

# **Accelerated M.Ed. (AME) Information Packet**

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**Application Deadline (Round 1): March 15, 2020**

**Application Deadline (Round 2): April 30, 2020**

# Aquinas College School of Education "AME" Program

## Program Overview

In 2019, the Aquinas College School of Education was approved by the Michigan Department of Education (MDE) to run a three-year pilot of an innovative, cohort variation of our Master in Education (M.Ed.) program. This Accelerated M.Ed. (AME) program prepares participants for initial teacher certification at either the elementary or secondary level by applying a flexible, residency model. Cohort participants secure clinical placements to support their content-area preparation and complete courses that meet on Monday evenings, Saturday mornings, and online.

The AME program is ideally suited for paraprofessionals, individuals on temporary/emergency permits, or long-term substitute teachers. Accepted participants who are not able to fulfill all of their clinical field work, may be required to extend their program to complete a semester of traditional student teaching. Each candidate is evaluated on a case-by-case basis in order to ensure that all professional preparation competencies have been met prior to being recommended for certification.

## Candidate Application Requirements

Qualified applicants must meet all of the requirements listed below:

- BA/BS degree from an accredited college/university
- College GPA > 3.0
- At least 100 hours of prior experience working with students in the target age group
- Basic proficiency in mathematics and English/Reading as demonstrated by Accuplacer test scores
- Content area knowledge as demonstrated by passing MTTC subject-area test (Secondary candidates only)
- Minimum of two letters of recommendation from individuals employed in PK-12 education
- Completed Aquinas College M.Ed. graduate program [online application](#)
- Submission of official transcripts from all colleges and universities attended
- 2-minute teaching demonstration video (any topic or audience)
- Full background check including fingerprinting and sex offender screening

## Overarching Program Expectations

- Participants are expected to be employed or arrange a volunteer position in a school setting aligned with their target certification grade level and subject-area.
- Participants are expected to produce work at a “B” level of quality or higher.
- Participants are expected to attend all scheduled class sessions and clinical placements. Excessive absences will be grounds for program probation and possible dismissal from the program.
- Participants are expected to conduct themselves in alignment with the Michigan Professional Code of Ethics for Educators and will be evaluated regularly with regard to AQ-SOE Professional Disposition Expectations. Reported disposition concerns will be brought to the attention of participants for potential remediation. Ethics, confidentiality, and/or academic integrity infractions may be grounds for immediate dismissal from the program.

## Cohort 2020 Timeline

February	Applications for Cohort #2 Opens
March	Group Interviews - Round 1
April	Early Acceptance Notification (Round 1)
May	Group Interviews - Round 2
June 1	Final Acceptance Notification (Round 2)
June/July	Summer Orientation and Training (mandatory)
Aug 29	First Saturday class meeting
Sept 14	First Monday evening class meeting

## Course Meeting Format

Accepted cohort participants must register for and successfully complete a 1-credit AME Orientation course during summer semester. Attendance at all three face-to-face class sessions this summer will be mandatory: **June 16, 22, and 23 from 6:00-8:00 p.m.**

During the fall and spring semesters, AME participants will meet every **Monday evening from 6:00-9:00 pm** and two **Saturdays morning a month from 8:00 am to 12:00 pm**. Fall break, Thanksgiving break, Christmas break, Easter break, and spring break will be observed in accordance with the AQ campus academic calendar.

Participation in additional online courses and/or professional development workshops may be required to address gaps in individual candidate’s knowledge and skills.

Individuals who are able to complete their clinical field work requirements and who successfully complete all required coursework should be able to complete the AME program within 14 months.

## Required AME Cohort Courses

The courses listed below will be completed as a cohort on Monday evenings, two Saturday mornings a month, and online.

ELEMENTARY Candidates	SECONDARY Candidates	CREDITS
EN-599 AME Orientation Course	EN-599 AME Orientation Course	1
EN-202 Lesson/Unit Planning	EN-202 Lesson/Unit Planning	1
EN-501 Introduction to Education	EN-501 Introduction to Education	3
EN-566 Classroom Management	EN-566 Classroom Management	3
EN-520 Literacy I: Foundations	EN-508 Secondary Curriculum & Methods	3
EN-599 Workshop Topics (Semester 1)	EN-599 Workshop Topics (Semester 1)	3
EN-579 Inclusion	EN-579 Inclusion	3
EN-541 Literacy II: Assessment	EN-554 Content Area Literacy	3
MS-399 Math for Elementary Teachers	EN 553 Secondary Practicum	3
EN-543 Literacy for Diverse Learners	EN-543 Literacy for Diverse Learners	3
EN-596 School & Society	EN-596 School & Society	3
EN-595 Student Teaching - Elementary	EN-598 Student Teaching - Secondary	6

## M.Ed. Graduate Degree

Candidates wishing to complete the **additional** coursework needed beyond the AME initial certification program plan must do so within five years from their cohort start date. This additional graduate course work will lead to a Master in Education (M.Ed.) degree.

EN-510 Research Methods, Design & Analysis (3 credits)

EN-511 Thesis: Data Collection (2 credits)

EN-512 Thesis: Data Analysis (2 credits)

EN-513 Thesis: Research Presentation (1 credit)

EN-610 Reading Diagnostics and Remediation (3 credits)

NOTE: The EN-610 course is required of all novice teachers by the Michigan Department of Education, but can be taken at any Michigan college or university and is not required for the M.Ed. degree program.

## Portfolio

All cohort participants will be required to assemble a digital portfolio that includes evidence that they have met all certification and competency requirements. This portfolio will be reviewed and evaluated by the School of Education prior to recommendation for certification.

## Residency/Induction Support Team

The AME program is intentionally designed to prepare qualified initial certification candidates through reflective, clinical experience work. This includes significant opportunities for observing, teaching, and co-teaching. Essential to this is an attitude that is receptive to constructive feedback and mentor input with regard to instructional and professional practice.

In support of this, a Residency/Induction Support Team will be established for each AME participant. Modeled after the collaborative residency committees used in Oklahoma, each Residency/Induction Support Team will include the following individuals:

- The AME participant (initial certification candidate; novice teacher)
- The building principal or assigned district administrator
- An assigned mentor teacher from the same building or district
- A teacher education field supervisor from Aquinas College

The focus of each Residency/Induction Support Team will be:

1. To offer support and share resources with the candidate
2. To conduct clinical field observations and evaluations
3. To provide formative feedback to the candidate

Each Residency/Induction Support Team should be established prior to the start of the program and must include a signed Memorandum of Understanding (MOU) outlining the AME candidate duties and responsibilities as well as the responsibilities of the school district hosting the candidate.

Members of the Residency/Induction Support Team should meet regularly throughout the semester. Meetings will include the candidate and will focus on reviewing independent field observation evaluations and providing feedback and support. The building administrator and the Aquinas College field supervisor should each conduct a minimum of three observation evaluations. The mentor classroom teacher should log a minimum of 50 hours of contact time with the candidate (including both formal and informal meetings). The Residency/Induction Support Team will meet as a whole at least once every six weeks to review evaluation findings and to develop collaborative response and intervention plans considering input from all members of the team.

Upon completion of the clinical field placement, the Residency/Induction Support Team will prepare a summary report that either supports recommendation for initial teacher certification or proposes additional clinical field work which would allow the candidate the opportunity to address evaluation concerns.

## **Workshop & Professional Development Topics**

Online webinars, readings, and weekend workshops will ensure that the following topics are addressed by participants in the AME program:

Educational Technology	Brain-based Learning and Research
EL's, ESL, Literacy for Diverse Learners	Human Growth & Learning
Trauma Victims, Regional Support Systems	Health, Wellness & Physical Activity
Family Communication and Relationships	Art & Music (Elementary)
Literature and Literacy across the Disciplines	Social Studies (Elementary)
Culturally Responsive Teaching (CRT)	Curriculum & Instructional Strategies
Assessment; Data-informed Instructional Design	Science (Elementary)

## Application Process

- Step 1: Complete the [online M.Ed. application form](#) on the AQ website, selecting “AME - Accelerated M.Ed. Program” as your program choice.
- Step 2: Request official transcripts for your completed bachelor's degree as well as official transcripts from any other post-secondary institutions attended.
- Step 3: Have at least two professional references sent from individuals currently employed in K12 education. Send via email to [SchoolofEd@aquinas.edu](mailto:SchoolofEd@aquinas.edu).
- Step 4: Record and share a 2-minute teaching demonstration video
- Step 5: Take the Accuplacer online skills test.
- Step 6: Take the appropriate MTTC subject-area test (secondary candidates only)
- Step 7: Participate in a group interview session. While on campus, sign and submit background check release forms. (Applicants accepted into Round 1 will be notified by April 30. Applicants accepted into Round 2 will be notified by June 1.)
- Step 8: Sign and submit a Memorandum of Understanding acknowledging your responsibilities with regard to program expectations.

## Recommendation for Certification

Once a participant has successfully completed all coursework and certification requirements, constructed an approved portfolio, received acceptable evaluation ratings from the Residency/Induction Support Team, successfully passed the appropriate MTTC subject area test(s), and completed all other certification requirements (e.g., Adult/Child First Aid & CPR, MOECS verification), the candidate will be eligible to be recommended for initial teacher certification.

## Fees and Tuition

Unless employed at a partner K12 school district, cohort participants will be billed full price at the current M.Ed. graduate student tuition rate (\$613/credit hour for 2020-21). Test fees, not reflected below include Accuplacer test fees of \$100 per test, and Michigan Teacher Test for Certification (MTTC) which are approximately \$360 per test.

	CREDITS	Full Tuition
Summer Orientation	2	1,226
Fall Semester	12	7,356
Spring Semester	15	9,195
Summer Semester	6	3,678
	35	21,455
Thesis Coursework	8	4,904
		\$26,359

Participants who work for the Diocese of Grand Rapids (DOGR) or a partner school district and who qualify for the John F. Donnelly scholarship will be eligible for those tuition discounts as indicated below.

\* After 20% Donnelley Scholarship tuition discount, total tuition expenses = \$21,087. Participants must be a full-time employee of a partner K12 school district to be eligible for the Donnelly Scholarship.

\* After 50% Diocesan Employee tuition discount, tuition expenses = \$13,180. Participants must be a teacher/employee of the Diocese of Grand Rapids or Diocese of Kalamazoo to be eligible for this discount.

## **Professional Disposition Expectations**

As a student in the AQ School of Education, you are preparing for a professional career in the field of education. In keeping with this goal, the standards set by the Michigan State Department of Education, and the 4<sup>th</sup> domain of the Danielson Framework for Teaching, the School of Education has identified the following ten professional dispositions as behaviors which all students will be expected to display and maintain – both in class and in the field.

- 4A Engages in meaningful self-evaluation and reflection; Receptive to feedback** - You are a reflective practitioner. You don't shy away from constructive criticism, but instead seek out others' suggestions for professional growth and conduct regular self-assessments. You accept criticism calmly and integrate feedback. You accept responsibility for your successes and your mistakes.
- 4B Maintains accurate and organized records/work** - As a professional educator, you generate various data, are privy to a vast amount of cumulative, confidential and common information, and regularly receive requests for input and completion of forms, duties, and other tasks. You keep information accurate, organized, and secure so that it is ever safe and easily located and interpreted.
- 4C Uses mature and sensitive communication with all stakeholders (peers, supervisors, support professionals, students, and parents)** - You use various methods of communication as a tool to seek out opportunities to build positive relationships with others. You listen to others with empathy and work to understand diverse perspectives. Your respect for others is reflected in the way you talk, write, and listen. You are able to communicate clearly and effectively in a variety of formats and demonstrate appropriate interpersonal, listening, and communication skills.
- 4D Maintains positive relationships, building community and collaborating effectively with stakeholders (peers, supervisors, support professionals, students, and parents) consistently demonstrating sensitivity to diversity and displaying respect for others** - You seek out opportunities to build positive relationships with others. You treat everyone with respect. You seek creative solutions through consensus. Your actions and attitude make it clear to others that you respect and value every student, every person. You create an educational environment that values diversity and which addresses the unique needs of each individual.
- 4E Grows and develops professionally** - As an educator you recognize the importance of being a lifelong learner and practice this belief by developing, at a minimum, an annual personal professional development plan, seeking out and participating in professional development, as well as supporting and participating in the professional community of your own school, that of the district, and the wider state and national educational arenas.

## **4F Shows Professionalism**

**4F-1 Maintains confidentiality and adheres to professional ethics** - You are informed of and follow the Michigan Department of Education professional Code of Ethics for teachers. You do not talk about students or colleagues inappropriately. You maintain student confidentiality.

**4F-2 Arrives on time and is well-prepared; manages time well** - You are prompt and well-prepared for class/meetings. Assignments and project work is on time and complete. You contact faculty, supervising and cooperating teachers, etc. if you will be late or absent.

**4F-3 Maintains a professional appearance** - You come to your education courses and field placements appropriately dressed. Jeans and casual clothes are acceptable, but they should not be dirty, sloppy, or physically revealing. You maintain good grooming and hygiene at all times.

**4F-4 Exhibits a positive and professional attitude; maintains poise, especially in emotional and stressful settings** - Your behavior, attitude, and comments should reflect a positive, constructive approach. You participate fully in discussions and class activities. You demonstrate resourcefulness, initiative, and independence. When faced with difficult situations, you maintain your professional poise. Your reactions are thoughtful and cautious, not impulsive. You seek positive, appropriate outlets for your emotions.

**4F-5 Displays confidence and enthusiasm** - Even if you are nervous, your language – spoken or unspoken –conveys an attitude of enthusiasm and eagerness to learn. You come to class or your field placement eager to engage and contribute.

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