in a group discipline. Students are required to select an appropriate secondary teaching major and teaching minor. The Education advisor and student will need to meet to assure all teaching major, minor and other program requirements are met. The Education department reserves the right to require specific courses to meet State, major and minor requirements. A teaching minor in secondary content is **strongly** recommended for marketability, but not required.

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

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

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

The following two pages outline the program of studies required for secondary certification at the undergraduate/post-degree and graduate levels.

SECONDARY PROFESSIONAL EDUCATION
Undergraduate/Post Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education/with field observation	3
EDU 4200	Philosophy of Education	3
EDU 4320	Psychology of Education (pre/co-requisite: EDU 400) classroom field observation required	3
EDU 4400	School and Society with field observation required	3
SED 4600	Exceptional Persons with field observation required	3
EDU 4590	Instructional Technology with field observation required	3
EDU 4690	Curriculum and Methods of Teaching in the Secondary Schools (prerequisite: EDU 4320) with field observations	3
	Content area methods (prerequisite for each course: EDU 4320 and EDU 4690)	3
	4710: Curriculum and Methods of Teaching in the Secondary Schools: Mathematics with field observation required	
	4730: Curriculum and Methods of Teaching in the Secondary Schools: Social Studies with field observation required	
	4740 Curriculum and Methods of Teaching in the Secondary Schools: Communications Arts with field observation required	
	4750: Curriculum and Methods of Teaching in the Secondary Schools: Science with field observations required	
EDU 4780	Reading in the Content Areas (prerequisite: EDU 4320) field observation required	3
All Education coursework must be completed before Student Teaching. EDU 4000, 4200, 4320 and 4400 may be taken prior to admission to the Teacher Education Program.		

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Student Teaching Requirements by Program

General Elementary Education		Special Education			
		Emotionally Impaired/Behaviorally Disordered		Learning Disabilities	
EDU 4900: Student Teaching in the Secondary Schools	8 credit hours	EDU 4900: Student Teaching in the Secondary Schools	6 credit hours	EDU 4900: Student Teaching in the Secondary Schools	6 credit hours
		SED 4840: Student Teaching in Special Education: EI/BD	6 credit hours	SED 4740: Student Teaching in Special Education: LD	6 credit hours
Education Sequence Total	35 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for student teaching must be submitted by February 1st for fall and by October 1st for winter.

SECONDARY PROFESSIONAL EDUCATION
Graduate Degree Program Education Course Sequence

Course	Course Description	Credit Hours
EDU 4000	Introduction to Education/with field observation	3
EDU 5250	Educational Policy Studies	3
EDU 5130	Principles of Learning, Development, and Adjustment (co/prerequisite: 4000)	3
EDU 5140	Society and Education	3
SED 5600	Exceptional Persons	3
EDU 4690	Curriculum and Methods of Teaching in the Secondary Schools (prerequisite: EDU 4320)	3
	Content area methods (prerequisite for each course: EDU 4320 and EDU 4690)	3
	4710: Curriculum and Methods of Teaching in the Secondary Schools: Mathematics with field observation required	
	4730: Curriculum and Methods of Teaching in the Secondary Schools: Social Studies with field observation required	
	4740: Curriculum and Methods of Teaching in the Secondary Schools: Communications Arts with field observation required	
	4750: Curriculum and Methods of Teaching in the Secondary Schools: Science with field observation required	
EDU 5780	Reading in the Content Areas (prerequisite: EDU 4320) field observation required	3
All Education coursework must be completed before Student Teaching.		
*Admission to the Teacher Education Program is required prior to enrollment.		

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Student Teaching Requirements by Program

General Elementary Education		Special Education			
		Emotionally Impaired/Behaviorally Disordered		Learning Disabilities	
EDU 4900: Student Teaching in the Secondary Schools	8 credit hours	EDU 4900: Student Teaching in the Secondary Schools	6 credit hours	EDU 4900: Student Teaching in the Secondary Schools	6 credit hours
		SED 4840: Student Teaching in Special Education: EI/BD	6 credit hours	SED 4740: Student Teaching in Special Education: LD	6 credit hours
Education Sequence Total	35 credits	Education Sequence Total	42 credits	Education Sequence total	42 credits

Application for student teaching must be submitted by February 1st for fall and by October 1st for winter.

TEACHER EDUCATION PROGRAM REQUIREMENTS

“Pathway to Teacher Certification”

Step One: Admission to College of Liberal Arts and Education

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

•**Passage of the Michigan Professional Readiness Examination (MPRE):** With the exception of entering freshmen, all students must pass the MPRE within the first semester of enrollment if they have not already done so. *Post-degree and Graduate students must pass the MPRE prior to admission into the program.* Students who have not passed the MPRE must take a placement test for Mathematics and/or Writing with University Academic Services and follow through with the remediation recommended. Until the test is passed, students may take EDU 4000: Introduction to Teaching, and courses which will satisfy core-curriculum and major and minor requirements. Upon passage of the MPRE, students may take the foundational education courses, but must gain admission to the Teacher Education Program to complete educational methods courses and qualify for student teaching assignments.

Step Two: Gain Admission to the Teacher Education Program (T.E.P.)

Prior to applying to the Teacher Education Program, students must have satisfied the following requirements:

- Passage of all three components of the MPRE.
- Completion of at least 9 credit hours in teaching major with a 2.7 G.P.A.
- Completion of at least 6 credit hours in teaching minor with a 2.7 G.P.A. (if seeking secondary certification)
- Have a cumulative G.P.A of at least 3.0.

Application Procedure:

Complete and submit an application packet to the TEP to the Education Office in Reno Hall, room 247 or online at <http://liberalarts.udmercy.edu/programs/depts/education/forms/index.htm>. The packet includes: (a) two recommendations from professional teachers (at least one from a UDM professor, when applicable); (b) an evaluation of work with groups of children at the desired certification level (elementary or secondary); (c) a Criminal Background History Check; (d) and a disposition interview. Upon receipt of a complete application, the Teacher Education Council (TEC) will make a determination on the readiness of the student to become a teacher candidate. A letter will be sent informing the applicant of the decision, with an explanation if necessary, that will inform the student of any deficits and suggestions of ways to address them. If a student is not satisfied with the decision of the committee, he/she may appeal through the Chair of the Education Department.

Acceptance into Teacher Education Program:

Once admitted to the TEP, an appropriate advisor will be assigned to guide the student. The student will be able to complete educational methods courses in preparation of student teaching assignment.

Policy State – Certified Teachers Seeking Additional Endorsement

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

Step Three: Student Teaching Application

Before student teaching placement, the student must have satisfied the following requirements:

- acceptance into the Teacher Education Program,
- completion of all Education coursework with a grade of ‘C’ or better,
- completion of all appropriate methods courses (Special Education students must have the professional Education sequence completed before the General Education student teaching placement and have all SED courses completed prior to the SED assignment),
- completion of at least 96 credit hours with a minimum of 24 credits in teaching major and 15 credits in teaching minor,
- have maintained a 2.7 grade point average in both teaching major and minor, as well as professional education sequence,
- Grade of “C” or better in CST 1010 (or equivalent)
- Grade of “C” or better in ENL 1310 (or equivalent)
- and have a negative test for tuberculosis.

Application Procedure:

Students may apply for a student teaching assignment during the Fall and Winter terms only.

Application for a Fall placement must be submitted by February 1st of the year in which the student hopes to be placed. Alternately, a student must apply by October 1st for an assignment the following January. Once the prerequisites are met, the student may secure an application for Student Teaching from the Education Office, Reno Hall, room 247.

Step Four: Recommendation for Certification

Students may apply for certification after successful completion of student teaching.

Students cannot be recommended for certification to the State of Michigan until all requirements are met, including:

- completion of degree requirements (except post-degree students)
- completion of 90% of major/minor core requirements with a grade point average of 2.7; 3.0 in special education courses
- completion of Education courses with a G.P.A. of 2.7,
- pass of MTTC content area tests in the areas of endorsement,
- obtaining of First Aid and CPR Certification (adult, child, and infant),
- a grade of “Pass” for student teaching,
- and, taking a notarized Teacher’s Oath.

Criminal Background History Checks

(Addendum to Admission Requirements)

Recently enacted “School Safety” legislation in Michigan requires criminal history background checking as a condition of employment, in any capacity, in all Michigan schools K-12. University of Detroit Mercy (UDM), College of Liberal Arts & Education Teacher Education Program (“Education Program”) requires students to participate in field experiences with K-12 schools. Students should understand that a school or school district may require a criminal history background check prior to accepting a UDM student for any field experience, up to and including student teaching, in that school or school district.

The student shall be responsible for arranging the criminal history background check the school or school district may require and for any costs associated with the criminal history background check. It is the school or school district, not UDM, which determines the consequence of what a student’s criminal history background check may reveal and how current the criminal history background check must be.

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

Commitment to Professionalism

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

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

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

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

1. Regular and punctual class attendance with substantive participation
2. Promptness in completion of field work requirements
3. Willingness to engage in a variety of field placement opportunities with children and youth
4. Involvement in professional groups or activities
5. Understanding of education-related issues
6. Comprehension of professional literature
7. Awareness of community, state, national, and world events which impact the teaching profession
8. Willingness to make a contribution to the profession, including educational research and writing
9. Willingness to build collegiality by working with peers in collaborative, reflective and problem-solving settings
10. Demonstrates appropriate interpersonal skills

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

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

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

STUDENT TEACHING

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

Semester Hours Required

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

Special Education majors must register for 6 semester hours of elementary or secondary student teaching (EDU4820 or 4900) and 6 semester hours of Special Education credit (SED 4840-EI or SED 4740-LD) during the semester(s) they will be student teaching. A full semester of student teaching in general education **and** full semester of student teaching in Special Education are required for Special Education majors.

Placements

The Education Department at UDM has professional partnerships with several public and private schools. For that reason, these schools are given preference as placement sites for student teachers. Contacts are made with school district central office personnel and private/parochial school principals **only** by the College Supervisor.

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

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

Duration of the Student Teaching Contact

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

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

Placement Change

The student teaching assignment may be changed at the discretion of the Chair of the Education Department if personality conflicts develop that impedes the student teacher's progress. An individual who is removed from student teaching may be given another placement in a subsequent semester, if the education faculty determines that the individual can perform assigned duties in a serious and professional manner. A student teacher who is removed from a second placement for any reason will not be given another placement.

Seminars

Student teachers are required to attend *all seminars at UDM*. A student teacher, who fails to attend a seminar, whether the absence is excused or unexcused, is responsible for all announcements and information. The unexcused absences incurred may extend the current assignment. This includes leaving the seminar early.

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

Evaluation

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

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

Termination

The student teaching contact may be discontinued at any time by the Chair of the Education Department for the following reasons:

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

On-the-Job Placement Requests for Student Teaching

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

Criteria:

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

District/School Information:

The student teacher must submit to the Coordinator of Student Teacher Placements a letter from district/ school personnel or the school principal which meets all of the following criteria:

- Must be on district/school letterhead
- Must indicate the district/school's specific need for a teacher
- Must support the student teacher's request for an On-the-Job student teaching placement with specific pertinent data regarding the student teacher's experience and skills
- Must express the district/school's willingness to provide the necessary in-class supervisor of the student teacher (the name of the supervisor should be stated if a designee has been named)
- Must state the district/school's willingness to comply with the supervisory criteria

identified below as well as insure the student teacher's compliance, including releasing the student teacher to attend all mandatory seminars.

District/School Supervisor Criteria:

- Establish a working relationship with the college supervisor
- Review the student teacher's weekly lesson plans and provide input as necessary
- Make two or three classroom observations weekly
- Confer with the student teacher weekly and provide conference reports to the college supervisor
- Complete and submit the Mid-term and Final Evaluation forms in a timely manner.

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

About the Testing Program

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

Passing the Michigan Professional Readiness Examination (MPRE) and the appropriate subject area Michigan Test for Teacher Certification (MTTC) are two components of the process for certification in the State of Michigan. In addition to passing these tests, a candidate for certification must complete required course work in an approved teacher education program as well as any field and clinical experience requirements.

The Michigan Test for Teacher Certification is the *only* test that satisfies the testing requirement for teacher certification in Michigan.

About the Tests

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

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

Michigan Professional Readiness Examination (MPRE)

The Michigan Professional Readiness Exam consists of three subtests: reading, mathematics, and writing. The reading and mathematics subtests consist of multiple-choice test questions. The writing subtest consists of a writing sample. To pass the MPRE, a candidate must pass each of the subtests.

Subject Area Tests (MTTC)

Each subject area test must be in your major and/or minor and consists of multiple-choice questions. Your score is based on the total number of questions you answer correctly. Tests in the major **and** minor areas must be taken and passed by all students seeking secondary certification (grades 7-12). Elementary certification candidates are required to pass the major test and those who pass both the major and minor tests are entitled to teach in grades 6-8 in the major/minor.

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

About the First Aid/CPR Requirement

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

Education Department Information

Department of Education Faculty Committees

Teacher Education Council

The Teacher Education Council consists of full-time faculty in the initial teacher preparation program and other appropriate departmental personnel. It is led by the Chairperson of the Education Department. The responsibilities of the committee are:

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

Graduate Council

The Graduate Council consists of the directors of graduate programs and a graduate student representative. It is chaired by the assistant dean of graduate programs. The responsibilities of the committee are:

1. To review new courses or programs for action by the College faculty;
2. To review marginal requests for readmission or transfer within the university at the graduate level and make recommendations to the Dean regarding acceptance of prior credits earned; and
3. To reconsider denials for graduate admission or readmission and make recommendations to the Dean.

Curriculum Committee

The Curriculum Committee is comprised of program directors of all undergraduate and graduate Education programs. This Committee oversees course curricula for review and curriculum outcomes. These reviews are submitted to the full Curriculum Committee for consideration. All proposed curriculum changes are requested in writing to the Curriculum Committee who will determine further if evaluation is of the course is needed or approval is granted.

Student Awards, Prizes and Honors

Malcolm Carron Education Award

This Malcolm Carron award is presented at the annual College of Liberal Arts & Education Honors Convocation to a seven-semester senior who is completing the teacher education program with the highest grade point average above 3.5. This award commemorates Fr. Malcolm Carron who was Assistant Dean and Teacher of Education courses and served as the 17th President of the University

of Detroit. Fr. Carron was a civic leader who was recognized throughout the Detroit area for his service to the community, for his dedication to Catholic Education and for his efforts to make it accessible to all students

Helen Kean Undergraduate Studies Award

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

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

Joan K. Wilder Graduate Studies Award

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

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

Kappa Delta Pi

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

each year a variety of activities including service, recognition and scholarship opportunities.

Graduation with Honors

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

UDM POLICIES AND PROCEDURES

Undergraduate and Post-Degree Policies Regarding Probation and Dismissal

Academic Probation

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

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

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

Academic Dismissal

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

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

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

Graduate Probation and Dismissal

Academic Probation

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

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

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

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

Academic Dismissal

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

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

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

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

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

The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.

A. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled (AAUP, 1995; p. 228).

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

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

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

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

grievance procedure.

Steps in the Grade Grievance Procedure

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

1. The student must discuss the grievance with the faculty member involved. Every effort should be made to resolve the disagreement with the faculty member. The student may seek advice and counsel from the academic advisor or another faculty member about how to approach this discussion.
2. If no agreement can be reached, the student must obtain the CLAE Academic Grievance Petition Form and, following its instructions, file two copies of a written grievance within 30 days of the beginning of the Fall or Winter term following the term in which the disputed grade was awarded. This written grievance should contain the reasons for the grievance as well as a description of the outcome from Step 1, including all appropriate documentation. The written grievance must be delivered to the Dean's office of the College of Liberal Arts and Education in Briggs 120.
3. The Dean's office will transfer the grievance to the appropriate Department Chair, or designate¹. The Chair/designate will attempt to facilitate a resolution between the instructor and the student. The Chair will request a written response from the faculty member upon giving the faculty member a complete copy of the grievance materials submitted by the student. Investigation by the department chair typically would entail meeting with the student and with the instructor to review the circumstances and/or materials submitted by the student and the faculty member. Within thirty (30) days of receiving the student's written complaint, the Chair/designate will submit his/her recommendation to the Dean's office with copies to the student and the faculty member being grieved.
4. The student may request an appeal to the CLAE Academic Grievance Committee. To appeal, the student must notify the Dean's office in writing, within fifteen (15) days of the Department Chair's written report.
5. A standing CLAE Academic Grievance Committee composed of faculty, administration, and 2 students will review all formal submissions in the case and may meet with the student and faculty member to review relevant issues. The committee may hold a grievance hearing. There may be a separate meeting with the student and faculty member, unless both parties agree to a joint meeting.
6. The Committee will prepare a written recommendation, which shall be regarded as the final resolution of the matter within the college². The written Committee recommendation must be submitted to the Dean within thirty (30) days of receiving the student's written appeal. This recommendation will be communicated by letter the student and the faculty member within fifteen (15) days of the conclusion of the committee's hearing(s).

Notes

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

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

Reference

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

University Academic Services Disability Support Services

Our Mission

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

Our Vision

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

Eligibility

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

Accommodations

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

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

Tutoring and Other Services

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

Registering for Services

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

1. After you are admitted to UDM, contact the Director of DSS to indicate your intent to register for disability services. You will need to print and complete a DSS Requests for Accommodations Form. A disability file will be started after the intake process is

completed, and will become active upon receipt and verification of appropriate documentation.

2. Provide current documentation (no more than three years old) that establishes and verifies your disability to DSS. See the Disability Documentation Guidelines. If you have an immediate need and do not have documentation, please contact the Director of DSS to discuss your options.
3. After appropriate documentation is received and verified, a meeting will be scheduled with the Director of DSS to discuss your specific accommodations needs based on your disability.
4. The Director of DSS will provide your professors with official notifications of your approved accommodations each semester. However, letters are not automatically sent to your professors. You must contact the Director of DSS each semester to request accommodations.

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

CONTACT INFORMATION:

Emilie Wetherington
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