



# Marygrove College

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## Master in the Art of Teaching Online Participant Handbook



## **Master in the Art of Teaching Mission Statement**

The mission statement of the Master in the Art of Teaching Program articulates specifically the relationship between the general mission of the College and the Education Department.

The College goals of competence, compassion and commitment are also requisite attributes of the effective teacher. The Master in the Art of Teaching Program seeks to empower educators from all learning communities to meet the educational needs of today's learners. Cutting-edge, quality instruction with solid grounding in instructional theory and research is provided to assist teachers with successful implementation of best practices in the classroom. Through the distance learning format of our program, we challenge students to be self-directed learners, to adapt to change, to strive for their personal best, and to foster understanding and sensitivity to issues of diversity. Through the collaborative learning format, we invite students to use their deepening understanding of themselves as learners and professional educators in sharing their insights with each other and the faculty in order that all may grow. We are committed to providing this high quality, practical educational experience in the convenience of home or school without required campus visits.

## **PLEASE READ CAREFULLY!**

This Participant Handbook contains important information that is essential to your success in the MAT Online program. Please take the time to read this handbook and be sure to print a copy for your easy reference during the program. A table of contents is provided for easy access to information you will need. Print, read and keep!

### **Your First Contacts:**

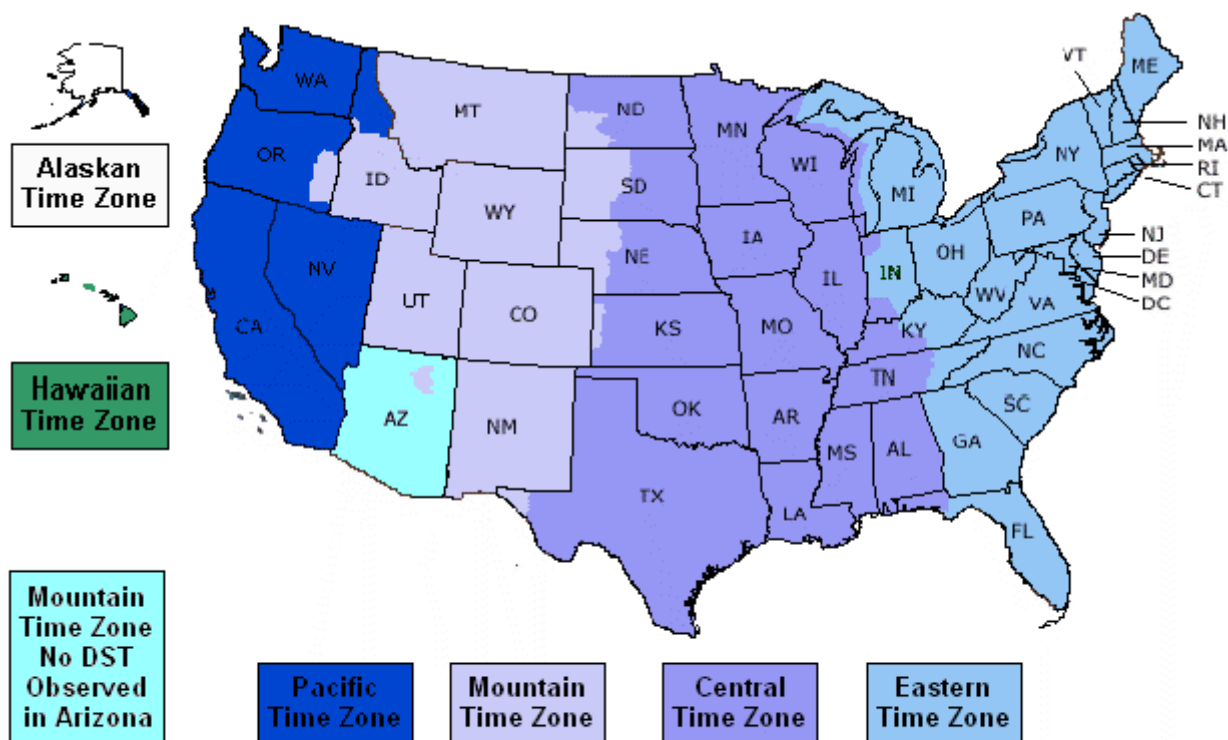
All participants must participate in the Teachscape orientation before beginning the first course. Teachscape will send you an e-mail with the information for the orientation session.

Additionally, a mentor will send you an email message a few days before the semester begins. A teleconference time will be given so that you can meet the mentor and review the guidelines of the program. The teleconference meeting is a mandatory meeting. If you do not get a message from a mentor within the first 5 days of the course, call 313-927-1504 or 1511 immediately. Leave your name and telephone number and student ID number and we will contact you within 24 hours with information.

Remember, you may be in a different time zone than your mentor. Please use the time zone chart below as an aid to setting the time of your communications.



## Handy Time Zone Map



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Arizona is in the Mountain Time Zone and does not observe daylight saving time except in the Navajo Indian Nation. To view the current time in Arizona select from the state menu below.

From:

[www.timetemperature.com/tzus/time\\_zone.shtml](http://www.timetemperature.com/tzus/time_zone.shtml)

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Dear MAT Student,

I am pleased to welcome you to the Marygrove College community. We are grateful that you have chosen the Marygrove College MAT Online Program. You are beginning a journey to join the thousands of Marygrove educated Master teachers who strive to improve educational opportunity in their communities.

The MAT Online Program is one of the many ways the College's Mission, to serve and educate students from diverse backgrounds, is expressed. Marygrove believes that today's teachers are best served through relevant, effective information delivered within the context of a professional learning community. The MAT Online Program has been designed to facilitate your learning and to help you build collegial relationships with other educators sharing your interests and concerns.

At Marygrove, we believe the knowledge, skills and attitudes of the classroom teacher are the most important factors for creating effective learning environments for students. The Marygrove College MAT Online Program is designed to provide you with such skills.

We applaud you for taking the initiative to become a Master teacher who will create successful learning experiences for the children you serve. As a Master teacher, you will have the knowledge and ability not only to assist the growth and development of the children in your classroom, but also to act as a mentor and role model for other teachers in your building and your district. We look forward to hearing your voice in the greater "educational conversation" that is vital to the success of our most precious resource.

Sincerely,

David Fike  
President, Marygrove College



Dear Colleague,

Welcome to Marygrove's Master in the Art of Teaching Program. This dynamic master's degree program is designed especially for you, the classroom teacher. You are eager to see students succeed and recognize that we need a new set of skills for this to occur in the 21<sup>st</sup> Century. The love of teaching inspires your efforts to create a classroom that is full of achievement and promise for each learner everyday.

Our goal is to empower you to achieve your personal best as a high-performing, reflective, teacher-practitioner. In this journey toward excellence, we have aligned the MAT Program with the Five Core Propositions of the National Board for Professional Teaching Standards which profile the behaviors and dispositions characteristic of accomplished teachers:

- **Commitment to students and learning**
- **Knowledgeable subject area and how to teach it**
- **Management and monitoring of student learning**
- **Systematic reflection on teaching practice**
- **Membership in learning communities**

Your success is important to us. Know that we are here to listen to your concerns and to support you as you proceed through the program. We are excited to think about the many lives you will enhance through the knowledge and skills you will learn, as well as the many personal rewards you will reap.

Again, welcome!

Sincerely,

Brenda D. Bryant, Ph.D.  
Director of the Master in the Art of Teaching Program

# Marygrove College Mission Statement

Marygrove College, an independent Catholic liberal arts college sponsored by the Sisters, Servants of the Immaculate Heart of Mary, is committed to fostering Christian values, to educating students from diverse backgrounds, and to serving the people of Metropolitan Detroit, and beyond. The fundamental purpose of Marygrove College is to educate each student toward intellectual and professional competence; toward career flexibility through grounding in the liberal arts; and toward active compassion and commitment.

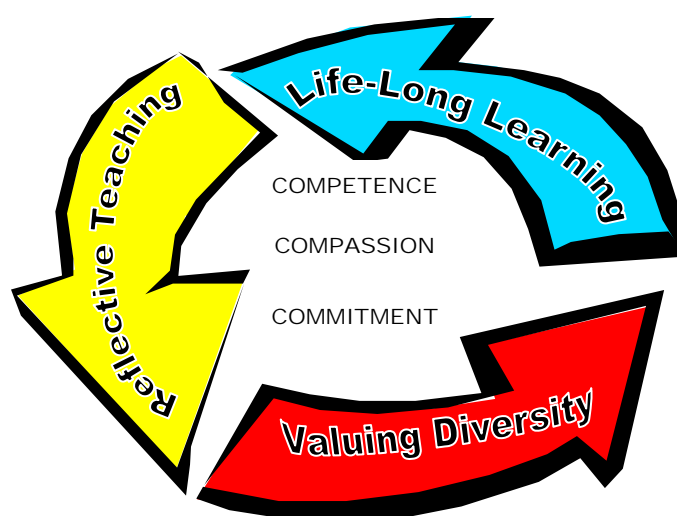
To this end, Marygrove provides a personalized learning environment which, through excellent teaching in its undergraduate, graduate, and continuing education programs, sets for the students these goals:

- **Competence** – the ability to understand and participate effectively in the promise of our evolving world.
- **Compassion** – the capacity to care about the respect the worth and dignity of people
- **Commitment** – the will to act responsibly based upon one's beliefs and to contribute to the building of a more just and humane world.

# *The Mission Statement of the Education Department*

Marygrove's goals of competence, compassion, and commitment are also the requisite attributes of an effective teacher. The education programs seek to combine technical skill and knowledge with guided experiences that, together, will foster these goals and those of educational professionalism. Additionally, we challenge students to be self-directed learners, to adapt to change, and to foster understanding of and sensitivity to issues of diversity. Students are invited to use their deepening understanding of themselves as learners and as future teachers to share their insights with each other and with the faculty in order that we all may grow.

## Conceptual Framework of the Education Department



**Reflective Teaching** (Knowledge, Skills, & Dispositions) critically presents and examines relationships between the body of knowledge of the professional (research, theory, print materials, multimedia, standards, policies, best practice) and life/classroom experiences. This behavior informs decisions about what is taught and how best to teach it. Reflective teaching is a cyclical process from which new knowledge, inquiries, applications, and practice emerge to improve instruction.

**Valuing Diversity** (Knowledge, Skills & Dispositions) begins with our own self-awareness, then to modeling that we not only recognize differences, but that we also value, and celebrate the differences creating diversity among our candidates. In doing this faculty internalizes these dispositions, models them, and empowers candidates to demonstrate positive dispositions, informed opinions and appropriate instructional skills.

**Life -Long Learning** (Knowledge & Dispositions) is a passion and enthusiasm for knowledge, which manifests itself as a constant search for knowledge and new ways to conceptualize it; has respect for the evolution of knowledge; makes ongoing attempts to apply critical thinking to what is learned in order to make life better for ourselves or for the lives of others.

## Sample Mentor Letter

Dear MAT Student:

Welcome to the Master in the Art of Teaching program. My role as mentor is to guide and support you. I will answer questions, address concerns, and evaluate and grade your assignment. I recognize that you each bring different levels of background and knowledge and skill to the courses and I am prepared to provide the support you may need.

You will receive additional support from the course manager, Romario Pineda. Contact Romario for support related to your online experience, including responding to discussion board prompts, online collaboration, downloading Assignment Templates, and accessing Required Readings. Romario's contact information is listed in your learning group.

Here is some important information for the successful completion of the courses:

- Personal profile: Before you begin any coursework, please create your profile and your personal statement in "my account" on your 'my desk' page.
- Introduction: Read all parts of the Introduction section of the courses. You will need this information prior to starting any assignments.
- Assignment format: All submitted assignments must be typed, double-spaced, unless the assignment requires particular spacing (e.g., a lesson plan), and created using the Assignment templates provided. There are templates for each course, located in the Sessions. You are required to follow the instructions provided there for downloading and submitting the templates. It is assumed that assignments and discussion board postings will be free from spelling and grammar mistakes.
- APA style: You are required to complete your submitted assignments in APA style. In the Syllabus, in the Introduction section of the course, you will find information about APA style under Required Resources. You are not required to use APA style in your discussion board postings.
- Assignment schedule: Go to the first forum in your learning group, "Mentor Memos," to find the weekly schedule that outlines due dates for the courses. I recommend that you print out the schedule and check off each item as you complete it.

When you send me your Assignment Templates or other details via email, please be sure to include your full name at the end of the email, since your name may not be apparent in your e-mail address. In addition, it is a requirement of Marygrove College that you use your Marygrove email account for all coursework and correspondence. For safety, please use a virus protection program.

I hope that you find the coursework, your collaboration group experiences, and your association with me to be informative and rewarding. I am looking forward to our first phone conversation before or during the first week of the course.

Good luck this semester! If you have questions or concerns, remember that help is only a call or an email away.

Your Faculty Mentor

# Master in the Art of Teaching Online Program Information

## Introduction

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Every aspect of the MAT program was created with you, the working professional, in mind.

- You work in small, cooperative, collegial study teams.
- You and your study team can fit group and individual course work into your busy schedules at your convenience while adhering to assignment due dates.
- This 30 semester-hour program is completed in five semesters.
- The ten courses in the program are arranged in a sequential format with each course content building upon the previous courses to insure a cohesive curriculum that is relevant to classroom teachers.
- All reading materials are sent to your home without shipping charges.

The goal of the MAT Program is to offer you, as a teacher, the opportunity to study, practice, and reflect on skills based on the most recent educational research that will enhance your confidence and empower you in the classroom. The program prepares you to design and conduct action research and to work with all types of learners, at all levels. Each course is designed to provide you with a thorough understanding of the current research in the content area presented; practical strategies to enable you to apply the concepts in your classroom; and the evaluation skills necessary to critically analyze and modify your implementation of the concepts to insure maximum classroom success.

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

The on-line MAT programs with Mathematics focus (Elementary Mathematics and Middle School Mathematics) follow 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 on-line MAT program with a Curriculum, Instruction and Assessment focus

## **Timeline for Completion of the Master's Program**

You will complete this Master in the Art of Teaching Program in five semesters. You will enroll for six credit hours per semester **following the fixed sequence of courses**. Courses **must be completed** in the semester attempted. **Due to the fixed sequence of this program, it is not recommended that you "sit out" for a semester. When you enter the program, you are committing to five consecutive semesters and only in extreme emergency situations should you consider requesting to "sit out."** Courses more than six years old before program completion must be repeated.

## Correlation of Expected Outcomes of the MAT Program with the National Board Certification Program and the No Child Left Behind “Highly Qualified” Definition

The National Board for Professional Teaching Standards (NBPTS) is an independent organization “dedicated to building quality and professionalism in the teaching profession.” The Board, established in 1987, instituted a Certification process to certify classroom teachers who “achieve distinction by meeting rigorous standards of performance.” The mission of the National Board, presented in the publication *What Teachers Should Know and Be Able to Do*, is to improve the quality of teaching and learning by:

- Maintaining the high and rigorous standards accomplished teachers should know and be able to do,
- Providing a national voluntary system certifying teachers who meet these standards, and
- Advocating related educational reforms to integrate Certified Teachers.

Marygrove College’s Master in the Art of Teaching degree course outcomes correlate with the Five Core Propositions of the National Board. The program will prepare participants to be high-performing, reflective teacher-practitioners. Graduates who elect to participate in and complete the National Board Certification process can expect to be well prepared as a result of completing the MAT degree at Marygrove.

This program will lead participants to become Master Teachers and may help participants meet highly qualified requirements. Contact your state’s certification office for specific information.

### **NBPTS Five Core Propositions**

1. Teachers are committed to students and their Learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Teachers who earn a MAT degree at Marygrove will be able to:

- Make sound instructional decisions based on current research, theory and practices in education
- Create a learning environment that engages and challenges students
- Develop information literacy and critical thinking skills
- Differentiate instruction to accommodate multiple intelligences and different learning styles in order to reach the diverse needs of all students
- Design standards-base curriculum, instruction and assessment that motivates and delivers desired outcomes
- Use technology in the classroom to enhance learning
- Collaborate with peers, parents, and the school community to achieve instructional goals
- Prepare three Capstone Projects that present their philosophy, professional growth and development and presents their best practices as teacher-practitioners. The projects serve as a foundation for National Board Certification preparation

## Participant Needs

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To participate in this degree program you must:

- Possess a desire to be a master teacher.
- Have your own classroom in which you can apply the strategies that are taught and conduct action research.
- Commit to five (5) semesters of consistent participation
- Have computer access:
  - You need Internet Access at all times (you may need a laptop or access to an Internet Cafe if you go on vacation).
  - All assignments must be submitted in **Microsoft Word**.
  - If you have a firewall, make sure that it does not preclude using Marygrove email, WebAdvisor, Teachscape course tools, downloading and sending assignments or accessing online resources. (All assignments and email communications will only be accepted through your Marygrove account.)
  - Note: If you plan to use your school computer, remember that your access may be limited by school holidays. Also, while almost all computers have some problems, a computer on a school based server may have additional difficulties. Many CIA students have a more positive learning experience when they use their home machines.
- Have an answering machine or voice mail so that your mentor and the MAT office may leave messages for you.
- Have access to a camcorder to record yourself for the CAPSTONE project. You will need to be able to send a DVD of your teaching for your Capstone Project.
- Meet beginning program requirements:
  - Take part in an orientation session with your group (An orientation CD is included in your initial mailing.)
  - Complete all coursework within the term for which you register, according to the published assignment deadlines. The MAT program follows the campus schedule of a Fall Term, from late August to December; a Winter Term from January to April; and a Summer Term, from May to August.

## Registration for Classes

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The MAT On-Line Program follows the campus schedule of a Fall Term, a Winter Term, and a Summer Term. You must complete all coursework within the term for which you register, according to published assignment deadlines.

When you are admitted in the program, prior to the start date of your first semester, you will receive an Admittance Packet which will include your registration materials. You must read thoroughly the vital information contained in the packet. Afterward you must complete and sign the Registration Agreement form and submit it along with the appropriate payment, by check, money order, Master Card or Visa to the address provided with your registration materials. You may also register by fax (1-313-927-1530), using your Master Card or Visa for payment. **Marygrove has instituted the policy of a 3% convenience fee on all credit card payments. This fee will help offset the charges Marygrove incurs for credit card transaction**

processing. You can avoid paying the 3% convenience fee by paying with a check or money order. Marygrove will be adding an ACH (electronic check) payment option to WebAdvisor in the near future.

In subsequent semesters, you will be automatically registered and invoiced until you graduate, unless you notify us in writing that you are or will not be registering. You must send this written notice to [matadmissions@marygrove.edu](mailto:matadmissions@marygrove.edu) no less than four weeks prior to the start of the semester. **ANY REQUESTS TO "SIT OUT" FOR A SEMESTER MUST BE SUBMITTED IN WRITING TO [matadmissions@marygrove.edu](mailto:matadmissions@marygrove.edu), PRIOR TO THE DUE DATE FOR THE NEXT SEMESTER REGISTRATION. PLEASE BE ADVISED THAT IF YOU WERE PART OF A FACE-TO-FACE GROUP AND SIT OUT AS AN INDIVIDUAL, YOU WILL BE PUT BACK INTO THE COURSE SEQUENCE IN AN ONLINE GROUP.**

## Required Courses

Participants must complete all ten courses of the program. The degree program requires 30 semester credit hours of course work for completion. Since the courses are designed to build upon previously learned information and skills, courses must be taken in the designated sequence. Because of the sequential and collegial nature of this program, we are very restrictive regarding transfer or substitution courses.

### REQUIRED COURSES FOR ON-LINE MODE

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

#### Core Courses:

- EDU 568 Teacher as Leader
- EDU 569 Understanding Teaching and Learning
- EDU 570 Instructional Design
- EDU 618 Effective Assessment
- EDU 501 Teacher as Researcher
- EDU 622 Meeting the Needs of All Students

#### Elementary Reading and Literacy Focus, Grades K - 6

- RDG 500 Foundations of Reading and Literacy
- RDG 605 Assessment & Intervention for Struggling Readers
- RDG 610 Reading Across the Curriculum
- RDG 615 The Reading/Writing Connection

#### 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

### 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

### Curriculum, Instruction and Assessment Focus, Grades K – 12

CIA 605 Research Based Instructional Strategies

CIA 610 Student Directed Learning

CIA 615 Classroom Assessment for Today's Teacher

CIA 620 Teacher as Everyday Hero

## Course Descriptions

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### Core Courses

#### **EDU 568 Teacher as Leader**

**3 credits**

Learn the secrets of teacher leaders and how participating in a learning community can support your efforts and have a lasting impact within your classroom, school, and community.

#### **EDU 569 Understanding Teaching and Learning**

**3 credits**

Learn what the latest research says about learning and cognition. Apply practical strategies to your planning and instruction that are proven to foster student learning, engagement, and motivation.

#### **EDU 570 Instructional Design**

**3 credits**

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

#### **EDU 618 Effective Assessment**

**3 credits**

Apply proven techniques to use a variety of assessments to evaluate different types of student work and inform your instructional practices to improve student learning.

#### **EDU 501 Teacher as Researcher**

**3 credits**

Complete a project in an area of teacher 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 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.

## Reading and Literacy Focus

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

### **RDG 500 Foundations of Reading and Literacy** **3 credits**

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

### **RDG 605 Assessment & Intervention for Struggling Readers** **3 credits**

Learn ways to increase the fluency and comprehension of students who struggle to read, regardless of their age. Apply instructional strategies that help all students meet grade-level standards.

### **RDG 610 Reading Across the Curriculum** **3 credits**

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

### **RDG 615 The Reading/Writing Connection** **3 credits**

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

## Elementary Mathematics Focus

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

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

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

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

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

### **MTH 525 Algebra (K - 5)** **3 credits**

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

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

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

## Middle School Mathematics Focus

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

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

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

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

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

### **MTH 526 Algebra (Grades 6 - 8) 3 credits**

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

### **MTH 536 Data Analysis and Probability (Grades 6 - 9) 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.

## Curriculum, Instruction and Assessment Focus

This program focuses on developing instructional leaders through study of effective teaching practices, learning theory, and outstanding teachers. This program is appropriate for teachers of all subjects and grade levels, K-12, including teachers of special education students.

### **CIA 605 Research-Based Instructional Strategies 3 credits**

Participants will explore the results and classroom implications of this research by Robert Marzano by analyzing the instructional practices in real classrooms, and customize the use of the strategies to their own teaching situations.

### **CIA 610 Self-Directed Learning & Student Engagement 3 credits**

Learn strategies for helping their students develop flexible knowledge, as well as problem-solving, cooperative learning, and self-motivation skills. Special attention is given to ways to engage all students in opportunities to examine and evaluate their own work and learn from the work of their peers.

**CIA 615 Classroom Assessment for Today's Teacher****3 credits**

This is the second course that addresses the idea of assessment for the classroom teacher. This course sets the stage for alternative assessments by first examining testing and grading controversies. Other topics covered are the use of rubrics and exemplars by both students and teachers to evaluate work, various types of alternative assignments, and effective means to communicate student progress through a variety of means including student led conferences.

**CIA 620 Teacher as Everyday Hero****3 credits**

Examine case studies of truly inspirational teachers who have transformed the lives of their students through the use of biographies, narratives, profiles, and interviews with top educators and scholars. Participants will examine their own teaching careers in light of these exemplar teachers and write their own stories.

## **Transfer of Credit**

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You may transfer graduate credits (of B (3.0) or better) received from taking applicable stand alone courses here at Marygrove, directly from Teachscape, or at other accredited colleges which match those required in the Master in the Art of Teaching Program. In accordance with Marygrove's Graduate School policy, transfer graduate credit earned more than six years prior to the date on which the degree is to be cannot be applied to meet graduation requirements for the Master in the Art of Teaching degree. This policy applies to transfer credits earned at Marygrove as well as at other colleges. **A maximum of 6 semester credit hours may be transferred to the MAT Program at the time of admission. No courses will be transferred after matriculation in the program.**

To transfer credits, follow this procedure:

- Complete the Transfer Request Form located as a link from the online application.
- **To initiate the review of the request, send a student copy of the official transcript which contains this course(s), a course syllabus and the evaluation fee of \$100 per course for courses from other colleges and universities to the Information Processing Center along with your application. (There is no fee for evaluation of courses taken through Marygrove's Professional Development department, regardless of the course provider.)** You must have an official transcript sent to the Information Processing Center in order for the transfer of credit to be finalized.
- **Participate in the discussion board or face-to-face meetings during each course. Your input is vital to your group. You do not have to do the individual assignments, but you must participate in the discussion board (or face-to-face discussions), write a one paragraph summary of each session, and complete any portions of the Capstone projects as they are due. You will receive the books and access to all online portions of the class. A "Participation Only" fee of \$325.00 will be charged for each course transferred into the MAT Program.**
- Stay in contact with your faculty mentor who will provide you with feedback on the required Capstone assignments.

Graduate courses taken from other accredited graduate institutions which you believe match the exact content of the required MAT courses may also be applicable to the MAT Program. The MAT Program Director, using graduate school guidelines, will determine the applicability of a potential transfer course(s)

to the MAT Program. **Students must send syllabi of the courses they wish to be considered for transfer and/or course descriptions from the appropriate graduate catalogues.**

## **Course Specifics**

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### **Instructional Materials**

All the required instructional materials for each course will be shipped directly to you. At the beginning of each semester, you will be sent a complete set of required texts and reading materials. A service representative will be available at a toll-free number (1-877-984-7277) to answer any questions regarding shipment and receipt of materials.

### **Video Streaming Presentation Format**

Video presentations provide unique flexibility. You will not only be able to learn from Marygrove's faculty but also from well-known faculty of other universities across the country and other nationally recognized experts in the field of education. For some of the courses, the presenters that you watch on the videos will also be the authors of the textbooks assigned for the course. Throughout the program, you will have the opportunity to observe videotaped lessons taught by master teachers. Many of these teachers have won local and state honors as a result of their unique professional skills. In addition to observing teachers, you will also hear them discuss their philosophy of teaching and how they use the techniques taught in the program in their own classrooms. Featured throughout the videos are segments filmed at all levels utilizing educators demonstrating the concepts presented. These video presentations are a key component of the content of the course. You must include references to concepts learned from these videos in the collaboration and application assignments.

### **Learning Groups**

A key component of the learning process of this program is the Learning Group. Research indicates that the collegial model of learning utilized in this program is actually the most common means by which adults acquire new information. Learning groups stress the active participation of the learner.

This program's instructional materials are designed to enhance this cooperative learning experience. Program participants will be organized into learning groups (consisting of a minimum of three to a maximum of fifteen). Online groups will be created randomly or by student request. Face-to-face groups may meet at schools, in homes, or at mutually agreed upon locations appropriate for academic study.

Successful students have found that they must budget their time to be successful. In general, these students spent approximately 13 hours per week reading texts, reading and responding to the discussion board (or in face-to-face or discussions), creating and polishing assignments, and working on Capstone Projects.

Fall and Winter semesters are built with a seven week course, one week off, and a second seven week course. The Summer semester includes a two-week break around the Fourth of July.

Participants needing assistance in forming a face-to-face learning group will be aided by the MAT staff. They will attempt to identify other possible members in the closest locale for you to contact. Every effort

will be made to match you to other team members and to require minimal travel for all involved. If for any reason a face-to-face learning group breaks up, the program director will make every effort to assist you in joining another group if you wish. You may also request to be transferred to a group that utilizes the online discussion board.

## Faculty Mentors

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Marygrove faculty mentors will work with you and your learning group to help insure the success of your learning experience. All faculty mentors have both extensive academic and classroom experience. Your faculty mentor will be available to you via email to discuss course content, answer your questions, discuss concerns and evaluate your progress. The mentor may hold one teleconference call at the beginning of the first semester to review course guidelines.

If necessary, Faculty mentors provide alternate contact information so that you can reach them when necessary. **Faculty mentors' Marygrove e-mail is available for sending messages and course work.** Messages should be returned within 24 hours.

**Remember: Although mentors strive to maintain uniform standards and expectations, you should expect some variations from mentor to mentor and course to course.**

## Faculty Tutorial

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Your faculty mentor will provide an individualized tutorial as necessary during each course. In the tutorial, the faculty mentor will be available to answer your questions and provide clinical feedback on your application of the skills and concepts in the courses. In addition, your faculty mentor will give you feedback on your academic progress in completing the course requirements.

## Feedback

You will receive a rubric that awards points for each assignment requirement. Your mentor will provide comments that discuss your strengths and weaknesses with specific information as to how you can improve your grade with the next assignment's submission. Please check your Marygrove e-mail in the "Sent Items" section if you need confirmation of the date or time your assignment was submitted. Mentors will return feedback within ten days of the assignments submission.

## Degree Requirements

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To qualify for a graduate degree you must:

1. Complete the 30 semester credit hours of course work requirements with at least the minimal grade point average of 3.0 (No more than two "C" grades) within the six-year Marygrove time limit on degree programs;
2. Submit and pass all parts of the Capstone Project
3. Fulfill all financial obligations to the college;
4. **Make written application for graduation by the published deadlines.**

## Graduation Requirements

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During your fifth semester, you **must submit a completed application for graduation, signed and dated by you, by the established deadline date.** This application is required and **does not** depend upon your attendance at Marygrove's commencement ceremony. **YOU WILL RECEIVE A GRADUATION APPLICATION**, via e-mail approximately four weeks after the start date of your fifth semester. The graduation application can be mailed to the address provided on the document, or faxed (313-927-1262) to the Registrar's Office. If there is no graduation application on record by the deadline, you will not be considered a candidate for graduation.

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### Participation in Graduation on the Marygrove Campus:

As a Marygrove graduate you are eligible to participate in commencement on the Marygrove Campus. Commencement usually happens either the 2<sup>nd</sup> or 3<sup>rd</sup> Saturday in May. For 2009, the date is May 16. This will be Marygrove's 100<sup>th</sup> commencement ceremony and will therefore be a very special day. If you will be completing your coursework and Capstone Projects on or before the end of April, 2009 and you wish to participate in commencement ceremonies,

- ⇒ You will need to notify the registrar's office of your intention to participate in the ceremony by contacting them at 313-927-1259 by March 1<sup>st</sup>, 2009.
- ⇒ You will also need to order your Cap and Gown. You can do this by going to <http://www.herffjones.com> or by contacting the Marygrove bookstore directly at 313-927-1279. You need to complete your order by April 1, 2009.

## Dates for Granting Diplomas

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Commencement is held once a year in May for all graduates. However, diplomas will be mailed to students 6 – 8 weeks after the official end of the semester in which they complete the degree requirements.

\*All degree requirements must be fulfilled and financial obligations satisfied in order for students to receive diplomas or transcripts.

## Transcripts

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Permanent records of your course grades are kept in transcript form.

Time is needed to process grades and prepare records for copy. Official transcripts are available from the Registrar's Office approximately 30 business days after the official closing date of the semester.

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

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

A student who requires proof of class completion prior to the end of the semester may request a letter of completion to be sent directly to an employer. Please contact the MAT office if a letter of completion would be an acceptable substitute for an official transcript.

## Withdrawal

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If you believe you are unable to complete courses and the first week of the semester has not passed, you must submit written notification to [MATadmissions@marygrove.edu](mailto:MATadmissions@marygrove.edu) of your withdrawal from the courses.

**If you discontinue your courses without officially withdrawing, you will receive final grades of "X" for the courses and be responsible for the full tuition.**

- The "X" grade denotes unofficial withdrawal from a course with 0.0 credit hours and honor points, thus affecting the GPA. You are still responsible for the payment of tuition and all fees for any course from which you unofficially withdraw.

## Withdrawal/Refund Policy

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**Note: The \$450.00 deposit is non-refundable.**

First week of the term	100% tuition refund to the student
Second week of the term	50% tuition refund to the student
Third week of the term	25% tuition refund to the student
Fourth week or after	0% tuition refund to the student

Additional account information may be obtained from the Enrollment Services Center at 1-866-903-3033.

## Financial Aid

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Many graduate students qualify for Federal Stafford Loans (FSL). Stafford loans are low-interest loans made to students enrolled for at least a minimum of 4 credit hours. These are loans and must be repaid these loans. Students may qualify for a "subsidized" FSL based on financial need, as well as an "unsubsidized" FSL regardless of need. It is possible to have a FSL partly based on financial need and partly not on need.

With a subsidized loan based on need, the federal government pays the interest while you are in school and no payment is required until graduation or "stop out". Conversely, you are responsible for the interest on a loan that is unsubsidized. Sometimes the organization holding the unsubsidized loan may defer payment while you are enrolled and let the interest accumulate until you are out of school. This will be added to the principal, increasing the amount of the principal you will have to repay.

Graduate students can borrow up to \$18,500 a year. At least \$10,000 of this amount must be in unsubsidized Stafford Loans. This is a maximum; however, you cannot borrow more than the cost of your education minus any other financial aid you receive.

### How do you apply for a loan?

Call the Enrollment Center at 1-866-903-3033 for information and a financial aid brochure.

1. Apply online by completing your Free Application for Federal Student Aids (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) for the quickest response. (The Marygrove federal school code is 002284) Or, you may complete the printed FAFSA and mail it to the address in the envelope provided.
2. **3 to 4 weeks later** you will receive your **STUDENT AID REPORT (SAR)**.

#### **Student Status:**

6 Semester credit hours (or more)

Full Time Status

3-5 Semester credits / hours

Half Time Status

Less than 3 Semester credits hours:

Part Time Status (no aid eligibility)

◆ **Please Note:** If you are transferring a course in any semester and **ONLY** doing the **Discussion Participation** Assignments, you will be eligible for a reduced amount of financial aid for that term because you will be registered for half-time status.

### Loan Reinstatement for Sit-Outs

To receive a loan, you must be registered for the term your loan is approved. If you are not registered, all monies received from your Stafford Loan will be returned to the lender. Grant monies, if applicable, will also be cancelled.

When you return, notify the Financial Aid Office. There will be a 4 to 6 week wait before the check processing will be completed.

### Student Support Services

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The MAT Program support team is comprised of dedicated professionals who will address your questions/concerns. They will oversee your application for admissions, your progress through the courses, and the fulfillment of graduation requirements. As a Marygrove student, you are also eligible to take part in on-campus activities and make use of on-campus services. You are encouraged to participate in the commencement ceremonies and other graduation activities. You will be notified of times and dates of activities during your fifth and final semester.

## Library

The Library provides extensive resources to meet the research needs of MAT students, including:

- individualized assistance by telephone and e-mail from a professional reference librarian devoted to the needs of MAT students.
- online access to the Library catalog and subscription databases, including more than 17,000 full-text periodical titles and 24,000 electronic books.

See the Marygrove Library MAT Student Library Services web page at <http://www.marygrove.edu/library/mat.asp> for more information, including access to the MAT Library Research Guide and an online ERIC database tutorial.

## **ACADEMIC POLICIES**

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### Academic Probation

The Graduate Academic Review Board examines the academic records of all graduate students each semester. If one or more of the academic situations described below applies, the student will be notified in writing of probationary status and, if applicable, the process for regaining full status. An appeals process is available for students who have special circumstances. (Contact the office of Dean of Education for more information.) **You will have one (1) semester to remediate your academic difficulties.**

**You will be placed on academic probation and may be dismissed from the program if:**

- You have more than two grades below the grade of B- in your graduate program
- Your cumulative GPA is below the required 3.0 for graduate degree programs
- You have two (2) or more incomplete (I) grades in the your graduate program

### Academic Honesty

One of the most essential elements that Marygrove offers students is its reputation for academic excellence. One facet of this excellence is the expectation of the faculty and administration that Marygrove students will conduct themselves with honor in academic course work and with responsible behavior in the classroom. Specifically, you will be expected to respect the integrity and personal rights of others and to recognize and allow for their educational process. Marygrove will not tolerate academic dishonesty, and you will be held accountable for any form of academic misconduct or disruptive behavior.

### Policies and Procedures Regarding Plagiarism and Academic Dishonesty

Marygrove College strives to maintain standards of academic excellence. Students will be held accountable for any form of academic misconduct under the terms of the Policy on Plagiarism and Academic Dishonesty that appears below.

For the purposes of identifying and defining academic dishonesty or misconduct involving plagiarism and/or cheating, the following definition is useful:

Plagiarism is the use of another person's ideas or expressions in your writing without acknowledging the source. The word comes from the Latin word *plagiarius* (kidnapper), and Alexander Lindey defines it as 'the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own' (Plagiarism and Originality [New York: Harper, 1952] 2). In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else. (Achert, W.S. & Gibaldi, J. 1988, *MLA Handbook for Writers of Research Papers*, New York, pp. 1-6)

Academic Dishonesty includes the sharing of your work which leads another student to use it as his/her ideas or expressions, without acknowledging the source. This includes information from web sites. In any case of academic dishonesty the procedure described below will be followed:

The faculty member will discuss and attempt to resolve the incident of academic dishonesty with the student based on the policies found in the course syllabus and graduate catalog. If the incident of plagiarism is not resolved between the faculty member and the student, the faculty member will submit a "Notification of Academic Dishonesty" form to the Program Director and a copy to the Graduate Dean along with appropriate evidence and recommendation for further action (marked as confidential.) The form remains on file in the MAT office for a period of six years or until the student graduates, whichever comes first.

Depending on the severity of the case of plagiarism or cheating one or more of these penalties may be imposed:

- a) The student may lose all credit for the assignment in question.
- b) The student may fail the course.
- c) The student may be dismissed from the College.

A repeated incident of academic dishonesty is likely to result in dismissal from the college. In its commitment to fairness and justice, Marygrove respects the right of the student to request an appeal through the academic appeal procedure that appears in the Marygrove College Graduate Catalog.

### **Academic Appeals**

The appropriate Dean appoints faculty and graduate student representatives to hear and resolve students' appeals/grievances in such areas as final grades and academic dishonesty. The appeal is conducted according to the procedures of the College's academic appeal process. Copies of the appeal procedure are available from the Dean of Professional Studies. MAT students must first attempt to resolve the issue with their mentor. If resolution fails, they should next appeal to the mentor advisor for the course. Finally, if further mediation is required, a written documented grievance must be mailed to the Program Director and a copy to the Dean of Professional Studies who will review the case.

### **Dismissal from the College**

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

## Technology – Very Important!

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All students enrolled in the Master in the Art of Teaching Program have email addresses, access to their academic, financial and demographic information in Web Advisor and to a Blackboard online course site. These tools are available to our students anywhere and anytime they have Internet access. For access, each student must obtain a Marygrove College network user name and password from Web Advisor online. The process is as follows: Go to

<http://webadvisor.marygrove.edu> and select Web Advisor for Students.

You will be asked to provide your last name and either your Social Security Number or your college (Marygrove) ID. If you enter that information correctly, you will receive your User Name. You can then click on the "Log in" link and enter your user name and password. Your password will initially be your college (Marygrove) ID. After your first login, you will be transferred to a new screen and prompted to change your password. Once you change your password, you will be able to select links from the Web Advisor menu to obtain desired information.

Using your new name and password, you can also access your e-mail and your Blackboard course site. The URL for Marygrove College e-mail is <https://email.marygrove.edu>. We do not accept communications not assignments from personal e-mail addresses and will rely completely on your Marygrove e-mail account. It is your responsibility as a Marygrove student to check your e-mail account often. The URL for Blackboard is <http://bb.marygrove.edu>. All general program information and course documents are posted in the MAT Organization site. In addition, a course site is created for every mentor each term.

For 24/7 technical support for any of these products, contact either by calling 1-866-886-4875 or clicking on the 24/7 support link in the upper right hand corner of the Blackboard *Welcome* screen that you see once you have logged in. Teachscape is accessed through the Marygrove Blackboard site. Simply click on the "Teachscape" logo on the left side of the Blackboard screen. You will be shifted to the log-in page of the Teachscape web site. For technical questions pertaining to the Teachscape learning platform, you can call: 1-888-479-7600 (5:00 am – 9:00 pm PT, M – F) or send an email to: [support@teachscape.com](mailto:support@teachscape.com).

## **Appendix A**

### **Attendance, Assignments, and Grading Policies**

#### **Attendance and Participation Policy**

Attendance is recorded and is defined as submission of assignments. A student missing 2 weeks of assignments will be dropped from the course unless the student has contacted the mentor and worked out an alternate plan. If an instructor thinks a student's absences have been excessive and/or sporadic, the instructor may request that the student be withdrawn from the course.

#### **Assignments**

Please refer to the online learning guidelines for information about requirements for online and face-to-face discussions as well as for specific information about each lesson. Never send any assignment through the mail.

#### **Participation in Collaboration Response Assignments**

Each **on line** student is expected to participate on the posting board at least two out of seven days during each week. This standard is a MINIMUM REQUIREMENT. Meeting the minimum requirement for participation will earn a minimum grade. Missing a week of posting will result in at least a 10 point deduction on the Group Response Report for that week. Additionally, it is the student's responsibility to discuss with all the people on the posting board at one time or another. It is understood that each member of this group will produce an individual report, see Collaborative Response and Application below.

Quality of Postings: comments and postings to the discussion board should be substantive and professional. Refer to the course information for specific posting guidelines.

Each **face to face** group is expected to meet one time per week. It is understood that the meetings result in a discussion that allows several ideas to flow so that each participant can meet the demands of discussion-probing, challenging, and sharing. It is understood that each member of this group will produce an individual report, see Collaborative Response and Application below. There should be so many ideas discussed that each member of the group can summarize a different idea.

#### **Collaborative Responses**

This weekly assignment is an informal report that summarizes your group's discussion on the assigned weekly topic. Please note: These assignments must be in APA format and technically and grammatically correct. Templates for these responses are included on the course web site.

1. Briefly summarize the major points of your discussion and make a few points of who said what to whom.
2. Think about the questions posed on the template and reveal what you have learned from the discussion about those topics. Connect this new knowledge (or reinforcement of what you already know) to course materials-a minimum of 1 video and one "other" reference is required for an average score. \*\*There are no text/video questions or tests in this program. It is the student's

responsibility to show mastery of the materials by connecting course vocabulary, concepts, people, quotations to the ideas presented in this paper. The minimum requirement is to cite any two of the following list: current reading, expert video, strategy video, or material from previous classes in addition to discussion board citations.

3. Explain how you enhanced the discussion. Relate three or four strategies used with specific examples: Explain an experience or new idea you shared, explain what statement you probed for more information, explain what idea you challenged and why.
4. This should be about 1 page-be careful not to get into in-depth stories about classroom/school experiences. You must stay within page guidelines.

## **Classroom Application Assignments**

To enhance the acquisition of all concepts and skills presented, you will be required to make classroom applications. Within each lesson you will find specific application assignments designed to insure your ability to effectively implement the concepts presented in each course in your classroom. Many of these assignments will be appropriate for incorporation into your National Board teaching portfolio. You will often be asked to critically reflect upon, analyze and evaluate your classroom application experience.

## **Application Responses**

Each week you will be asked to apply the knowledge you have gained. Consider the questions on the template and formulate your idea(s). Templates for these submissions are included on the course web site.

1. In well-developed paragraphs, prove your idea(s). Begin with a strong thesis statement.
2. Use your experiences, ideas, new knowledge and support with course material references.
3. Use in-text citation (APA), correct spelling and correct grammar.
4. Be sure that each paragraph supports your thesis statement – cite only examples and references that support your thesis statement rather than to simply tell stories about classroom events.
5. This paper should be no longer than 2 pages.
6. Provide a Reference sheet following APA format.

## **Capstone Projects**

Marygrove College's Master in the Art of Teaching Program focuses on the advanced preparation of teachers as critical, reflective consumers of educational research, theory, and best practices. In the MAT Program, you will engage in a rigorous study of the concepts and skills required to be an accomplished teacher in the field of education. The Capstone Projects provide ways for you to showcase your learning. These projects are also designed to help prepare you to begin the National Board Certification Process, if you should choose to do so. There are three Capstone Projects (Capstone A, Capstone B and Capstone C); each of which spans a large amount of time. You will be assigned a mentor for each Capstone Project who will answer your questions and help to guide you through the process. The first Capstone Project (Capstone A) is a video of your own teaching and an analysis of that lesson. This project begins during the first semester of your coursework and finished at the end of the fifth class. The second (Capstone B) is an Action Research project. This project begins during your fifth class, Teacher as Researcher, and finishes at the end of your eighth class. Finally, during your last two classes, you will reflect upon your learning and how your practice has changed in the final Capstone Project, Capstone C. Specific instructions and rubrics for each of the Capstone Projects will be posted on the website at appropriate points.

## Assignment Submission Policies

Assignments are to be sent, graded and returned electronically. This includes Group Responses, Application, Final Paper and Capstone assignments. The vehicle for sending and receiving your assignments will be your Marygrove e-mail account or the Digital Drop Box in your mentor's Blackboard course site. The method of transmission (e-mail or drop box) will be determined by you and your mentor during your initial call.

## Late Assignment Submission

Project planning, time management and contingency planning are essential in all professional activity, not just academic coursework. Thus, it is expected that assignments will be submitted by their respective due date.

To encourage personal commitment to learning and to maintain focus on the achievement of the student learning outcomes, late work is accepted with consequences.

- Less than 24 hours late results in a deduction of 1 point from the total points earned.
- One day late results in a deduction of 10% from the points earned.
- Two days late results in a deduction of 20% from the points earned
- Three days late results in a deduction of 30% from the points earned
- Four days late results in a deduction of 40% from the points earned
- More than 4 days late will result in a deduction of 50% from the points earned
- Assignments are not accepted after the last day of course without prior arrangement with the course mentor. This means that the final packet of assignments from sessions 5, 6 & 7 may not be submitted late without prior arrangement.

## Grading Information/Marking System

Grades are symbols that indicate the degree of your mastery of course objectives. Grades do not necessarily reflect the degree of effort put into learning materials. The grading system, the significance of grades and the numerical value of honor points are as follows:

Academic Grading Scale		
Grade	Description	Points Per Credit Hour
A 95-100	Outstanding Performance	4.0
A- 90 - 94		3.7
B+ 88 - 89		3.3
B 85 - 87	Adequate Performance	3.0
B- 80 - 84		2.7
C+ 78 - 79		2.3
C 75 - 77	Inadequate Performance	2.0
E 0 - 74	Failing/No Credit	0.0
W	Official Withdrawal	0.0
I	Incomplete	No Honor Points Assigned
X	Unofficial Withdrawal	0.0
Y	Deferred	No Honor Points Assigned

Your semester grade report is mailed to you approximately two weeks after the official close of each semester. Be sure to report any address changes to the Registrar's Office immediately because your grade report is mailed to the address on your registration form.

NOTE: Your semester grade report for your final semester will NOT have your degree posted. You will need to order a transcript approximately 30 days after the close of the semester to obtain a transcript with a degree posted.

### **Incomplete (I) Grades**

If you have successfully completed the majority of work in a course but are unable to complete the remaining course requirements due to exceptional or extenuating circumstances, **you may petition the program director for a grade of "I" (Incomplete).**

A grade of "I" is assigned when there is reasonable probability that you can complete the course successfully before the beginning of the next semester's courses. **Extensions must be approved in writing by the course Program Director.** If your work is not completed in the time allowed, the "I" will be converted automatically to an "E" grade.

\* **The responsibility for completing all course work lies completely with you.**

## Appendix B: Graduate Writing Tips

**APA format.** Most educational research is written in APA format. For MAT classes you are responsible for following APA conventions for punctuation, quotes, citations, and references.\* You may wish to purchase the fifth edition (previous ones are obsolete) of the *Publication Manual of the American Psychological Association* (APA, 2001). They sell paperback and spiral bound editions – the spiral bound edition stays open because it lays flat. See also the APA manual web site (<http://www.apastyle.org>), and other cites listed in the syllabus. These are the most important conventions:

1. **Short quotes (or direct citations).** For *quotes less than 40 words*, note the author's name, date, and page number in parentheses immediately after the quote.  
Example: According to some researchers, "only through 'direct intervention' can doctors expect to have an impact on patient care" (Caswell, 1996, p. 43).  
Even better: Caswell (1996) claims that "only through 'direct intervention' can doctors expect to have an impact on patient care" (p. 43).
2. **Long quotes (also direct citations).** For *quotes 40 words or more*, block and indent the quote. It's also punctuated differently. There are no quote marks, and the period goes in a different place. Almost always, you should return to your own voice after a block quote, emphasizing a point from the quote and restoring flow to your paper.  
Example:  
Ferguson (2002) interprets the following about her respondent:  
She draws on her own experience as a professional who still has to prove her "worth" because she is always and already seen through a racial lens as "inferior." She feels pressure to demonstrate that she is different from her colleagues' preconception of her. (p. 110)  
This interpretation about racial lenses and resulting notions of "inferiority," a concept that requires further elaboration, is evidence of Ferguson's theoretical perspective.
3. **Indirect Citations.** Indirect citations happen when you paraphrase someone else's work rather than quoting the work. For example, you might have quoted, "Why are we here?" (Johnson, 1997, p. 27). Or you might have written, Many researchers have wondered why humans exist (Johnson, 1997). If you paraphrase without giving the original author credit for the ideas, you are plagiarizing.
4. **What to cite.** Cite any generalization that is unwarranted without evidence or suggests a point of view about an issue. Writers use many of these when they set up their studies and when they claim significance.  
Example: Technology integration is essential for successful teaching in the 21st Century (Spitz, 2002).  
Even better: Researchers working on the issue of technology integration (such as Spitz, 2002) have found technology integration to be essential for successful teaching for the following reasons.

\* Please Note: The lesson assignment templates do not support the use of running headers or page numbers at this time. You will need to use these conventions for your Capstone papers, but not on your regular assignments.

5. **Names of titles.** In text, refer to books, reports, names of journals, and conference papers in italics. Example: In his article, "The Effects of Eyewear on Pupil Attention," Klein (1987) advances a fashion-forward argument for education. Even better (it's better if you have a specific reason for mentioning the title): Duneier's subjectivity matures from his first book, *Slim's Table: Race, Respectability, and Masculinity* (1994), to his second, *Sidewalk* (1999). Or: Klein's (1987) absurd arguments about education are best shown in his article, "The Effects of Eyewear on Pupil Attention."
6. **Capitalization.** Writers have a tendency to elevate their ideas and favorite concepts to the status of proper nouns and capitalize them. Avoid this. Refer to ideas, concepts, stages, academic disciplines, and other common nouns in lower case. The exception is a noun directly attached to a number, as long as the number is not expressed in ordinal form (in the example, as an adjective). (Correct is Stage Five, but fifth stage is also correct). Example: Instructors in the disciplines of anthropology, English, and education encountered Kierkoff's (1986) notion of culpability, which occurs during Stage Five in his theory of cognitive dyspepsia.
7. **References.** Include a reference section for all your papers for which you reference sources. Examples with explanations follow below (note – these have been single spaced for convenience. Double space references in your work.

### **Book**

Rose, M. (1989) *Lives on the boundary: A moving account of the struggles and achievements of America's educationally unprepared*. New York: Penguin.

### **Chapter from an edited book**

Rath, A. (2002). Action research as border crossing: Stories from the classroom. In N. Lyons & V. LaBosky (Eds.) *Narrative Inquiry in Practice: Advancing the Knowledge of Teaching* (pp. 146-159). New York: Teachers College Press.

### **Conference Paper downloaded from an online source**

*Unraveling the "Teacher Shortage" problem: Teacher retention is the key.* (2002, August). Symposium of The National Commission on Teaching and America's Future and NCTAF State Partners, Washington, D.C. Retrieved October 30, 2006 from [http://www.ncsu.edu/mentorjunction/text\\_files/teacher\\_retention\\_symposium .pdf](http://www.ncsu.edu/mentorjunction/text_files/teacher_retention_symposium.pdf).

### **Dissertation**

Smith, R. (1990). The role of the transformative teacher: An interpretive inquiry into the possibilities of personal awareness and praxis in authentic educational reform. *Dissertation Abstracts International*, 52 (02), 417. (UMI No. 9121495).

### **ERIC Database Reference**

Bulach, C. R. (2002, November/December). Implementing a character education curriculum and assessing its impact on student behavior. *The Clearing House*, 76(2), 79-83. Retrieved March 5, 2006, from ERIC database.

**Government Study with authors listed**

Provasnik, S. & Dorfman, S. (2005). Mobility in the Teacher Workforce (NCES 2005-114). U.S. Department of Education, National Center for Educational Statistics. Washington, DC: U.S. Government Printing Office. Retrieved on line October 31, 2006 from <http://nces.ed.gov/programs/coe/2005/analysis/index.asp>

**Government Report no authors listed**

U.S. Department of Education. (2006). Overview: Budget Office. Washington, DC: U.S. Government Printing Office. Retrieved January 19, 2007 from [www.ed.gov/about/overview/budget/index.html](http://www.ed.gov/about/overview/budget/index.html).

**Journal Citation – on line journal (no page numbers)**

Price, D. (2003). Achieving the goal of a quality teacher. *TACT – The Quarterly Bulletin*. 55 (3). Retrieved Jun 6, 2007 from <http://www.tact.org/ebullmar03/epage6.shtml>.

**Journal Citation – multiple authors, journal with pages numbered throughout the volume**

Poetter, T., Badiali, B. & Hammond, D. (2000). Growing teacher inquiry: Collaboration in a partner school. *Peabody Journal of Education*, 75, 161-175.

**Journal Citation – multiple authors, journal with pages numbered by issue.**

Prestage, S., Perks, P., & Soares, A. (2003). Developing critical intelligence: tensions in the DfES model for Best Practice Research Scholarship. *Educational Review*, 55 (1), 55-63.

**Newsletter**

Sisney, J. (2007). From the desk of the Superintendent. *Broken Arrow Public Schools Arrowpoint*, 32 (4) 3.

**Unpublished study**

Allen, J. (2005). A partial review of literature related to teacher attrition and retention. Unpublished study. Williamsburg, VA: College of William & Mary. Retrieved October 31, 2006 from [http://www.wm.edu/education/599/05Projects/allen\\_599.pdf](http://www.wm.edu/education/599/05Projects/allen_599.pdf).

**Video**

Teachscape, Inc. (Producer). (2007). Fostering literacy [Streaming video]. San Francisco, CA: Producer.

**Writing: Top four pieces of advice:**

1. For your papers in this course, assume that your reader is not your instructor but another graduate student who may not be familiar with your topic. Be sure to explain your points clearly and define any unusual terms. You might have someone *not* familiar with your topic read your paper and identify points that need clarification.
2. Make sure that your paper has a clear topic sentence or thesis somewhere near the beginning (regardless of the kind of paper you are writing) and a conclusion or summary.
3. Make sure you use the key phrases that the assignment requires. For example, use the words “challenging” or “probing” in your Collaborative Discussion Response papers.
4. Find a friend or relative to help you edit your work. Reading out loud to this person will eliminate many mistakes. To be honest, proofreading goes a long way toward creating good will with your instructor. If you can't proof read well, find someone who can help you.

**Writing: Picky business.** These are the things about writing and language that draw unwelcome attention.

1. You may use I but avoid we, us, and you. It is obvious who "I" is; it's rarely clear who those other people are. "We" is especially vague and often changes within a paper.
2. Affect and effect are often misused. You are wise to use "affect" as a verb and "effect" as a noun unless double-checking the dictionary, because while both words can be correct in both parts of speech, "effect" is seldom a verb and "affect" seldom a noun. One thing affects another, leading to an effect. As a noun, an affect is an emotional display or disposition (e.g., "flat affect"), and when you effect something, you are doing it (e.g., "effect a change," or "she effects a flat affect," if you mean "she's putting on a poker face").
3. Do NOT use contractions in formal writing; they're too informal. And by all means, double-check all your "its" (referring to that which is in the possession of "it"). In formal writing there should be no "it's" (use "it is" instead).
4. Use semi-colons, colons, and commas properly. Semi-colons connect independent clauses; commas do not unless the second phrase starts with "and," "but," or "or." Colons serve entirely different purposes: listing, declaring, and other such things. They require judicious use.
5. Only use the word "impact" if there is a physical result. A car can be impacted in a collision. A tooth can be impacted. Please do not ever talk about "impacting" children, parents, teachers or society! Use impact as a verb only to imply physical impact; use it as a noun when claiming that something has an impact (an effect) on another (The impact of the decision was felt throughout the community.)
6. Passive voice is to be avoided for its vagueness. In this previous sentence, the acting subject is lost in the construction (who, exactly, is supposed to avoid the passive voice?). Be clear as to who is responsible for the action implied by the verb. Using "I" will help. Data were not analyzed; I analyzed the data.
7. When a student is writing, consistent with APA format, he or she should avoid sexist language.
8. "Their" is always plural, although people like to use it instead of "one's," "his," or "his or her"; rephrase the sentence to avoid the awkwardness brought about by the use of "their" in this way.
9. Not so good: A student should be careful in their work.
10. Better: Students should be careful in their work.
11. Avoid excessive use of question marks and exclamation points. A paragraph full of "?" (particularly toward the end of a paper) leaves the reader hanging and wondering to whom the question is posed. In academic writing, it creates meaningless cliff hangers. Instead of using "!" to express surprise, alarm, disgust, or exasperation, work in words such as "surprise," "alarm," "disgust," or "exasperation."
12. Lastly and most picky of all, at the end of your conclusion, resist the temptation to "tie a bow" on the end of your paper. For example, no one's final sentence should start off with the phrase, "All in all..."

**Appendix C:**  
**Marygrove College**  
**Master in the Art of Teaching Program**  
**Staff Directory**

**Three offices service the needs of MAT students:**

1. **Office of the Master in the Art of Teaching Program**

Toll free Number: 1-866-903-3033  
 College Phone: 1-313-927-extension  
 Fax: 1-313-927-1530

CONCERN	PERSON	EXTENSION
Curriculum /Faculty Mentors/General Academic Questions	Dr. Brenda Bryant, Director of MAT <a href="mailto:bbryant@marygrove.edu">bbryant@marygrove.edu</a> or	1502
	Dr. Vivian Johnson, Coordinator MAT-Reading <a href="mailto:VJohnson@marygrove.edu">VJohnson@marygrove.edu</a>	1384
	Dr. Kenneth Williams, Coordinator MAT – Mathematics <a href="mailto:kwilliams@marygrove.edu">kwilliams@marygrove.edu</a>	1318
	Dr. Diane S. Brown, Coordinator MAT-CIA <a href="mailto:dbrown1@marygrove.edu">dbrown1@marygrove.edu</a>	1273
Gen. Information/Mentor Assignments/Completion Letters	Barbara Dawson <a href="mailto:bdawson@marygrove.edu">bdawson@marygrove.edu</a>	1504
Grades/ Transfer of Credits	Willie Mae McCraw <a href="mailto:wmccraw@marygrove.edu">wmccraw@marygrove.edu</a>	1518
Grouping Questions	Lynn Bernardi <a href="mailto:lbernardi@marygrove.edu">lbernardi@marygrove.edu</a>	1511
Reference Librarian	Jeff Zachwieja <a href="mailto:jzachwieja@marygrove.edu">jzachwieja@marygrove.edu</a>	1347
Teacher Certification (Michigan)	Gale McFedries <a href="mailto:gmcfedries@marygrove.edu">gmcfedries@marygrove.edu</a>	1457
Special Concerns	Annette McDole <a href="mailto:amcdole@marygrove.edu">amcdole@marygrove.edu</a>	1501

2. **Office of the Registrar**

Office Extension: 1260  
 Toll Free Number: 1-866-903-3033  
 College Phone: 1-313-927-1260  
 Fax: 1-313-927-1262

Inquiries	Person	Extension
Enrollment Services Center		1-866-903-3033

3. **Department Chairperson of Education**

Dr. Mary Katherine Hamilton 1-313-927-1362

4. **Dean of the School of Education**

Dr. Chris Seguin 1-313-927-1221

## Appendix D: Forms



## Marygrove College Colleges' Transfer Request Form for MAT Online\*

To request transfer credit for courses previously taken, please submit this form with a copy of course transcript(s) along with your application to:

Marygrove College M.A.T. Admission Office  
8425 W. McNichols Rd., Detroit, MI 48221

Please complete the following (print clearly):

Today's Date: \_\_\_\_\_

I am planning to enroll in the Master in the Art of Teaching Program for the \_\_\_\_\_ semester.  
I am requesting transfer credit from the following (circle course name and number) **(6 hours Max)**:

Core Courses

EDU 568 Teacher as Leader  
EDU 569 Understanding Teaching and Learning  
EDU 570 Instructional Design  
EDU 618 Effective Assessment  
EDU 501 Teacher as Researcher  
EDU 622 Meeting the Needs of All Students

Elementary Mathematics Focus, Grades K - 5

MTH 505 Problem Solving and Number & Operations (K-5)  
MTH 515 Measurement and Geometry (K-5)  
MTH 525 Algebra (K-5)  
MTH 535 Data Analysis and Probability (K-5)

Middle School Mathematics Focus, Grades 6 - 8

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

Elementary Reading and Literacy Focus, Grades K - 6

EDU 500 Foundations of Reading and Literacy  
EDU 605 Assessment & Intervention for Struggling Readers  
EDU 610 Reading Across the Curriculum  
EDU 615 The Reading/Writing Connection

Curriculum, Instruction and Assessment

CIA 605 Research Based Instructional Strategies  
CIA 610 Self-Directed Learning  
CIA 615 Classroom Assessment for Today's Teacher  
CIA 620 Teacher as Everyday Hero

Through what college or university: \_\_\_\_\_

Term and year course(s) was completed: \_\_\_\_\_ Date course was completed \_\_\_\_\_.

I am enclosing a **copy** of the transcript(s).

**A course Taken at Another Institution**

Name of the college or university: \_\_\_\_\_

Name of course(s): \_\_\_\_\_

Date Course was completed: \_\_\_\_\_

(Please note that courses taken more than four and one half years from today's date do not apply.)

I have included a syllabus for this course.

I am enclosing a **copy** of the transcript(s).

What core course in the MAT curriculum will it replace? \_\_\_\_\_

Your name: \_\_\_\_\_

Home Phone: (     ) \_\_\_\_\_

Address: \_\_\_\_\_

City, State and Zip: \_\_\_\_\_



## Marygrove College Heritage and History

The Sisters, Servants of the Immaculate Heart of Mary of Monroe, Michigan, have been known as educators for decades particularly in the Midwestern United States. Today, in many parts of the world, this Catholic congregation of religious women continues the commitment of their foundation. Through extended forms of education, service and advocacy, *IHMs* offer a Gospel-rooted response to many pressing needs in church and society.

On November 10, 1845, three women became the first members of the Sisters, Servants of the Immaculate Heart of Mary. They were Marie Therese Maxis Duchemin and Martha Shaaff, both of whom had been members of an African-American community of Catholic Sisters in Baltimore, and Therese Renauld, a young woman from a poor farming family north of Detroit. Father Louis Florent Gillet, a young Belgian missionary, who was pastor of St. Mary Church (Monroe), invited these three women to form a new community of Catholic Sisters to teach girls and young women. The Sisters' first convent was two small wooden cabins on the banks of the River Raisin. In 1846 the three Sisters opened an academy with an enrollment of 44 young women. The school flourished, as did the congregation's reputation as excellent educators.

The first term of IHM higher education for women began in 1899 when at the annual commencement of St. Mary Academy in Monroe, Abigail Drawe, a 1898 graduate, received honors in a post graduate course including Greek, Latin, French, vocal and instrumental music. Similar awards were made to two former graduates at the commencement of 1904.

In 1905, the Sisters built a beautiful new St. Mary Academy building. It also housed their newly founded St. Mary College - the first Catholic college for women in Michigan. In 1927, the Sisters transferred their college from Monroe to Detroit in order to provide an education for more women. The college, now known as Marygrove, was built on 80 acres of farmland on the corner of Six Mile Road and Wyoming. Money that the Sisters had saved to build the college only paid for one small section of the foundation. They had to borrow money to complete the project.

Classes opened on the new campus on September 18, 1927 preceded by an academic procession and the Mass of the Holy Spirit; 278 students were enrolled. The four buildings on the campus were completed. The dedication took place on November 10, Founder's Day. Dr. George Herman Derry was appointed to the presidency of the college; 26 Sisters, 2 Jesuit Fathers and 12 lay instructors (8 women and 4 men) constituted the first Marygrove faculty in Detroit.

The college flourished through the years and in 1945 was the third largest women's college in the United States. It became co-ed and established a graduate program in the late 1960's. Today it boasts an expansive study abroad program; extensive teacher certification and endorsement programs on the undergraduate and graduate levels; and, of course, the successful and growing MAT program.

From its beginning and into its future the IHM Sisters have and will continue to support and sponsor Marygrove College as it embodies and promotes the mission and gospel values of the founders enunciated in Marygrove's mission statement: competence, compassion and commitment.

For more information about the college's sponsors visit: [www.ihmsisters.org](http://www.ihmsisters.org)

## **Hallmarks of the College**

### **Strong Liberal Arts Curriculum with Relevant Career Preparation**

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

### **Curricular Focus on Leadership Development**

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

### **Excellent Teaching in a Personalized Learning Environment**

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

### **Close Faculty/Student Interaction and Cross-Departmental Cooperation**

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

### **An Aesthetically Beautiful Campus**

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

### **Intentional Racial and Cultural Diversity Among Student Body and Staff**

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

### **Development of a Learning Community Animated by Religious Values**

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

### **Focus on Action Toward Social Justice**

Students and faculty are engaged in a variety of campus-initiated projects, coalitions, and local and national organizations committed toward various ends consonant with the IHM Sisters' and Marygrove College's goal of eliminating the social causes of injustice.