

CALVIN

College



Graduate Teacher Education Program Catalog 2010-2013

Calvin College
Graduate Teacher Education
Program Office
3201 Burton SE
Grand Rapids, MI 49546

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While every effort is made to provide accurate, up-to-date information at the time of publication, Calvin College reserves the right to change, without notice, any statement in this publication concerning, but not limited to, policies, tuition, fees, curricula, course offerings, program requirements, faculty and other matters. Up-to-date information can be found at www.calvin.edu/go/gradstudies.

GRADUATE TEACHER EDUCATION PROGRAM

The Graduate Teacher Education Program at Calvin College is grounded in the Christian faith as expressed in Reformed Christian perspectives. Graduate students study education as a discipline and a profession in which they explore complex issues and challenge current understandings. Working within a community of learners, students ask questions, critique judgments and develop understandings nourished by their relationship with God and others. Our goal is to graduate responsive, visionary leaders who acknowledge the Lordship of Christ over all and strive to bring justice to the world. In brief, the general goals for all graduate programs are to develop Christian leaders in education and provide opportunities for advanced scholarship for students and faculty.

Calvin College offers Master of Education (MEd) specialities in Curriculum and Instruction, Educational Leadership, Learning Disabilities, and Literacy. In addition, post-baccalaureate, non-degree programs are available for obtaining the Michigan Professional Teaching Certificate and state endorsements for specialized areas of education.

Purpose

The primary purpose of the Graduate Teacher Education Program is to engage with aspiring educational leaders in rigorous education that promotes lifelong Christian service. We offer education that is shaped by Christian faith, thought, and practice. We study and address a world made good by God, distorted by sin, redeemed in Christ, and awaiting the fullness of God's reign. We aim to develop knowledge, understanding, and critical inquiry; encourage insightful and creative participation in society; and foster thoughtful, passionate Christian leadership and commitments. Our curriculum emphasizes the natural, cultural, societal, and spiritual contexts in which we live; our teaching respects diverse levels, gifts, and styles of learning; and our learning proceeds as a shared intellectual task.

Another purpose is to produce substantial scholarship. We pursue intellectual efforts to explore our world's beauty, speak to its pain, uncover our own faithlessness, and proclaim the healing that God offers in Jesus Christ. We strive to embrace the best insights of Christian life and reflection, engage issues in the intellectual and public spheres, and enrich faith by the heritage of the past and the discoveries of today. Our faculty and staff are committed to keen and lively work in their chosen fields and to sharing its fruits with others.

We are also called to perform all our tasks as a caring and diverse educational community. We undertake our tasks in response to a divine calling. Together we challenge ourselves to excellence as we acquire knowledge, cultivate aspirations, and practice lives of service. We seek to gather diverse people and gifts around a common pledge and purpose; pursue justice, compassion, and discipline; and provide a training ground for the life of Christian virtue. Our classrooms embody a community of faith and learning extending across campus and beyond.

About this Catalog

The Calvin College Graduate Teacher Education Program Catalog includes information useful to the graduate education student, including descriptions of all graduate programs and courses, as well as policies related to admission and degree completion requirements taken from The Policy Handbook for Graduate Studies in Education.

MASTER OF EDUCATION

Calvin Master of Education (MEd) specialities serve elementary and secondary teachers and administrators who desire to grow personally and professionally through advanced education and who need to satisfy the requirements for professional certification or attainment of specialized endorsements.

Calvin's MEd program invites teachers, administrators, and others interested in education. Graduate students and professors pursue transformative educational visions through Christian commitment and service within community contexts.

A Michigan Test for Teacher Certification (MTTC) is required for all endorsements. The specific number is listed with the endorsement.

Med in Curriculum and Instruction

Designed for teachers or administrators who are interested in furthering their knowledge and becoming leaders in areas of curriculum and instruction, this program explores the following: 1) curriculum theory and design; 2) historical and theoretical foundations of education; 3) theories of instruction; 4) classroom research methods and 5) further study in a subject matter area or an integrated subject matter concentration.

Advisor: Jan Simonson, 616-526-6826, Spoelhof Center, jms52@calvin.edu

Courses		Semester Hours
EDUC 510	Advanced Educational Foundations	3
EDUC 511	Consulting, Collaborating, and Coaching	3
	OR	
EDUC 531	Professional Development and Supervision	
EDUC 520	Theories of Instruction	3
EDUC 521	Curriculum Theory and Development	3
Subject Matter Concentration—500-level courses, graduate workshops, or other courses approved for graduate study		9
Elective or Literacy Course for State Requirement		2–3
Social Context Workshop		2–3
EDUC 591	Educational Research and Evaluation	3
EDUC 592	Graduate Seminar: C & I	3

A new science education concentration is available, as well as concentrations in any major or minor approved for teacher education, or self-designed concentrations worked out with the approval of the student's advisor. For a full list of education majors and minors, see the Education Department web page at: www.calvin.edu/academic/education/students/

Med in Educational Leadership

The MEd in Educational Leadership prepares aspiring school leaders to develop the skills, knowledge base and dispositions they need to become responsive and transformative leaders. This 32-semester-hour program consists of courses offered on campus during the summer and online during the school year. Based on a biblical framework and the Interstate School Leaders Licensure Consortium (ISLLC) leadership development standards, the program is designed to provide students with the unique blend of leadership, organizational, management, and educational knowledge and skills needed to lead schools.

Applicants must possess a K-12 teaching certificate and have two years of successful teaching at the elementary or secondary level. Applicants from countries other than the U.S. are encouraged to enroll in the program and will be advised to take courses relevant to their specific settings.

Those already serving as school administrators will find the Educational Leadership courses to be a source of ongoing professional development. Teachers considering the move to educational administration will find the program a solid preparation for their future service.

Graduates of the program are eligible for the Michigan K-12 Administrator Certificate. Contact the Teacher Certification Coordinator for details : 616-526-6208. Advisor: Al Boerema, 616-526-6036, Spoelhof Center, ajb37@calvin.edu

Courses	Semester Hours
EDUC 510 Advanced Educational Foundations	3
EDUC 520 Theories of Instruction	3
EDUC 521 Curriculum Theory and Development	3
EDUC 530 Introduction to Educational Leadership	3
EDUC 531 Professional Development and Supervision	3
EDUC 532 School Business Management	3
EDUC 533 School Law and Ethics	3
Social Context Workshop	2–3
Elective	3
EDUC 591 Educational Research and Evaluation	3
EDUC 593 Graduate Seminar: Educational Leadership	3

MEd in Learning Disabilities

The MEd in Learning Disabilities prepares educators to collaboratively lead in designing an implementation of accessible, responsive education for students identified with learning disabilities. Using theory, research, and practice, educators will explore culture and contexts, communication, assessments, instructional programs, strategies, and tools, and collaborative partnerships most effective for the growth of learners with unique gifts and challenges.

Applicants should possess an elementary or secondary teaching certificate, and have completed course work in education exceptional children (see prerequisites below). Two years of teaching experience is recommended but not required. The program leads to a state endorsement in Learning Disabilities. Teachers who wish to receive a MEd in Learning Disabilities but do not want an endorsement to teach in programs for students with learning disabilities may enroll in the degree program for the purpose of becoming more knowledgeable about addressing learning problems in schools. The requirements for 557/558 may differ for those earning a degree without a state endorsement. Advisor: Debra Buursma, 616-526-6231, Spoelhof Center, dbuursma@calvin.edu

MEd in Learning Disabilities with or without K-12 Endorsement

Prerequisite Courses	Semester Hours
(The following undergraduate courses are needed for this program)	
EDUC 202 Learner in Educational Context: Development/Diversity	
OR	
EDUC 606 Special Education Workshop	2–3
OR	
Transfer of an appropriate Intro to Special Education course	

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Graduate Courses		Semester Hours
EDUC 510	Advanced Educational Foundations	3
EDUC 511	Consulting, Collaborating, and Coaching	3
EDUC 513	Cognition, Learning, and Literacy Development	3
EDUC 550	Foundations of Learning Disabilities	3
EDUC 551	Assessment of Understanding: Learning Disabilities	4
EDUC 552	LD Instruction I: Programs and Strategies	3
EDUC 553	LD Instruction II: Trends and Issues	3
*EDUC 557	Practicum Seminar: LD	3
*EDUC 558	Practicum Field Placement	2
	Approved Elective	2–3
EDUC 591	Educational Research and Evaluation	3
EDUC 595	Graduate Seminar: LD	3

Application for Spring practicum (EDUC 558) must be submitted to the Graduate Office by March 31 for the following spring. Students must pass the MTTC #63—Learning Disabilities.

**Required or possible substitution of EDUC 599 for those seeking MEd only*

MEd in Literacy

The MEd in Literacy creates literacy experts who can work in multiple educational contexts to ensure that all students develop the literacy practices needed to participate in a diverse, technologically sophisticated and highly literate society. Courses examine such issues as literacy assessment, remediation and intervention; construction and evaluation of curriculum and literacy programs; literacy leadership and reform; and diverse learners and literacy development. Advisor: James Rooks, 616-526-8694, Spoelhof Center, jrooks@calvin.edu

Courses		Semester Hours
EDUC 510	Advanced Educational Foundations	3
EDUC 511	Consulting, Collaborating, and Coaching	3
EDUC 513	Cognition, Learning and Literacy Development	3
EDUC 540	Language Arts in the Elementary and Middle School Curriculum	3
EDUC 541	Early and Emergent Literacy	3
EDUC 542	Diagnosis and Remediation of Literacy Difficulties	3
EDUC 543	Adolescent and Adult Literacy	3
	Literacy Pre-requisite or Elective	3
	Social Context Workshop/Course	2–3
EDUC 591	Educational Research and Evaluation	3
EDUC 594	Graduate Seminar: Literacy	3

Reading Specialist Endorsement

Graduate students who complete the Literacy MEd program and pass the MTTC #92—Reading Specialist will also have K–12 Reading Specialist (BR) added to their certificates as well as the masters degree.

PROFESSIONAL DEVELOPMENT

The Graduate Teacher Education Program can help you provide professional development to your school district, or partnering schools. Through contract workshops, summer workshops, conferences, consulting services and Michigan State Board Continuing Education Units we can partner with you to offer professional development tailored specifically to the needs of your constituents whether it be held at your location, at a convention or on our campus. Contact the program office for more information or visit www.calvin.edu/academic/graduate_studies/academics/professional-development.html.

ENDORSEMENT PROGRAM

The Endorsement Program at Calvin allows certified teachers to fulfill the requirements of the Michigan Professional Teaching Certificate, gain highly qualified status, or obtain additional expertise in a specialty area. The State of Michigan requires a minimum of 18 semester hours of coursework beyond initial certification and 3 years of successful teaching experience before a teacher can be recommended for a Professional Teaching Certificate. The state regulations for highly qualified status are available in the Education Department office. The Endorsement Program allows the participants to add a level of teaching certification to their certificate (e.g. elementary to a secondary certificate) or to add a subject endorsement to their certificate. Courses taken in this program may be transferable to a master's degree at a later time if they are applicable to a particular concentration.

Courses in the Endorsement Program must be chosen in consultation with an appropriate departmental advisor at the time the program is initiated. Students who graduated from and were recommended for the provisional certificate by Calvin College must take at least 6 semester hours of the program at Calvin. All others must take at least 9 semester hours at Calvin. Previous course work as well as planned selections must be evaluated by the advisor. Only courses with a grade of C+ (2.3) or higher will be applied to program requirements. Please note, some endorsements may require more than 18 semester hours. Also, students adding subject endorsements or adding elementary certification must pass the state of Michigan tests for those areas.

A subject endorsement may be added to a Michigan teaching certificate if a teacher completes all of the courses required for an undergraduate education minor (or major if a minor is not offered) and passes the appropriate MTTC test. Contact the Teacher Certification Coordinator for details: (616) 526-6208. Subject endorsements are listed below.

Bilingual Spanish	German	Political Science
Biology	Health Education	Psychology
Chemistry	History	Reading Specialist
Computer Science	Integrated Science	<i>(requires graduate level courses)</i>
Early Childhood Education	Language Arts	Religion
Earth/Space Science	Latin	Social Studies
Economics	Learning Disabilities	Sociology
English as a Second Language	<i>(requires graduate level courses)</i>	Spanish
Fine Arts Studies	Mathematics	Special Education:
French	Music	Cognitive Impairment
Geography	Physical Education	Speech
	Physics	Visual Arts

Michigan Endorsement in Bilingual Spanish Education

This program is for those who have a bachelor's degree and a valid teaching certificate and who wish to obtain an endorsement in bilingual Spanish Education. Students must pass the Spanish Department Proficiency Test. Elementary teachers in bilingual classrooms need to be prepared to teach all subjects in a typical elementary or middle school in both English and Spanish.

Courses		Semester Hours
IDIS 301 (for elementary)/302 (for secondary)	Introduction to Bilingual/ESL Education	3
SPAN 310	Hispanic Culture in the US	3
SPAN 340	Spanish Phonology and Dialectology	3
IDIS 205	Societal Structures & Education	3
ENGL 355	Sociolinguistics and Issues in Language Education	3
ENGL 338	Grammar for Teachers of ESL	3
EDUC 590	Directed Teaching for certified teachers in the bilingual endorsement program	2

Students must pass the MTTC #75—Bilingual Education. The advisor for this program is Marcie Pyper, 616-526-6356, mpyper@calvin.edu

K-12 Michigan Endorsement in Cognitive Impairment

This program is for those who have a bachelor's degree and a teacher certificate and who wish to obtain an endorsement in cognitive impairment.

Courses		Semester Hours
EDUC 202	The Learner in the Educational Context	3
EDUC 306	Introduction to Cognitive Impairment	3
EDUC 310	Assessment in Cognitive Impairment	3
EDUC 330	Curriculum and Instruction: Cognitive Impairment	4
EDUC 511	Consulting, Collaborating, and Coaching	3
PSYC 201	Developmental Psychology: Lifespan	3
PSYC 213	Mental Health and the Classroom	3
EDUC 590	Directed Teaching: Cognitive Impairment	5
Elective	(To be selected in consultation with advisor)	3

Students must pass the MTTC #56—Cognitively Impaired. Secondary level teachers, to achieve highly qualified teacher status, may also need to take additional MTTC subject area tests. The advisor for this program is Thomas Hoeksema, 616-526-6212, Spoelhof Center, hoet@calvin.edu.

The endorsement requires a minimum of 30 semester hours. No more than 9 semester hours may be transferred from another institution. Courses taken toward an endorsement may be used in fulfillment of the requirements for a Michigan Professional Certificate.

Michigan Endorsement in Early Childhood Education

This program is for those who have a bachelor's degree and a valid teacher certificate and who wish to obtain an endorsement in Early Childhood Education.

Courses		Semester Hours
EDUC 202	The Learner in Educational Context	3
EDUC 236	The Young Child in the Educational Setting	3
EDUC 311	Child Language Development	3
EDUC337	Curriculum Theory and Development: Early Childhood Development	3
EDUC 339	Current Issues in Early Childhood Education	3
SOC 304	The Family	3
EDUC 343	Early Childhood Education: Preschool Field Experience	3
EDUC 344	Early Childhood Education: Field Experience	3
EDUC 345	Directed Teaching: Elementary	12

Student must pass the MTTC #82—Early Childhood. The advisor for this program is Susan Verwys, 616-526-6509, Spoelhof Center, skv5@calvin.edu.

Michigan Endorsement in English as a Second Language.

This program is for those who have a bachelor's degree and a teacher's certificate and who wish to obtain an endorsement in English as a Second Language. Students must demonstrate competency in at least one world language. Competency is defined as the successful completion of the equivalent of two years of study in college or four years in high school with a minimum grade of C in each course.

Courses		Semester Hours
CAS 216	Phonetics	3
ENGL 334	Linguistics or SPAN 340- Spanish-Phonology	3
ENGL 335	Sociolinguistics and Issues in Language Education	3
ENGL 338	Grammar for Teachers of ESL	3
IDIS 301 or 302	Introduction to English as a Second Language (concurrent with Practicum)	3
EDUC 590	Practicum in E.S.L.	2
IDIS 356/357	World Languages Pedagogy	3

Student must pass the MTTC #86—English as a Second Language. The advisors for this program are Elizabeth Vander Lei, English Department, 616-526-6434, bvlei@calvin.edu and Marcie Pyper, 616-526-6356, mpyper@calvin.edu

K-12 Michigan Endorsement in Learning Disabilities

This program is for those who have a bachelor's degree and a teacher's certificate and who wish to obtain a K-12 Endorsement in Learning Disabilities. This concentration is only offered at the graduate level.

This program requires prerequisite courses in education or psychology of exceptional children. The following courses are required to complete the endorsement:

Prerequisite Courses	Semester Hours
(The following undergraduate courses are needed for this program)	
EDUC 202 Learner in Educational Context: Development/Diversity	
OR	
EDUC 606 Special Education Workshop	2-3
OR	
Transfer of an appropriate Intro to Special Education course	

Graduate Courses	Semester Hours
EDUC 510 Advanced Educational Foundations	3
EDUC 511 Consulting, Collaborating, and Coaching	3
EDUC 513 Cognition, Learning, and Literacy Development	3
EDUC 550 Foundations of Learning Disabilities	3
EDUC 551 Assessment of Understanding: Learning Disabilities	4
EDUC 552 LD Instruction I: Programs and Strategies	3
EDUC 553 LD Instruction II: Trends and Issues	3
EDUC 557 Practicum Seminar: LD	3
EDUC 558 Practicum Field Placement	2
Approved Elective	2-3

Application for Spring practicum (EDUC 558) must be submitted to the Graduate Office by March 31 for the following spring. Application can be located at www.calvin.edu/academic/graduate_studies/currentstudents. Students must pass the MTTC #63—Learning Disabilities. The advisor for this program is Debra Buursma, 616-526-6231, Spoelhof Center, dbuursma@calvin.edu.

PROFESSIONAL TEACHING CERTIFICATE

Calvin's graduate teacher education program may be used to renew the Michigan Provisional Certificate or to earn the Michigan Professional Certificate.

In order to earn the Michigan Professional Certificate, teachers must complete 18 semester hours in a planned program or have an approved master's degree earned at any time (not in medicine, law, or religion). Calvin offers teaching endorsement and Master of Education programs that may be used as the planned program. Teachers must also complete three years of successful teaching at grade level(s) and subject(s) listed on the Michigan Provisional Certificate. After July 1, 2009, all applicants must also have completed a 3-credit course in the diagnosis and remediation of reading disabilities and differentiated instruction (EDUC 542 at Calvin).

Contact the Teacher Certification Coordinator for details: (616) 526-6208.

ADMISSION POLICIES FOR THE GRADUATE TEACHER EDUCATION PROGRAM

Nondiscriminatory Policy

Calvin College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. In the administration of its educational policies, admissions policies, scholarship and loan programs, or athletic or other college-administered programs, the college does not discriminate on the basis of race, color, gender, national and ethnic origin, or disability.

Admission Requirements for the MEd

Students must meet the following requirements to be granted degree-seeking status:

- An appropriate bachelor's degree from an accredited college or university, with an undergraduate grade point average of 2.8 or above (on a 4.0 scale).
- Documented teacher certification or eligibility for teacher certification.
- One to two years teaching experience are recommended, but not required for the MEd in Curriculum and Instruction, Literacy, and Learning Disabilities. In the case of the MEd in Educational Leadership, two years of elementary or secondary teaching experience are required.
- Two letters of recommendation from persons who can speak to the candidate's professional qualifications and his or her ability to complete graduate studies successfully.
- Official transcript(s).
- Completed application form.
- A professional essay dealing with the applicant's professional goals, how Calvin's graduate program might assist the achievement of these goals, and ideas about integrating faith and learning.

International Student Admission

The Calvin Graduate Teacher Education Program welcomes international students who can demonstrate their potential to meet the academic standards of the MEd program (see above), who are prepared to do graduate-level work using the English language, and who can show evidence of their ability to pay most of the cost of their education.

The college is authorized under Federal law to enroll non-immigrant alien students. When such an applicant is accepted for admission, he or she will be sent a formal letter of admission by the Education Department office. The applicant must provide evidence of sufficient financial support on the "Declaration of Finances" form. If this support is available, an advance tuition deposit is required. When the deposit is received, the Graduate Teacher Education Program Coordinator will send the Certificate of Eligibility (I-20). Prospective students should present this I-20 form to the United States Consul in their area and apply for a student visa.

Applicants for whom English is a second language must have an adequate command of English as demonstrated by their performance on either the Michigan

Test of English Language Proficiency (MTELP) or on the Test of English as a Foreign Language (TOEFL), administered periodically throughout the world by the Educational Testing Service. The TOEFL code number for Calvin College is 1095. The testing schedule for the MTELP can be obtained from the English Language Institute of the University of Michigan, Ann Arbor, Michigan 48109.

Students must have scores of at least 85 on the MTELP or 550 on the TOEFL handwritten version or 213 for the TOEFL computerized version.

Teaching Endorsement Admission

Programs leading to a Michigan Endorsement in Bilingual Education, Cognitive Impairment, Early Childhood Education, English as a Second Language, Learning Disabilities or any other undergraduate education major or minor offered at Calvin. Students must meet the following requirements for admission.

- An appropriate bachelor's degree from an accredited college or university with a cumulative grade point average of 2.8 or above on a 4.0 scale.
- Official transcripts of all academic work taken since high school graduation.
- Two letters of recommendation.
- If not a Calvin graduate, a copy of present Michigan teacher certificate.

Requests for information and admission to these programs should be addressed to the Education Department office and designated Endorsement Program.

The State of Michigan requires that students adding an endorsement to any certificate must pass a subject content test before the endorsement can be added to the certificate. Test registration booklets are available in the Education Department office.

How to Apply

Inquiries and applications for admission should be sent to the Graduate Teacher Education Program Office. Application forms may be requested from the office or obtained from the website: www.calvin.edu/go/gradstudies.

Applications Timeline

Students may enter the program at the beginning of any term. Students are encouraged to submit their applications and supporting materials by the following dates:

- June 15 (for summer session)
- August 1 (for fall semester)
- January 1 (for spring semester)

Applicants applying by the above dates will be considered for regular admission. Those applying after these dates may enroll in courses under graduate provisional status until the admission process are completed.

Classification of Admitted Graduate Student

Graduate students may be admitted to the program as regular, provisional, or graduate guest students. Regular students are applicants who meet all admission requirements. Students who do not meet all admission requirements, but show considerable promise of meeting them within the coming year, can be admitted on a provisional status. Students who wish to take graduate courses and have not yet completed the admissions procedure or who are not planning to work toward a Calvin

graduate degree may be admitted as guest students. Provisional students and guest students seeking a Calvin degree may take up to nine semester hours, after which all requirements for regular admission must be met.

Academic Advising

Students will be assigned an advisor in their area of concentration. This will be indicated in the formal letter of admission. Graduate students should contact their advisor to complete the required Counseling Agreement. After the student and the advisor have worked out a program, the Counseling Agreement must be approved by the Director of Graduate Teacher Education Program. The student, the advisor, and the Office of Academic Services will receive a copy after it is validated. Only those courses listed on the validated Counseling Agreement may be used toward the Master of Education degree or an endorsement program. Any changes must be approved by the advisor and the Director of Graduate Teacher Education Program.

Students who wish to change their area of concentration should notify their present advisor and contact the Director of Graduate Teacher Education Program so that a new advisor can be assigned. A new Counseling Agreement must then be submitted.

General Degree Requirements

After students are admitted to the MEd program, they consult with their advisor to complete a Counseling Form listing courses and schedule for the completion of the degree. All MEd programs must include a minimum of thirty-two semester hours. A limit of two education workshops may be included in a degree program. The program must be completed within six years from the date of admission with a cumulative grade point average of at least a B (3.0 on a scale of 4.0) and only courses with a grade of C+ (2.3) or higher will be applied to the requirement of the degree.

Students may count Calvin's online courses, summer courses, and workshops as part of their program provided that their academic advisor agrees in advance that such courses or workshops are applicable to the student's program. Program prerequisites may be required in addition to the minimum courses listed for a particular program if the student lacks preparation at the undergraduate level in areas considered critical to their program. Specific courses for MEd completion are listed in the graduate catalog. Inquiries and applications for admission should be sent to the Education Department office. Prospective students may also initiate the application process using the college's website (www.calvin.edu/go/gradstudies).

Accepting Previous Credit

Subject to the approval of the student's advisor, up to nine semester hours may be transferred to graduate programs from accredited institutions, provided the courses are appropriate to the degree program and the grades are a B (3.0 on a scale of 4.0) or higher.

If, because of exceptional circumstances, an enrolling graduate student wishes to transfer more than nine semester hours of graduate credit, or post baccalaureate credit earned more than seven years prior to enrollment, a written request should be submitted by the student to the Graduate Teacher Education Program Office. The Exemption Request Form found at www.calvin.edu/academic/graduate_studies/current-students/form.html should be used. Once submitted the request will be presented by the Director of Graduate Teacher Education to the Teacher Education Appeals Committee for consideration.

Up to fifteen semester hours of graduate credit may be transferred from institutions that are members of the Association of Reformed Institutions of Higher Education (ARIHE). Such transfer credit is subject to the approval of the student's advisor.

Second Master's Degree

Students with a completed MEd at Calvin College seeking a second master's degree may apply up to twelve semester hours (as approved by the second advisor) from the first master's degree program into the second master's degree program. An integrative seminar is required for each degree.

Time Limit for Degree Completion

All work toward a master's degree and/or a state endorsement must be completed within six years from the date of admission. Written requests for time extensions due to unusual circumstances will be considered on an individual basis. Extensions beyond the existing six-year time period for earning a master's degree or a state endorsement will be limited to three one-year extensions.

Application for Degree Completion

Students nearing the completion of their program will need to apply for the MEd degree or endorsement at least six months before intending to graduate. The Application for a Degree form is available on the Office of Academic Services Web page. Graduation dates fall in January, May, August, and December. Students who expect to complete all requirements by August or December may participate in the May graduation ceremony prior to the completion of their final requirements. The Graduate Teacher Education Program hosts a celebration dinner for the graduates during the week of the graduation ceremony.

ACADEMIC POLICIES

Grading Systems

Grades given during the regular semester are designated by letters A, excellent; B, good; C, average; D, just passing; F, failure; I, incomplete; W, authorized withdrawal; and N, unauthorized withdrawal. Only course grades of C+ (2.3) or higher may count toward completion of the MEd Degree.

Ordinary grades for the interim are H, honors; S, satisfactory; and U, unsatisfactory. These are not averaged in the student's total record, but the student normally receives 3 semester hours toward those required for graduation.

Graduate workshops are graded with S and U grades only.

Auditors are given grades of AU. However, if they fail to attend classes, the instructor will report a grade of AUN.

If students fail to complete all the required work or to sit for the final examinations, instructors may, if they consider a student's reason valid, give a grade of I, incomplete, rather than a grade of F. The grade of I shall be computed as a neutral grade in determining a student's grade point average. Students given an I in the fall semester or in the interim must make up the deficiency by March 15 of the following spring semester; if given an I during the spring semester or summer session, they must make up the deficiency by October 15 of the following fall semester. If they fail to do so, grades of N will be entered on their records. A grade of N will be altered only if a student reregisters and retakes the course in which it was given. Grades of I are never expunged from the records. When a student completes the work and the professor submits a grade, the new grade is combined with a grade of I, (e.g., IB+), to indicate the incomplete has been completed.

Dropping a Course during the Term

Students may alter their schedules during the first week of classes without grades of W being recorded on their records. After that time the grade of W, authorized withdrawal, will be recorded if they leave courses with the written approval of their instructors by the end of the ninth week of the semester. Students who discontinue classes without permission or notification are not entitled to a grade of W but will be given an N, unauthorized withdrawal. This grade is computed as an F in determining a student's grade point average. However, students who withdraw from school at any time, with the approval of the Registrar and one of the student deans, will be given grades of W in all courses. This applies to fall and spring term, for summer term, contact the Office of Academic Services for details.

Academic Probation and Grounds for Dismissal

Each graduate student must have a cumulative grade point average of 3.0 to receive their master's degree. Graduate students will be placed on academic probation whenever their cumulative grade point average falls below 3.0. However, Incompletes (counted as a zero in the GPA until removed) will be included in the calculation only if they have not been removed within the time limit and the Incomplete becomes an F. Students will be advised in writing of probationary status. They will be removed from probation when they raise their cumulative grade point averages to 3.0.

After completing nine or more semester hours of coursework, a graduate student who fails to maintain a cumulative grade point average of 3.0 or make satisfactory progress toward a degree will be subject to review for dismissal. The student will meet with the Director of Graduate Teacher Education Program to determine the best course of action in light of the circumstances. The case will then be brought to the Teacher Education Appeals Committee, which will review the Director's

recommendation regarding dismissal or retention. The student will be notified of the decision. The Veteran's Administration will also be notified of any student receiving Veteran's benefits who is dismissed. Graduate students who have been dismissed and who wish to be considered for readmission must resubmit an application to the Teacher Education Appeals Committee.

Academic Honesty Policy and Procedures

The Calvin College Student Conduct Code, as published in the undergraduate Student Handbook, shall apply to graduate students. However in the case of allegations of academic dishonesty involving graduate students, the judicial hearing body shall be the Teacher Education Appeals Committee rather than the Student Discipline Committee. This code is based on the Christian law of love. It recognizes that despite sin the Christian academic community must join together in building a body which will act to encourage positive conduct, correct deficiencies in behavior, and do so in good order.

Among other matters, the Code outlines the college's approach to matters of academic honesty. Since the student-faculty relationship is expected to be based on trust and mutual respect, the suspicion or reality of academic dishonesty can seriously undermine it.

Within the Student Conduct Code the understanding of academic dishonesty includes both cheating and plagiarism. The definition of "Cheating" includes, but is not limited to:

- use or provision of any unauthorized assistance in taking quizzes, tests, or examinations;
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or College official; or
- providing or selling answers or papers to other students;
- the multiple use of a paper or project prepared and submitted to another course for credit and resubmitted again for credit for a subsequent course without prior consultation or permission of the professor.

The definition of "Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation from the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials.

Arbitration Process

The procedure below lists the normal process for adjudicating a case of alleged academic dishonesty by a graduate student within the overall framework of the Student Conduct Code.

In cases of alleged academic dishonesty, the faculty member bringing the charges shall present the accused student with a written statement of alleged misconduct.

The accused student may choose an informal hearing with the faculty member or the director of the graduate teacher education program as the judicial hearing body, or a formal hearing with the Teacher Education Appeals Committee as the judicial hearing body. The faculty member or the director may decline to hear the case.

If the accused student is found guilty, an appropriate sanction (as described in the Calvin College Student Handbook) is decided by the judicial hearing body after consultation with the director of the graduate teacher education program. Implementation of the sanction is the joint responsibility of the faculty member bringing the charges and the dean. A written record of academic dishonesty cases, including sanction, must be submitted to the Vice President for Student Life within five school days of the decision.

The Family Education Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student records. The act provides for the right of the student to inspect and review education records, the right to seek to amend those records, and to limit disclosure of information from the records.

Students who are currently enrolled at Calvin College or formerly enrolled students, regardless of their age or status in regard to parental dependency are protected under FERPA. Parents of students termed dependent for income tax purposes may have access to the student's educational records.

With certain exceptions, a student has rights of access to those records which are directly related to him/her and which are maintained by Calvin College. Educational Records include any records in the possession of an employee, which are shared with or accessible to another individual. The records may be handwritten or in the form of print, magnetic tape, film, electronic image, computer storage, or some other medium. This would include transcripts or other records obtained from a school in which a student was previously enrolled.

Official Calvin College transcripts are released only when requested in writing by the students. The fee is \$5 per copy. Transcripts will not be released for students who have failed to meet their financial obligations to the college.

Calvin may disclose information on a student without violating FERPA through what is known as directory information. FERPA regulations define "directory information" as information contained in an education record of a student that would not usually be considered harmful or an invasion of privacy. This generally includes a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized sports and activities, weight and height of athletes, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full- or part-time), degrees, honors and awards received, the most recent educational agency or institution attended, and other similar information. A student may restrict the release of his/her directory information by making a request in writing to the registrar.

In certain other situations, a student's consent is not required to disclose educational information.

Exceptions are:

1. to school officials who have legitimate educational interests
2. to schools in which a student seeks to enroll
3. to Federal, State, and local authorities involving an audit or evaluation of compliance with education programs
4. in connection with financial aid
5. to State and local authorities pursuant to a State law adopted before November 1974 requiring the disclosure
6. to organizations conducting studies for or on behalf of educational institutions;

7. to accrediting organizations
8. to parents of a dependent student
9. to parents of students under 21 for violations of any law or institutional rule related to the possession of alcohol or controlled substance
10. to comply with judicial order of subpoena
11. health or safety emergency
12. directory information
13. to the student
14. results of disciplinary hearing to an alleged victim of a crime of violence
15. to the Attorney General of the United States in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes.

Requests to disclose educational information will always be handled with caution and approached on a case-by-case basis.

Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy, should discuss their problems informally with the person in charge of the records involved. If the problems cannot be resolved, the student may request a formal hearing by the registrar. The request must be made in writing to the registrar who, within seven days after receiving the request, will inform the student of the date, place, and time of the hearing. Students may present evidence relevant to the issues raised. The hearing officer who will adjudicate such challenges will be the registrar, or a person designated by the registrar who does not have a direct interest in the outcome of the hearing. The educational records will be corrected or amended in accordance with the decisions of the hearing officer, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the educational records statements commenting on the information in the records or statements setting forth any reasons for disagreeing with the decisions of the hearing officer. The statements will be placed in the educational records, maintained as part of the student's records, and released whenever the records in question are disclosed.

DETAILS FOR NEW STUDENTS

Office Personnel

The Graduate Teacher Education Program office is located in the William Spoelhof College Center, room 398. Cindi Hoekstra is the Graduate Teacher Education Program Coordinator. She can be reached at 526-6158 or choekstr@calvin.edu. Debbie Abbott is the Administrative Assistant. She can be reached at 526-6105 or dka2@calvin.edu. They have relevant course and program information and can assist you with admission, registration, scholarships and program completion questions. You can also e-mail gradstudies@calvin.edu to contact the program office.

Calvin College ID Card

A Calvin College identification card is needed to check out books at the library, use the computer lab in the library, enter the field house or use the college swimming pool, or obtain student rates for event tickets. Every student should have an ID card. To obtain one, stop in the Student Life Offices on the top floor of Spoelhof Center with your Calvin student number. A photo will be taken and within a few moments your ID card will be ready.

Parking Permits

Calvin's Campus Safety Office registers Calvin vehicles. A Calvin parking permit provides additional security. Calvin monitors parking consciously. Follow the rules to avoid a ticket. Temporary and permanent vehicle permits may be obtained during regular office hours 7:30 a.m.–9 p.m., Monday–Friday. Motor vehicles may be parked only in approved student parking areas, and the drivers will be fined if they park elsewhere. Because parking areas are limited, parking regulations are enforced stringently. Complete lists of Calvin's parking/driving regulations are accessible through the Web at www.calvin.edu/admin/campus_safety.

Registering for Classes

Students must be officially registered for all courses in which they receive credit. Class schedules and registration information are provided on the Graduate Teacher Education Program Web page and in other communications to enrolled graduate students before each term and to others upon request. Registration may be completed on campus, by mail, or online. Students who expect to register for independent study or for a regular course on a tutorial basis must secure formal approval before registration. Request forms are available on the program Web page. See page 22 for additional information. If you find yourself unable to complete the registration process, contact the Graduate Teacher Education Office and indicate the courses for which you wish to register. You can also send e-mail to gradstudies@calvin.edu to reach the Graduate Teacher Education office.

Auditors are those students attending classes for personal enrichment and not for academic credit. Most graduate courses are open to auditors, who must be formally admitted to the college and must pay the tuition for auditing, which is half the regular per-course rate. Auditors are expected to attend all classes and participate in the assigned activities of the class. They may take all tests and submit assigned papers for evaluation, but they are not required to do so. Auditors may change their registration from audit to credit only during the first four weeks of the semester; students enrolled in a course for credit may change to audit only during the first four weeks.

Academic Calendar

The Graduate Teacher Education Program has three terms and does not strictly adhere to the college's published academic calendar for undergraduates. We do not use the advising days in October and April nor the reading recess days scheduled in December and May. Instead, graduate students may see their advisors at any time regarding their program and may register during or after undergraduate registration.

Spring vacation for graduate students follows the calendar of the local school districts. For graduate students it does not occur during the middle of March as noted on the academic calendar.

Technically the Graduate calendar year runs June through May.

Summer Workshops and Classes

Graduate classes are also held during the summer term, usually beginning about mid-June. Courses usually run two or three weeks with prerequisite work assigned. In addition, a set of one-week for-credit summer workshops are offered from mid-June through August. Descriptions will be available in the spring. Many students include a workshop or two as part of their program.

Independent and Tutorial Study

The Graduate Teacher Education Program provides the opportunity for students to do independent research or reading when they have demonstrated their competence in the academic discipline involved and have shown the ability to study on their own initiative. An independent study must include substantial research or reading in an area not covered in the regular course offerings of that department.

In unusual situations a student may register on a tutorial basis for a course listed in the catalog when that course is not among the regular offerings of that semester. Such registration is a privilege and is subject to specific requirements. To review the requirements and to obtain the required form please visit www.calvin.edu/academic/graduate_studies/current-students/forms.html.

Teacher Education Committee

This committee is the educational policy body that supervises graduate studies at Calvin College and the work of the Director of Graduate Teacher Education Program. They approve policies relevant to graduate students and approve any new courses or workshops proposed.

COMPUTER ACCOUNTS

Every Calvin student is automatically assigned a computer account, including e-mail. To activate your account, go to www.calvin.edu/account/new and follow the activation process. **Please activate and check your Calvin e-mail.** Professors have easy access to Calvin e-mail addresses. They do **NOT** have easy access to other e-mail accounts you may have with Comcast, Yahoo, Hotmail, etc. All student accounts remain active as long as a student is registered for classes and until October 1st following graduation. Students will find a wealth of information on the Calvin website. Those of specific relevance to graduate students are described below. Further resources can be obtained by going to the main Calvin website (www.calvin.edu) and using the “A-Z Index” link. Questions regarding computers on campus may be directed to the CIT Helpdesk at 616-526-8555. Additional information about computer services can be found by visiting the CIT website at www.calvin.edu/it/.

KnightVision Access

KnightVision (knightvision.calvin.edu) is Calvin’s eCommunity, an online environment that brings together academic communities, announcements, social activities, student discussion boards, student organizations, course registration, course material, and more in an easy-to-use format. Access to KnightVision is gained with your Calvin username and password. KnightVision is accessible at knightvision.calvin.edu. You may also use www.calvin.edu/account/new.

Secured resources, such as access to online course registration, class schedule, grades and transcripts, are also offered in KnightVision on the “My Resources” tab. An additional login using your KnightVision password is required.

To activate your KnightVision account, go to knightvision.calvin.edu and click on the Activate Account link. You will create your KnightVision password during this process.

Novell Account for Network Storage

Novell accounts are provided to each Calvin student as a location to store academic and course-related documents and personal files on Calvin’s network. Students can access his or her Novell accounts by logging into Novell on campus, and/or by accessing their Novell account via the internet using NetStorage (netstorage.calvin.edu). You must activate your account before using it for the first time. You will be asked to provide your KnightVision password to open the activation page.

Calvin Email Account

All Calvin students are given a web-based e-mail account (webmail.calvin.edu) with 35MB of file space. Webmail uses the same username and passphrase as KnightVision, and can be accessed at webmail.calvin.edu.

Please activate and check your Calvin e-mail. Your non-Calvin e-mail addresses are normally not available to your professors. To be current on all course and program information, check your Calvin e-mail routinely. You may have e-mail addressed to your Calvin account automatically forwarded to another e-mail account, such as Hotmail, Comcast, msn, etc. To have your Calvin e-mail automatically forwarded, go to www.calvin.edu/it/core/email/studentmail and follow the link for “auto-forward e-mail.”

If you chose to have your mail forwarded, no mail will accumulate in your Calvin email account, but instead will be sent along to the address you specify. The procedure for forwarding e-mail can be found at www.calvin.edu/it/services/accounts/studentaccounts.htm

Student News is an e-mail communication that is delivered to Calvin e-mail accounts to inform all students about important campus events and deadlines. If you wish to subscribe to student-news, send an e-mail to majordomo@calvin.edu, and in the body of the message place “subscribe student-news”.

FINANCIAL INFORMATION

Tuition Charges and Fees

- | | |
|--|--------------------------|
| • Tuition, per credit hour | \$420.00 |
| • Interim, per credit hour | \$420.00 |
| • Course audit, per credit hour | \$210.00 |
| • Summer workshops,
per credit hour | \$265.00 |
| • Returned check fee | \$20.00 |
| • Late payment fee | 1% of minimum amount due |

Accounts not paid on time are subject to a late fee equal to 1% of the outstanding balance. This fee will be assessed 5 days after each due date. Students whose accounts are not paid in accordance with the above schedule will not be permitted to register for future courses. Also, transcripts will not be issued for students with past due accounts.

The Financial Services Office produces the Tuition, Room, and Board Statement which includes charges for tuition, room, board, and course-related fees. These charges are divided into three payments per semester. A copy of the Tuition, Room, and Board Statement will automatically be sent to each student approximately three weeks prior to each due date. Summer charges are due in full upon reception of the statement. Students are required to maintain an accurate billing address to which copies of their statements may be sent. Should a student's account become delinquent, the account may be placed with an outside collection agency. All fees associated with the collection process shall be the responsibility of the student and will be added to the student's total account balance.

This office also produces the Miscellaneous Charges Statement which includes charges for bookstore purchases, student activity fees, parking violations, career services, health services, and all other charges that do not appear on the Tuition, Room, and Board Statement. The Miscellaneous Charges Statement will be mailed around the 20th of each month. Payments are due on the 1st of each month. Miscellaneous expenses are expected to be paid in full each month. All students should receive a copy of the Financial Services Billing brochure. This same information is available online at: www.calvin.edu/admin/fsrv/students/.

Check Cashing Policy

Students may cash personal and payroll checks upon presentation of a valid Calvin College ID card. Checks may not exceed \$200.00 and must be made payable to "CASH" or to the person cashing the check. Cashing of third party checks is not permitted.

Students who present a Canadian fund check for cash will be charged a \$5.00 service fee per check.

Course Withdrawals

Tuition charges for students withdrawing from a course will be refunded as follows during the fall and spring terms:

- Calendar days 1-10 = 100%
- Calendar days 11-24 = 80%
- Calendar days 25-31 = 60%
- Calendar days 32-38 = 40%
- After 38 days = 0%

Contact Financial Services for the summer term refund schedule. Financial aid for such students is reviewed, generally reduced, and refunded back to the appropriate financial aid program.

Graduate Teacher Education Scholarships

Calvin College provides financial aid to graduate students as well as undergraduate students through programs funded by the state and federal government and through programs funded by the college. Scholarship programs generally provide funds based on the student's undergraduate record and potential for graduate work at Calvin, and grants and loan programs generally provide funds based on financial need. For graduate students, the minimum full-time student load is nine hours per semester.

Students applying for graduate scholarships must indicate a plan of course work for the coming academic year. Scholarship awards are disbursed among one to four courses depending of the plan submitted to the Graduate Teacher Education Program Office for that given year. Recipients of scholarships who fail to take the specified number of courses within the give year will lose a portion of the award amount. It can not be carried over into the next academic year. The Graduate Teacher Education academic year is June through May.

Scholarship applications are available at the Graduate Teacher Education Program Office or on the Graduate Studies website (www.calvin.edu/academic/graduate_studies/tuition-scholarship/scholarships). Applications are normally distributed during January/February with a submissions deadline of mid-March. Students who wish to be considered for renewal must file a new application each year and will be given equal consideration with other candidates.

Calvin College Named Scholarships

The Graduate Teacher Education Program has scholarships designated for graduate students. Students can apply for these scholarships by the mid-March deadline. The recipients are chosen by the Graduate Teacher Education Program Committee.

The following Named and Departmental Scholarships are available to graduate students:

- **The Art and Marilyn Dykstra Scholarship.** This scholarship, established by Mr. Art and Mrs. Marilyn Dykstra, is provided to assist experienced Christian teachers to return to full- or part-time education in the MEd Educational Leadership program. To be eligible for the scholarship, a student must be a professing Christian educator, committed to entering or continuing the field of educational administration, and must be accepted in the graduate program. Applicants who are employed in a Christian Schools International (CSI) school will be given first priority. If there are no applicants who fit that criterion, then the next priority will be given to those employed in a Christian school.
- **The Corrine E. Kass Graduate Studies Scholarship.** This scholarship in honor of Corrine E. Kass, who administered the Graduate Studies Program at Calvin from 1984-1992, was established for the purpose of assisting experienced teachers to return to full or part-time education in one of the Master of Education programs at Calvin. To be eligible for the scholarship, a student must, in addition to fulfilling requirements for admission to the graduate programs, have an undergraduate grade point average of 3.30, be committed to leadership responsibilities in the education profession, demonstrate financial need based on criteria for financial aid, and be enrolled for graduate credit in a minimum of one to two courses per semester. \$2,000 or more is available each year with individual amounts depending on the number of qualified candidates. Half of these funds will be awarded to graduate students in the LD program.
- **The Fred and Carol Van Den Bosch Scholarship.** This scholarship, established by Mr. and Mrs. Fred Van Den Bosch, is provided to assist experienced Christian teachers in returning to full or part-time education in the Master of Education Learning Disabilities (LD) program at Calvin. To be eligible for the scholarship,

a student must be a professing Christian teacher, must be committed to continuing in this profession, and must be enrolled for graduate credit in a minimum of two courses per semester. The recipient must demonstrate potential for advanced academic scholarship, and demonstrate financial need based on criteria for financial aid. Typically, \$5,000 is available each year, with individual amounts depending on the number of qualified candidates and the students' enrollment statuses.

- **Mary Louise Huizenga Scholarship.** This scholarship was established by the children of John S. and Anne Huizenga to honor their sister, Mary Louise Huizenga, who was born with Down's Syndrome. Mary received much love, generous support and educational assistance from many kind and loving educators during her life time. In recognition of their contributions to Mary's life, the family would like to assist students who have chosen to pursue a master's degree in Special Education at Calvin. Candidates for this scholarship must be a professing Christian teacher who is committed to furthering his or her education in the field of Special Education for graduate credit. Preference will be given to persons desiring to be employed in a special education program in the school setting or to those needing additional training in special education. Current employment in either a special education school or a regular education setting is acceptable. Persons employed in a Christian Learning Center network will be encouraged to apply. Financial need may be considered. To apply for this scholarship contact the Education Department/Graduate Teacher Education Program Office. Students who wish to be considered for renewal must file a new application each year and will be given equal consideration with other candidates.

* *Other scholarships may also be available in a given year.*

Additional Scholarships

Many scholarships are available for graduate students in education from government, non-profit, or other agencies or institutions. Graduate students should seek out such information through the Internet, through employers, and other community organizations. The **TEACH Grant** is a federal program that provides grants to students who plan to teach full time in high-need areas at schools serving students from low-income families. Please visit www.calvin.edu/admin/finaid/types/teach-grant.htm for more information.

A major source of information on the Internet is the HFAC Guide to Graduate Student Funding at www.hfac.uh.ed/dean/grad.htm. Scholarship information normally becomes available in January with applications due March 1 and awards announced in April. Examples of such local scholarships for graduate students include:

- **The Guy D. and Mary Edith Halladay Graduate Scholarship.** You may apply if you are a graduate level student in a field of your choice at a college in Michigan; a Kent County resident for a minimum of five years, have a minimum 3.0 college grade point average, and demonstrate financial need. Apply through the Grand Rapids Community Foundation, 209-C Waters Building, 161 Ottawa NW, Grand Rapids, MI 49503.
- **The Roy Johnson Trust.** Any blind person of either sex, regardless of race, color, or religion, or any age, and who has received a bachelor's degree from an accredited college in the United States, may be considered as an applicant. Consideration is given to the applicant's intended use of his or her post-graduate studies such as law, education, science, music, etc. in an accredited college in the State of Michigan. Grant awards are made for tuition, room and board, or reader services.
- **The Dorothy Thurston Scholarship.** You may apply if you are a graduate level student, part- or full-time, at any post-secondary institution in Michigan. Must have a minimum 3.0 cumulative college grade point average and be a

Kent County resident (minimum 2 years at time of application or prior to the beginning of your undergraduate education). Scholarship is renewable providing the student maintains a 3.0 grade point average and there is continued financial need. Apply through the Grand Rapids Community Foundation, 209-C Waters Building, 161 Ottawa NW, Grand Rapids, MI 49503.

Need-Based Financial Aid

There are a number of programs based on need that provide funds to graduate students. Need for these programs are determined in one of two ways. For students who are dependent on their parents, an assessment is made of the parents' ability to help with college expenses. For students not dependent on their parents, a category into which most graduate students fall, the evaluation is based on the income and assessment of the student and spouse and an assessment of their ability to meet college expenses from their own resources.

Graduate students are generally considered independent for financial aid purposes, so eligibility for financial aid is usually based on the financial circumstances of the student and spouse. If a student is taking graduate level classes, but is still in an undergraduate program of study, s/he is not considered a graduate student (independent for FA purposes unless meeting one of the other criteria needed to be considered independent). More specific information about dependency status is available in the financial aid application used to apply for need-based aid programs.

The following need-based programs provide aid to graduate students at Calvin. All are available to students enrolled at least half-time (five semester hours) except the Canada Student Loan which requires full-time enrollment (nine semester hours).

Michigan Tuition Grants provide up to \$2,350 per year to Michigan residents for a maximum of three years of full-time graduate work. The time period is extended proportionately for students who attend less than full-time. Completion of the FAFSA form is required for consideration.

The Federal Direct Loan Program provides long-term loans that may be interestfree to students while in school. Repayment begins six months after the borrower ceases to be enrolled at least half-time. The interest rate is variable, adjusted annually, and capped at 8.25%. The amount of the loan is determined by the amount of need after other aid is considered. The maximum available in a single year is \$5,500 for graduate students taking undergraduate courses and \$8,500 for graduate students in graduate programs.

Other Programs of Financial Aid

Denominational Grants are given to students who are members of the Christian Reformed Church and who contribute regularly to Calvin through denominational ministry shares. The grant amount for graduate students who qualify is \$15 per semester hour.

Alternative Loans for students are available to those who do not qualify for needbased aid or who need more money than the need-based programs provide. Loans are not based on need, but the applicant or a cosigner must be creditworthy based on standard consumer loan credit criteria. Repayment of principal is not required until the borrower graduates or leaves school. Additional information and application materials are available from Calvin's Office of Scholarships and Financial Aid or from the web: www.calvin.edu/admin/finaid. By clicking on the Other Recourses heading, then on Alternative Loans Table, one can compare the application requirements, interest rates, fees and other differences for several alternative loads.

Part-time Jobs are available to many Calvin students. The college employs many students on campus in a variety of positions and has a placement service to help students find jobs off campus. A transportation service is available for those who have a job but no transportation available. Students who want to apply for a job either on campus or off can access the student employment website for a list of employment opportunities.

INTERNATIONAL STUDENT FINANCIAL AID

International students must submit a Declaration of Finances form.

Calvin College Named Scholarship

The Wilhelmina Kalsbeek Memorial Scholarship. The family and friends of Wilhelmina Kalsbeek have established a fund in memory of her and her missionary work in China from 1922 until 1949. The purpose of the scholarship is to assist with a Christian college education for students from mainland China who in turn can bring the Christian faith to the Chinese people. To be eligible for the scholarship, a student should be from mainland China, committed to return to China, proficient in speaking and writing the English language, and qualified to do college-level work. Other criteria considered in the selection include the student's academic potential, potential for Christian service in China, and financial need. Typically, scholarships in the amount of \$2,000 or more are awarded each year. No separate application is required.

Need-Based Financial Aid

An Exchange Grant Program for Canadian Students has been established by the college to offset in part the additional costs encountered by Canadian students resulting from the exchange on Canadian funds. This adjustment applies to tuition and room and board charges and is awarded automatically.

Canada Student Loans are similar to the Perkins and Stafford Loans and are available to Canadian students in most provinces. The interest during repayment is determined at the time repayment begins. Albert Postman Loans are available through Calvin for students from provinces that do not provide Canada Student Loans.

Tuition Waivers for International Students

Tuition Waivers for International Graduate Students are available on a limited basis for those with financial need. Waivers may be granted each academic year as either full or partial waivers, depending on each international student's financial circumstances. A determination of financial need will be made from the Declaration of Finances form submitted prior to admission. Decisions about the awarding of tuition waivers will be made by the Office of Financial Aid in consultation with the Coordinator of Graduate Teacher Education Program.

How to Apply

1. For Named Scholarships – See each scholarship description on the previous pages. www.calvin.edu/academic/graduate_studies
2. For Need-Based Programs
 - U.S. students who want to be considered for need-based aid, including the Federal Direct Loan, must complete the Free Application for Federal Student Aid (FAFSA) and the Calvin Supplemental Application for Financial Aid. Both forms are available from Calvin's Office of Scholarships and Financial Aid. The FAFSA can also be completed online at www.fafsa.ed.gov.
 - Canadian students who want to apply for a Canada Student Loan should contact the appropriate Provincial Office of Education for the loan application. The application should be filed at least 30 days before the school year begins.
3. For Other Programs
 - a. Financial Aid at the beginning of the fall semester.
 - b. Applications for alternative loans are available from Calvin's Office of Scholarships and Financial Aid.

RESOURCES & SERVICES FOR GRADUATE STUDENTS

All of the college services are available to you as a graduate student at Calvin College. While many services are aimed specifically at undergraduate students, graduate students will find relevant assistance from many sources. A selection of services listed below may be of particular help to graduate students.

Academics

Academic Services (526-6113)

This office offers a variety of services empowering students for academic success. We serve as a bridge over obstacles, such as physical challenges, unique learning styles, and cultural adjustments that hinder the learning process. Visit www.calvin.edu/academic/sas/ for a complete list of services.

Hekman Library (526-7197)

The Hekman Library contains valuable resources for your research work in Education. If you are not familiar with the library, or if you would like to review what is offered there, please contact Sarah Kolk, 616-526-6014, smk23@calvin.edu. She is the Reference and Instruction Librarian. Arrange a time with her to take a tour or to seek her assistance. Of course, you may always stop at the information desk and request assistance at any time. Be sure to become familiar with the many options available on the Hekman Digital Library on the web at www.calvin.edu/library. The first floor of the Hekman Library features more than 200 computers in the Information Technology Center, providing seamless access to research material and the tools needed to complete assignments. Students wishing to use the computers must present their ID cards. There are also computers for public use on the 2nd floor. Additional information, including access to the Hekman Digital Library, can be found at the library's website: www.calvin.edu/library

Library Hours

Academic Year 8 a.m. - 12 midnight (Monday - Thursday)
8 a.m. - 8 p.m. (Friday)
9 a.m. - 8 p.m. (Saturday)
(Extended hours during the last few weeks of both semesters)

Summer Hours 8 a.m. - 9 p.m. (Monday - Thursday)
(mid-May 8 a.m. - 4:30 p.m. (Friday)
through July) 9 a.m. - 1 p.m. (Saturday)

August and Vacation Periods: Hours are posted in advance.

Book Loan: Two weeks; one two-week renewal.

Fines: 3 day grace period, followed by a \$1.00 fine on the 4th day; \$0.25/day thereafter until a maximum fine of \$5.00 is reached.

Reserve Item Loan One day, three day, and seven day loans: \$0.25/day; no grace period Two hour loan: \$0.50/first hour; \$0.25/hour thereafter. Report lost or stolen books immediately. While the one who checked the items out is still responsible, at least the fine will stop accumulating. After a period of time, the item will be declared lost. The replacement fee is currently \$50.00 (\$40.00 for the book and \$10.00 for a processing fee).

Book Limit: Undergraduate students: 25 items; Graduate Students: 50 items

Instructional Resources Center (526-6334)

The Instructional Resources Center is located in the lower level of Hiemenga Hall. Visit www.calvin.edu/admin/irc/ for more information about the following services offered by the IRC:

The Audio-Visual Department provides equipment, services, and facilities to produce and display a variety of media. In addition to lending popular equipment like digital still cameras, digital video cameras, tripods and microphones, the department provides digital audio and audio-cassette recorders, audio and video transcription equipment and software, videoconferencing equipment, DVD and VHS players (including multi-standard players for foreign recordings), and much more. Its facilities include a “paint and paper” workroom, which has materials for creating posters, banners, games and activities, bulletin boards, die-cut letters, shapes, & labels, and so on. It also offers video and audio duplication, passport and ID photos, and lamination service.

Calvin Video Production (526-6335), Calvin’s in-house media production department, is a professional video production facility that develops documentary and instructional video, such as Inner Compass, a weekly discussion of religious and ethical issues aired nationally on the PBS television network, and other forms of multimedia. It also operates a video studio and student video-editing lab.

The Curriculum Center is a multimedia educational materials library designed to support the Teacher Education Program. It is also available for use by other departments and programs. Hours during the school year are Monday–Thursday 8 a.m.–8 p.m., Friday 8 a.m.–5 p.m. and Saturday 9 a.m.–5 p.m. Hours during the summers and vacations are 12 p.m.–4:30 p.m. and closed Saturdays. Hours after 5 p.m. may be scheduled for graduate students by calling ahead to make arrangements.

Instructional Graphics provides design and production services to faculty and students for classroom or conference needs. These services include: graphic design of large posters, presentations, displays and bulletin boards; preparation of images and graphics for publication, converting slides and prints to digital files, and outputting files to a large-format inkjet printer.

Rhetoric Center (526-7088)

The Rhetoric Center, located in the Hekman Library, offers free assistance with writing and oral presentations for classes and extracurricular projects, from developing ideas and organizing material to editing final drafts. Calvin students from all disciplines and at all levels of experience are welcome to drop in or schedule appointments with trained undergraduates from a variety of majors. The Rhetoric Center is open Monday–Friday from 9 a.m. to 5 p.m. and from 7 p.m. to 9 p.m. Monday–Thursday when classes are in session during fall and spring semesters.

Health and Wellness

Broene Counseling Center (526-6123)

The Broene Counseling Center offers comprehensive and high-caliber services in a confidential manner. The staff offers evaluation, counseling, and support within a Christian framework to any student dealing with emotional struggles, psychological problems, or personal concerns. Individual and group counseling are available, as are workshops and other special programs. Broene Counseling Center staff can also help direct students to a variety of books, pamphlets, and other resources on pertinent information such as depression, anxiety, relationships, sexuality, alcohol, stress, eating disorders, and much more. Counselors are available by appointment. There are also walk-in times Monday through Friday from 3:30 p.m. to 4:30 p.m. when students can meet with a counselor without a pre-arranged appointment. Center hours are 8 a.m. to 5 p.m. Monday through Friday. Counseling services are available year around for any Calvin student. Appointments can be made directly by stopping in at the center, which is located on the third floor of the Spoelhof College Center, or by calling 526-6123. Students can also visit www.calvin.edu/admin/broene for more information.

Chaplin and Christian Formation (526-8861)

God calls his people to seek him in all things: through studies and conversations, play and worship. The college chaplain provides pastoral care for the college community. Students and staff who are in need of spiritual counsel are encouraged to contact the chaplain.

The office of Christian Formation supports students and provides several specific avenues for students to grow as faithful followers of Christ and develop Christian leadership

Hoogenboom Health Services (526-6187)

Outpatient medical services are provided on campus to all registered students during the regular school year. Health Services, located in the Hoogenboom Health and Recreation Center, on the west side of the Spoelhof Fieldhouse Complex, is open weekdays with limited evening hours available. Visits are scheduled by appointment only unless immediate care is medically indicated. Medical services are provided by nurse practitioners and part-time physicians. When necessary, students are referred to area providers for additional care. Call 616-526-6187 to schedule an appointment.

Primary care services include, but are not limited to: evaluation and treatment of common illnesses and injuries - allergy infections - physical therapy - women's health issues (including routine pap and pelvic examinations) - STD testing and treatment - pregnancy testing and counseling - nutritional counseling and/or referral to oncampus dietician - smoking cessation counseling and treatment - physical exams for sports, travel, and employment - lab and pharmacy.

The college strongly recommends that all graduate students be properly immunized in accordance with college requirements. Students who use the health center will need to ensure compliance. For further information call the Immunizations and Insurance desk (616-526-6568) or check the Web at www.calvin.edu/admin/health/contact_us/index.

Health Insurance is encouraged for all students to have in order to access necessary medical care. KnightCare, a plan designed specifically for Calvin students, provides year round coverage at a reasonable cost. Graduate students are invited to participate.

Spoelhof Fieldhouse Complex

Facilities include a pool, climbing wall, various sport courts and a fitness center. All are open to current Calvin faculty, staff and students. See www.calvin.edu/map/sfc/ for more information and hours of operation.

General Services

Alumni Association(526-6142)

The Alumni Association is committed to building community among Calvin alumni and friends, providing opportunities for services to alma mater and inspiring alumni to answer God's call in life and vocation. All persons who have attended Calvin for at least one year, who have completed eight courses or are graduates of Calvin Theological Seminary are considered members of the association. Information concerning all association sponsored services and events can be found at www.calvin.edu/alumni/.

Campus Safety (24 hour service 526-6452) (general calls 526-6009)

Campus safety staff is located in the Mail and Print Services Building just east of the Lake Drive entrance. The staff is available 24/7. To contact campus safety from a campus phone call x3-3333 or 616-526-6452 for the 24-hour dispatch line. Visit their website at www.calvin.edu/admin/campus-safety/ for a description of all campus safety services.

Campus Store (526-6376)

The Calvin Campus Store is located on the first floor of the Commons Building. Hours of operation throughout the school year are Monday, Wednesday and Friday 8 a.m. to 5 p.m., Tuesday and Thursday 8 a.m. to 7 p.m. and Saturday from 10 a.m. to 2 p.m. A variety of merchandise is available to accommodate a variety of needs such as textbooks, Calvin logo imprinted items, Calvin clothing, educationally priced computer software, general books, class rings, graduation announcements, health and beauty aids, greeting cards, candy, stamps, school supplies, mailing and shipping services and much more. The Campus Store carries all of the textbooks required for classes. For complete information on textbook purchasing, visit the Campus Store's website: www.calvin.edu/campus-store.

Career Development Office (526-6485)

The mission of the Career Development Office is to assist Calvin students in their vocational planning. The office provides assistance in assessing and advising students about career directions and helping students discover and explore the variety of careers available to them. Personal guidance is given in job search techniques such as resume writing, networking, and interviewing skills. The office also operates an extensive information network of job openings in a variety of fields including education. Helpful information can also be found on their website at www.calvin.edu/admin/career.

Dining Options

The Spoelhof Café (526-6954) is located at the center of campus, on the main floor of the Spoelhof Center and is open Monday through Friday from 8:30am – 4:00pm. Choose from a hot entrée, a salad bar, fresh “grab and go” sandwiches, bagels, granola bars, specialty teas and coffee.

Johnny's Café is located on the main floor of the Commons Building with the hours of operation Monday–Friday 7:30 a.m.–11 p.m. and Saturdays 11 a.m.–11 p.m. Hot sandwiches, cold sandwiches, salad bar, variety of beverages are available. The Café also offers wireless internet.

Housing (526-7300)

For assistance in obtaining housing, graduate students should consult the housing Web page at www.calvin.edu/admin/housing to explore various on campus housing in Knollcrest East or Glen Oaks East Apartments. Off-campus housing options can be explored at www.calvin.edu/admin/housing/offcampus.htm. The college requires all students to provide accurate information for their place of residence, and to notify the Office of Academic Services of any changes in residence during the period of enrollment. The Graduate Teacher Education Program Coordinator can help facilitate on-campus housing.

Information Technology Center (ITC) (526-6144)

ITC is available to all students, faculty, and staff showing a current Calvin ID. This lab offers Windows and Macintosh computers attached to the college network and the internet, several computer classrooms, multi-media stations, CD burners, scanners, and laser and color printing. Most student labs provide access to MS Office, student email, library research tools, software for web browsing and web development, as well as a wide variety of academic software. Over 72% of all classrooms on campus are equipped with technology.

Mail Services (526-6154)

Mail services provides window services from 8:00 a.m. to 5:00 p.m. at both its main building on the north end of campus near Lake Drive and in the Campus Store. Students may purchase stamps, send packages via U.S. Mail or United Parcel Service. Various overnight services are also available through this office. www.calvin.edu/admin/mailexpress

Printing Services (526-6162)

Offering the same benefits as a commercial printer and located with mail services, printing services provides fee-based high speed printing services with 24 hour turnaround for Calvin alumni, faculty, staff, students and non-profit organizations at a reduced cost. For a complete list of services see: www.calvin.edu/admin/printingservices.

Student Newspaper – Chimes (526-7031)

This student run newspaper is published every Friday during the academic year. Chimes are available free of charge on newsstands located in most campus buildings. <http://clubs.calvin.edu/chimes>.

GENERAL INFORMATION

Accreditation

Calvin College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The Teacher Education Program is a candidate member in good standing of the Teacher Education Accreditation Council. The accreditation documents from these agencies are on file in the Office of the Provost and are available for review in that office upon request.

Compliance with Legal Requirements

Calvin College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin. Furthermore, as required by Title IX of the 1972 Education Amendments, Calvin College does not discriminate on the basis of gender in its educational programs, activities, or employment policies. Calvin College also provides equal opportunity for qualified handicapped persons in accordance with the requirements of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Instructional and other physical facilities are readily accessible to handicapped students and special rooms in the residence halls are designed for barrier-free living. The Office of Academic Services provides advice and support to students with disabilities. Inquiries and appeals regarding compliance with these federal requirements should be directed to the vice president for administration and finance, Calvin College financial services office, as Civil Rights, Title IX, and Section 504 coordinator. Student appeals will be heard by the Academic Standards Committee.

Government

The corporate name of the college is Calvin College. It is governed by a single board of trustees, which represents the ecclesiastical geographical districts of the church. The membership of the board is constituted of representatives elected by the various classes, nominations from the alumni association, and by the board of trustees. These are approved by synod. The Board of Trustees meets in October, February, and May. An executive committee functions for the board throughout the academic year.

GRADUATE-ONLY EDUCATION COURSE DESCRIPTIONS

EDUC 510 Advanced Educational Foundations This course includes exploration into the disciplines of philosophy, history and socio-cultural context of education. Course material, lectures and assignments engages students in developing a perspectival orientation centered on shalom and social justice. That Christian lens shapes an examination the interaction between schooling and sustainability, globalization, economic and social justice, and the role of educators as agents of change and transformation. Course content focuses on investigating philosophy's questions regarding the nature of humanness and schooling, history's account of the role of schools, and social science's view of structures, ideologies and agency as they relate to schooling.

EDUC 511 Consulting, Collaborating, and Coaching: Professional Roles in Education The course offers an advanced study of professional responsibilities necessary in advocating and developing learning opportunities for learners identified with disabilities, literacy difficulties or diverse learning needs and gifts. Students will explore, practice, and critique models and methods of collaboration, consultation, and coaching that involve teachers, learners, specialists, parents, paraprofessionals, and community agencies in interdependent relationships. Particular emphasis is placed on developing effective communication skills, understanding self and others, group visioning activities, and providing professional development to colleagues. Prerequisite: Education 202 or Education 606.

EDUC 513 Cognition, Learning, and Literacy Development This course examines underlying concepts associated with the acquisition of reading and writing. Social and cultural factors contributing to literacy development are considered from the perspectives of educational psychology, cognitive psychology, and language development. Current issues related to classroom instruction are addressed in lectures, discussions, and classroom applications.

EDUC 520 Theories of Instruction This course examines the theoretical foundations of instruction and assessment. Relationships between development/learning theories and theories of pedagogy are considered. The focus is on the underlying assumptions of these various theories and interpretation of these theories from a Christian perspective and their relationships to the practice of teaching. Special attention is given to the affect of pedagogy on communities of practice and the achievement gaps related to race, class, and gender and understanding the various nuances of individual and standardized assessment.

EDUC 521 Curriculum Theory and Development A study of curriculum theories and model curricula for pre-school through grade 12. This course includes a study of issues relating to understanding historical, political, social, intellectual and spiritual implications of curriculum theories that do and don't transfer into school curricula. Topics include investigating an in-depth understanding of subject matters, creating learning opportunities, selecting effective learning resources, and implementing curricular change in a school setting. Christian perspectives, including issues of social justice, are integrated throughout.

EDUC 530 Introduction to School Leadership A study of leadership theory and practice relating to building school communities that promote learning for all students. This introductory course in school leadership will focus on organizational and leadership theory; establishing a school mission; collaborative problem-solving and community building; decision-making skills and procedures; and personal leadership qualities. Special emphasis will be given to exploring Biblical principles which guide Christian leaders in school settings.

EDUC 531 Professional Development and Supervision A study of the theory and practice related to the professional development of teachers and administrators at both the elementary and secondary levels. This course focuses on ways in which school leaders can structure professional development opportunities that promote student learning and school improvement. The course includes a study of adult learning theory, collaborative learning models, action research, mentoring and coaching, formal and informal teacher assessment, and recruitment, induction, and retention of new teachers. Special emphasis will be given to Biblical principles which help shape professional communities in schools.

EDUC 532 School Business Management In this course students will study principles and methods of planning and fiscal management that are based on a biblical model of stewardship. Topics include the process, funding (including fund raising, tuition and fees), budget (including risk management), and organization. Prerequisites: 530 Introduction to Educational Leadership or permission of instructor.

EDUC 533 School Law, Ethics and Policy An examination of the legal and ethical frameworks of schooling through a biblical lens. Students will learn the basics of their national and local school policies and laws as they have been developed, as well as surveying the major legal decisions affecting schools. Prerequisite: 530 or permission of the instructor.

EDUC 540 Language Arts in the Elementary & Middle School Curriculum This course examines literacy development in elementary and middle school students and explores a range of research based instructional and assessment strategies for supporting reading, writing, and speaking abilities across the school curriculum. Topics include: writing workshop; guided reading, comprehension instruction; formal & informal assessment; data driven & standards based instruction; literature based instruction; thematic and integrated instruction. A practicum will engage students in assessing and developing instructional plans for one or more students.

EDUC 541 Early and Emergent Literacy This course examines the multiple sites and experiences that nourish children's emergent literacy abilities into early literacy. Participants work towards a unitary picture of complexity, incorporating aspects of children's lives from birth to grade 2 experiences as these affect learning to read. The course considers family and social contexts; home dialects and oral language use; and children's literacy learning conducted in diverse environments which present varied literacy practices and applications in and out of school. The course reviews research and theory concerning language development, acquisition and use, as these lay foundations of practice for the teaching of reading. Students develop abilities for assessment, diagnosis, instruction/remediation and intervention. A practicum will engage students in assessing and developing instructional plans for one or more students.

EDUC 542: Diagnosis & Remediation of Literacy Difficulties This course is designed to meet the new state literacy course requirements under PA-118 for professional certification. It is currently required as part of the masters in literacy program and will count as an elective in any of the other masters' degree programs. As part of the course students develop a cognitive framework for diagnosing and planning instruction for students in grades K-12 who find learning to read difficult. Students study reading theory and current approaches for supporting reading and writing development and construct a case study through approx. 15 hours practicum work with a focal student. Students learn about as well as use informal and formal assessment materials to diagnose difficulties and then will work with one student (either elementary or secondary depending upon certification level) to implement a plan for supporting literacy development in targeted areas of weakness. Additional topics include: supporting literacy learning of second language learners; the role of phonemic awareness in reading; writing development across content areas; the nature and politics of dialects in oral and written language registers; effective remediation of reading difficulties in grades K-12.

EDUC 543 Adolescent & Adult Literacy This course examines the literate identities of students and adults across of range of social contexts including schools, workplace, home, on-line, church, etc. It examines the range of skills needed to navigate these literate domains and considers the extent to which schools both foster the literacy skills needed in the 21st Century as well as the degree to which existing student competencies are appropriated in formal educational contexts to support new learning. Programs and strategies for supporting the struggling adolescent reader and writer will be explored along with an examination of the school curriculum more broadly to examine the ways in which literate tools can be introduced and appropriated across a range of disciplinary and vocational contexts. Practicum required.

EDUC 550 Foundations of Learning Disabilities This course is designed to provide a foundation for understanding learning disabilities. Students will become acquainted with historical trends associated with the development of the field and will review related federal and state legislation. Research related to general characteristics of learning disabilities, cognitive processing patterns, and the academic and social performance of students identified with learning disabilities is examined. Approaches to the education of students with learning disabilities based on the theoretical models are also considered. Prerequisite: Education 202 or Education 606.

EDUC 551 Assessment for Understanding: LD This course focuses on the knowledge and skills necessary to perform and analyze comprehensive educational evaluations of the atypical learner and to utilize the diagnostic data to construct appropriate instructional recommendations for students with learning disabilities. Students will gain experience administering, scoring, and interpreting a variety of diagnostic assessments as well as reading and writing educational reports. Supervised clinical experiences are required to demonstrate application of theoretical knowledge. Informal, non-standardized assessments and adaptations in standardized group assessments will also be explored. Prerequisites: Education 202, 550 and 606 or permission of the instructor.

EDUC 552 LD Instruction I: Programs & Strategies In this course, students probe decision-making involved in choosing designing, implementing, and evaluating culturally responsive curricula and instruction for learners identified with Learning Disabilities (LD). Students link theory, research, and practice by researching, examining, teaching, and critiquing, and sharing a line of current research-based programs and strategies appropriate for students in grades K-12 with LD. Through readings, discussion, synthesis papers, and projects, students will begin to explore the complex relationships between: (1) student and teacher variables; (2) Individualized Education Plans (IEPs); (3) special programs, strategies, and pedagogical tools; and (4) activity settings. Particular emphasis includes implications of theory and philosophy on teaching and learning, accessing and understanding evidenced-based practice, scaffolded, diagnostic instruction in core subjects, as well as diversity and culturally responsive instruction. Pre-requisite: EDUC 550 or instructor approval.

EDUC 553 LD Instruction II: Trends & Issues Fall Through readings, discussion, activities, investigative intervention projects and presentations, students will explore and critically analyze current responsibilities, trends, and persistent issues in instruction with students who are at-risk for school learning. Each course feature will be examined from a contextual perspective, considering the implications of interwoven and complex variables such as language, culture, ethnicity and class. Prerequisites: Education 202 or 606 (or equivalent) and Education 550.

EDUC 557 Practicum Seminar: Learning Disabilities This seminar accompanies the LD practicum experience bridging theory and a developing reflective practice. Students will work as a community of practice to explore decision-making complexity in the design, implementation, reflection, and refining of instructional practice with students identified with LD. Course components such as book club discussions, role-play, video analysis coupled with an action research inquiry structure support an emphasis on teaching communication, literacy, and thinking skills. Discussions and journaling will also address contextual and schooling issues encountered by a special education professional.

EDUC 558 Practicum Field Placement: LD A teaching certificate endorsement in Learning Disabilities (LD) from the State of Michigan requires completion of a directed teaching experience with students identified with learning disabilities at either the elementary or secondary level. Practicum teachers who have not had prior supervised teaching experience in special education are required to complete a ten-week full-time supervised teaching experience working with a mentor teacher endorsed in LD. Those who are seeking a second endorsement in special education must complete a practicum with a minimum of 180 hours in an appropriate setting. The practicum is taken concurrently with a seminar course, EDUC 557. The application for the practicum experience can be found on Calvin's Graduate Education Web site and must be completed by March 31 for the following spring.

EDUC 591 Educational Research and Evaluation This course engages graduate students in understanding and examining the theories, methods, and paradigmatic frames of social science research through a Biblical lens. In addition, the course prepares students to use data appropriately to support educational and organizational decision-making. Students will learn how to read and critique qualitative and quantitative educational research and will learn how to use research and assessment data to make decisions related to the work of P-12 schools particularly as it relates to Calvin's four MEd specialty areas.

EDUC 592 Graduate Seminar: Curriculum and Instruction The seminar is designed to integrate components of the MEd program in Curriculum and Instruction. Theories and practices in the contexts of schooling, curriculum, instruction, learning and disciplinary concentrations are reviewed. By means of broad unifying themes, students integrate into a coherent unity what they have learned in the program. The seminar includes a final research project/practicum that takes place in an educational setting. Prerequisites: All other courses in the MEd C & I Program.

EDUC 593 Graduate Seminar and Internship: Educational Leadership The graduate seminar and internship is designed to integrate the components of the Educational Leadership MEd program. The internship allows prospective school leaders to work closely with a mentor in a school setting for 80 hours over a period of 10 weeks during the school year. Participants will examine nine critical skills of leadership and undertake activities in twelve investigative areas in a school setting. The seminar will focus on integrating the broad unifying themes of the program and the internship experiences. Developments in the theory and practices in leadership and organizational theory, the context of education, and curriculum and instructional theory will be reviewed. In the process, students will reflect on how their education and professional experiences can be used for personal growth and to influence society. The seminar and internship will include a final educational portfolio. Prerequisites: All other courses in the MEd Leadership Program and permission of the Educational Leadership advisor.

EDUC 594 Graduate Seminar: Literacy This seminar integrates MEd Program components in LD and literacy through students' construction of a synthesis project which integrates the theoretical, research, and practice literatures associated both with their program of study as well as their own personal/professional goals. This synthesis work may take the form of an action research project; portfolio; literature review; development, implementation, and evaluation of a workshop for teachers; or some other project in which students are able to relate current issues and research in their field to their particular instructional practice. Discussion and readings will facilitate clarification of how beliefs, values, and core perspectives affect professional leadership work. The course includes guided supervision of student synthesis work by the professor and within a community of practice culminating in a final integrative master's project.

EDUC 595 Graduate Seminar: Learning Disabilities This seminar integrates MEd Program components in LD and literacy through students' construction of a synthesis project which integrates the theoretical, research, and practice literatures associated both with their program of study as well as their own personal/professional goals. This synthesis work may take the form of an action research project; portfolio; literature review; development, implementation, and evaluation of a workshop for teachers; or some other project in which students are able to relate current issues and research in their field to their particular instructional practice. Discussion and readings will facilitate clarification of how beliefs, values, and core perspectives affect professional leadership work. The course includes guided supervision of student synthesis work by the professor and within a community of practice culminating in a final integrative master's project.

COURSES

The undergraduate courses listed below may be applied to a graduate teacher education program. Complete descriptions for the undergraduate courses are found in the Calvin College Catalog available in hard copy or on the web page from the Academic Service Office. All courses taken for the Master of Education degree must be approved by a graduate advisor and the Education Department office on a graduate Counseling Agreement. All graduate programs may be taken by part-time as well as full-time students. Consult with your advisor and the academic department teaching the course regarding course prerequisites. Prerequisites may be waived with equivalent knowledge and experience developed elsewhere. Undergraduate courses taken for graduate credit will have additional requirements.

Course schedules may be subject to change should circumstances (e.g. below minimum enrollment) prevent a given course from being offered at the designated time. Some additional courses may be offered upon receipt of a sufficient number of requests. See the Schedule of Classes available each semester from the Academic Service Office for offerings, times, and locations.

All departments offer a 390 or 590 course of Independent Study. These courses provide the opportunity for a student to conduct research or independent work under the direction of a faculty member. Permission to enroll must be obtained from the faculty member directing the project. The requirements for credit are determined by the supervising faculty member in collaboration with the student.

Art Studio

- 251 Introduction to Painting
- 255 Communication Design I
- 256 Introduction to Photography
- 257 Introduction to Sculpture
- 258 Introduction to Ceramics
- 301 Intermediate Painting
- 305 Communication Design II
- 306 Analogue Photography
- 307 Intermediate Sculpture
- 308 Intermediate Ceramics
- 316 Digital Photography
- 350 Advanced Drawing
- 351 Advanced Painting
- 355 Communication Design III
- 356 Advanced Photography
- 357 Advanced Sculpture
- 358 Advanced Ceramics
- 385 Internship in Visual Studies

Art History

- 232 Early Christian and Byzantine Arts
- 233 Medieval Art
- 234 Northern Renaissance Art
- 235 Italian Renaissance Art
- 237 Baroque and Rococo Art
- 238 Nineteenth-Century Art
- 239 Modernism and the Arts
- 240 Contemporary Art
- 241 Asian Art
- 243 Art of the Americas

- 245 African and Oceanic Art
- 393 Museum Studies
- 397 Methods in Art Historiography

Astronomy

- 395 Astronomy Research, Writing, and Presentation

Biology

- 313 Paleontology
- 321 Genetics and Development
- 323 Comparative Vertebrate Anatomy
- 324 Molecular Biology
- 331 Comparative Animal Physiology
- 332 Plant Physiology
- 333 Immunology and Hematology
- 334 Cell and Tissue Culture
- 335 Cell Physiology
- 336 General Microbiology
- 338 Animal Behavior
- 341 Entomology
- 344 Vertebrate Biology
- 345 Ecosystem Ecology and Management
- 346 Plant Taxonomy
- 364 Global Health, Environment, and Sustainability
- 383 Laboratory in Biochemistry
- 354 Investigations in Ecotoxicology
- 354 Investigations in Plant Ecology
- 354 Investigations in Genetics
- 354 Investigations in Developmental Cell Biology
- 357 Investigations in Biology for Teachers
- 396 Perspectives in Medicine

Business

- 301 Intermediate Accounting
- 302 Intermediate Accounting II
- 305 Cost Accounting
- 306 Income Tax
- 307 Advanced Taxation
- 310 Advanced Accounting
- 311 Auditing
- 315 Accounting Systems
- 350 Law in Business
- 361 Health Care Administration and Economics
- 363 Production and Operations Management
- 365 Human Resource Management
- 367 Small Business Management
- 370 Financial Principles
- 371 Financial Instruments and Markets
- 380 Marketing
- 381 Advanced Topics in Marketing
- 382 Consumer Behavior Theory and Practice
- 396 Strategic Management

Communication

352 Communication Ethics

Chemistry

323 Biochemistry I

324 Biochemistry II

325 Advanced Organic Chemistry

329 Instrumental Methods for Chemical and Biological Sciences

330 Advanced Inorganic Chemistry

383 Laboratory in Biochemistry

395 Academic Year Research

Computer Science

312 Logic, Computability and Complexity

320 Advanced Computer Architecture

332 Advanced Computer Networks

342 Database Management Systems

344 Artificial Intelligence

352 Computer Graphics

372 Numerical Analysis

374 High Performance Computing

Economics

325 Managerial Economics

326 Business Cycles and Forecasting

331 Money and Banking

332 Environmental Econ & Natural Resource Econ

334 Industrial Markets and Public Control

335 Labor Economics

337 World Poverty and Economic Development

338 International Economics

339 Public Finance

343 Quantitative Economics and Econometrics

395 Economics Seminar

Education

306 Introduction to Cognitive Impairment

309 Teaching Religion to Children and Adolescents

310 Assessment in Cognitive Impairment

322 Introduction to Methods of Teaching Reading: Elementary

326 Reading/Language Arts in the Elem School

330 Curriculum & Instruction: Cognitive Impairment

337 Curriculum Theory & Development: Early Childhood Education

339 Current Issues in Early Childhood Education

343 Early Childhood Education: Preschool Field Experience

344 Early Childhood Education: Kindergarten Field Experience

347 Directed Teaching: Cognitive Impairment

English

- 301 Creative Non-fiction
- 302 British Lit of the Middle Ages
- 304 British Lit of the Sixteenth Century
- 305 British Lit of the Seventeenth Century
- 307 British Lit of the Eighteenth Century
- 308 British Lit of the Early Nineteenth Century
- 309 British Lit of the Middle and Later Nineteenth Century
- 310 Lit of the United States I: Settlement to Civil War
- 311 Lit of the United States II: Civil War to the Great Depression
- 312 Lit of the United States III: World War II to the Present
- 314 The British Novel
- 315 The American Novel
- 320 Modern British and American Poetry
- 321 British and Commonwealth Lit of the Twentieth Century
- 322 Modern Drama
- 325 Children's Literature
- 326 Adolescent Literature
- 328 Recent Literature for Children
- 334 Linguistics
- 335 Sociolinguistics and Issues in Language Education
- 337 History of the English Language
- 338 Grammar for Teachers of ESL
- 339 English Grammar
- 345 Chaucer
- 346 Shakespeare
- 347 Milton
- 355 Creative Writing
- 356 Language, Grammar, and Writing for the Elementary Classroom
- 357 Teaching of Writing
- 370 Literary Theory and Criticism

Environmental Science

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