AQUINAS COLLEGE

Graduate Program Academic Catalog 2022-2023

The information in this Aquinas College Academic Catalog is subject to change without notice in order to reflect the decisions made by federal and state governments and by the Aquinas College Board of Trustees and Administration. These changes may include the elimination or modification of programs, departments, courses, policies, or other academic activities, the scheduling of classes, the cancellation of scheduled classes, and the adjustment of fees. If changes are made, the College may offer or require reasonably practical alternatives. Payment of tuition shall constitute a student's acceptance of the College's rights set forth in this paragraph.

Table of Contents

Academic Calendar		**4**
I.	**The College**	**6**
	Mission Statement	7
	Vision Statement	7
	Diversity Statement	7
	Integrity Statement	7
	Dominican Pillars	8
	Aquinas College Overview	8
	Accreditation	9
II.	**Admissions and Registration**	**10**
	Admission Requirements	11
	Registrar	12
III.	**Academic Policies**	**16**
	Academic Policies	17
	Academic Integrity	21
	Academic Grievances	22
	Academic Probation/Dismissal Policy	22
IV.	**Expenses and Financial Aid**	**23**
	Expenses	24
	Financial Aid	26
V.	**Academic Programs**	**27**
	Master of Arts in Counseling (M.A.C.)	28
	Master of Management (M.M.)	43
	Master in the Art of Teaching (M.A.T.)	49
	Master in Education (M.E.)	62
VI.	**Student Policies and Regulations**	**72**
	Student Policies and Regulations	73
VII.	**Student Resource Guide**	**75**
VIII.	**Directories**	**78**
	Administration	79
	Full Time Faculty	80
	Emeriti Faculty	84
IX.	**Index**	**87**

Academic Calendar

2022 Fall Semester

August	22	GE 100 First Year Experience sections meet. First quad and semester-long evening courses begin at 6pm.
	23	Day Classes begin.
	26	Last day to add a first quad or semester-long class. Attendance required in the first week of all 8-week quadmester courses in order to enroll.
September	2	Last day to drop a first quad class or semester-long class with no financial penalty.
	2	Last day to drop a Directed Study class with no financial penalty.
	5	Labor Day. The College is closed. No classes.
	7	Verification of first quad and semester-long class rosters due to the Registrar.
	16	Last day to drop a first quad class with no academic penalty.
October	7	Semester progress reports for all semester-long undergraduate courses due to the Registrar.
	14	First quad ends
	17-21	Semester break. No classes. College offices are open.
	19	First quad final grades due to the Registrar by 4pm.
	24	Second quad begins.
	28	Last day to add a second quad class. Attendance is required in the first week of all 8-week quadmester courses in order to enroll.
	28	Last day to drop a semester-long or directed study class with no academic penalty.
November	4	Last day to drop a second quad class with no financial penalty.
	9	Verification of second quad class rosters due to the Registrar.
	18	Last day to drop a second quad class with no academic penalty.
	23-27	Thanksgiving Break
	28	Classes resume.
December	12-16	Final examinations according to the posted schedule.
	16	Second quad ends.
	21	Final grades due to Registrar by 4pm

2022 Winter Semester

December	19	Classes begin
	23	Last day to add a class
	23	Last day to drop a class with no financial penalty
	30	Last day to drop a class with no academic penalty
January	13	Classes end
	18	Grades due to Registrar by 4pm.

2023 Spring Semester

January	16	Classes begin. Daytime classes are canceled for Martin Luther King, Jr. Day observance activities. Evening classes meet beginning at 6pm.
	20	Last day to add a third quad or semester-long class. Attendance required in the first week of all 8-week quadmester courses in order to enroll.
	27	Last day to drop a third quad, semester-long, or directed study class with no financial penalty.
February	1	Verification of third quad and semester-long class rosters due to the Registrar.
	10	Last day to drop a third quad class with no academic penalty.
	10	Third quad ends.
	13-17	Spring Break.
	15	Third quad final grades due to the Registrar by 4 p.m.
	20	Classes resume. Fourth quad begins
	24	Last day to add a fourth quad class. Attendance is required in the first week of all 8-week quadmester courses in order to enroll.
	24	Last day to drop a semester-long class with no academic penalty.
	31	Last day to drop a fourth quad class with no financial penalty.
April	4	Verification of fourth quad class rosters due to the Registrar.
	6	Easter vacation begins after the last class.
	10	Classes resume at 6:00pm
	14	Last day to drop a fourth quad class with no academic penalty.
May	8-12	Final examinations according to the posted schedule.
	12	Fourth quad ends
	13	Baccalaureate Mass & Commencement.
	17	Final grades due to the Registrar by 4pm.

2023 Summer Semester

May	15	Classes begin
	15-July 7	8-week Summer Session
	15-July 21	10-week Summer Session
	26	Last day to drop 8-week & 10-week courses with no financial penalty.
June	9	Last day to drop 8-week courses with no academic penalty.
	16	Last day to drop 10-week courses with no academic penalty.
July	26	Final grades due to Registrar by 4pm

I. The College

Mission Statement
Vision Statement
Diversity Statement
Integrity Statement
Dominican Pillars
Aquinas College Overview
Accreditation

The College

Mission Statement

Aquinas College, an inclusive educational community rooted in the Catholic and Dominican tradition, provides a liberal arts education with a global perspective, emphasizes career preparation focused on leadership and service to others, and fosters a commitment to lifelong learning dedicated to the pursuit of truth and the common good.

Vision Statement

Aquinas College will be regarded among the premier Catholic colleges in the Midwest, recognized for its excellence in preparing the whole person to lead a life of purpose and success in service to a just and sustainable world.

Diversity Statement

Aquinas College is committed to equality. This statement of the College speaks to this commitment, as do our history and heritage. We believe that diversity is a blessing, which brings a richness of perspectives to our intellectual, cultural, social, and spiritual life. All members of our community - faculty, staff, and students - will demonstrate respect for each other regardless of our differences. All of us will be sensitive in our actions, words, and deeds. We will demonstrate these sensitivities in our classrooms, curricula, offices, meeting places, and living environments. We will maintain the diversity of our Board of Trustees, faculty, student body, and staff and appreciate the different gifts each brings to this community regardless of age, gender, race, ethnicity, religion, or disability.

Non-discrimination Policy. It is the policy of Aquinas College that no person on the basis of race, color, religion, ethnic origin, age, sex, sexual orientation, marital status, or disability shall be discriminated against, excluded from participation or employment in, or be otherwise subjected to discrimination under any program or activity for which Aquinas College is responsible.

Integrity Statement

Aquinas College is rooted in the Dominican traditions of prayer, study, community and service, combined with a deep respect for truth, honesty and integrity. In this spirit, we strive to create an environment in which integrity is prized and practiced. We expect all community members to uphold these values through honesty, fairness, and respect for others.

Dominican Pillars

Prayer. The Dominican tradition of prayer is two-fold: contemplative and communal. At Aquinas we are committed to gathering for rich liturgical prayer nourished by God's Word and the Spirit. Prayer leads us into the deeper Truth needed to live out God's call for us in the world.

Study. We commit ourselves to a love of learning, both formal and informal. This necessitates an openness to learn from tried and true scholarship as well as the most unlikely sources.

Service. Aquinas encourages students to engage in service projects and service learning programs. It also offers preparation for careers that will enable graduates to spread the truths that they have learned – to "make all the difference in the world."

Community. We follow in the footsteps of Saint Dominic, a 13th-century preacher and founder of the Dominican order, with a commitment to building community through hospitality, inclusivity and dialogue. We have a long tradition of working together for the common good, both within the College and beyond, for racial and social justice and outreach to persons and places in need.

Aquinas College Overview

Critical thinking plays a vital role in every Aquinas College classroom and is woven into every subject taught. Aquinas is a place where spirit and energy abound, where there is a firm belief that passion has the power to transform lives and even change the world. Students of every age and background are welcomed and challenged and learn that the only limits to success are those they place upon themselves.

Ranked among the top liberal arts colleges in the nation by U.S. News and World Report, Aquinas offers an approach to learning and living that teaches students unlimited ways of seeing the world. Students study a rich variety of subjects and acquire skills that help them become critical thinkers, articulate speakers, strong writers and effective problem solvers.

At Aquinas, people matter. Founded by the Dominican Sisters ~ Grand Rapids, Aquinas is an inclusive educational community rooted in the Catholic and Dominican tradition perpetuated by its dedicated faculty through a dynamic curriculum. The College's enrollment of approximately 1,600 full- and part-time students from 33 states and 19 countries is small enough to ensure individual attention, yet large enough to provide a diversity of opportunities.

From the College's establishment as Novitiate Normal School in 1886 to its current position as a premier liberal arts college, Aquinas has been marked by vision, courage, creative leadership and innovation.

In keeping with the College's namesake, 13th-century scholar and teacher Saint Thomas Aquinas, the College has often been considered ahead of its time. It has an enviable record of firsts, dating back to 1931 when it was the first Catholic college in the United States to be administered by a congregation of religious women and to be coeducational. Aquinas was the first college in Michigan to consolidate degree-completion programs for older adults, and was also the first college in Michigan to offer degrees in Master of Management and Bachelor of Science in Sustainable Business.

As a liberal arts institution with career orientation, Aquinas seeks to prepare students for life after graduation. The College offers many opportunities for growth and development, both inside and outside the classroom. Aquinas alumni are well equipped with the skills to lead a responsible life and embrace the world of work. Aquinas has a 95 percent placement rate, with graduates finding employment or enrolling in graduate school within six months of graduation.

College Accreditation

Aquinas College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800.621.7440. The College is approved by the Michigan Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) to recommend candidates for teacher certification.

II. Admissions and Registration

Admissions Requirements

Registrar Information

Admission Requirements

Admission requirements vary by graduate program. See each Graduate Program section for specific details on admission requirements.

International Student Information

At Aquinas College, international students are defined as nonimmigrant students who hold a temporary U.S. study visa (F-1 or J-1) that indicate their intention to return to their home country upon completion of academic studies. U.S. Citizens, permanent residents, Deferred Action for Childhood Arrivals (DACA), and students from U.S. territories and protectorates are not classified as international students.

Application Procedures. All international students who wish to be considered for admission to Aquinas College must submit:

- An Aquinas College International Student Application form for the appropriate program for which they wish to pursue at aquinas.edu/apply (Undergraduate, Continuing Education, Masters of Management, etc.)
- A carefully-completed Attestation of Finances Form indicating financial support and supporting documents
- Translated and certified official copies of all previous academic work at the secondary school and college level
- Copy of passport ID page
- Proof of English Proficiency: TOEFL score of 79 or above (internet based), IELTS score of 6.5 or above, completion of ELS Language Center course of 112. This requirement is waived for citizens of countries where English is the native language.

English Language Proficiency. A student cannot have a successful educational experience at Aquinas without considerable knowledge of English. All textbooks and lectures are in English and are designed for American students. Essays, examinations and term papers are expected to be written in acceptable English. Prior to acceptance, each international student applicant for an undergraduate degree must demonstrate satisfactory proficiency in the English language by submitting scores from the TOEFL examination or another recognized test of English-language proficiency. The following scores: TOEFL - Computer based (213 or higher), TOEFL -Internet based (79 or higher) or IELTS 6.5 are the minimum acceptable standard for English proficiency. Two years of non-ESL based education at a U.S. Secondary School or completion of ELS Language Center course of 112 also meets this standard. Grades in English courses at another college or university will not be sufficient proof of English-language competence.

Financial Aid. New undergraduate international students may qualify for partial tuition scholarships. These scholarships may be renewed for up to five years of study at Aquinas College. Selection of scholarships is based on academic merit.

On-campus jobs for international students may be available. These jobs are meant to provide small amounts of money for incidental expenses, not to pay tuition, room, or board expenses. Prior to acceptance, all international students must demonstrate sufficient financial resources, including all financial aid, to pay for tuition, room and board, medical and living expenses, books, and fees.

Health. International students must meet the requirements of the United States for vaccinations and immunizations before entering this country. All students are required to submit a completed physical examination form before they arrive at the College, and will be asked to provide proof of measles, mumps and rubella vaccinations, as well as current tetanus and tuberculosis immunizations.

Medical Insurance. Health care in the United States is very expensive and it is required that all international students purchase the health insurance policy that Aquinas has secured. The Aquinas College Health Center will consider a waiver of this requirement if a student provides proof of coverage from a United States insurance company. An application for an insurance plan is mailed with admissions materials. Because dental insurance is not available through Aquinas College, it is recommended that dental work be done prior to departure from the home country.

Registrar

The College Calendar

Most day classes at Aquinas College follow the 16-week semester format with a midterm break week. Most evening classes meet one night weekly and either follow a 16 week schedule with a midterm break or an accelerated eight week quadmester format. Hybrid courses require occasional meetings plus a significant online component. These hybrid courses vary in how often they meet on campus. Online courses do not require meetings. The summer session includes an eight-week and a ten-week session. Both academic and event calendars can be found on the Aquinas College website.

Academic Advising

Academic advisors are faculty and professional staff who assist students in planning their academic programs. Academic advisors are available throughout the year to assist students with any academic concern.

Unit of Instruction

The unit of instruction is the semester hour, which is defined as equivalent to one class period of fifty (50) minutes per week of the semester. In the quadmester format, each three-semester hour course has a separate, specified independent study component.

Course Load

Full-time graduate students typically take nine (9) semester hours (three courses) per semester. Permission from the Program Director is required for more than nine (9) semester hours in a semester.

Late Registration Fee

Students who have not completed their registration process by the published registration deadlines will be assessed a Late Registration Fee of $100.00 per class. Late Registration is at the discretion of the Registrar and Provost.

No Show Fee

Students who do not officially drop a class within the initial add/drop period, and are administratively dropped from a class because of non-attendance, will be assessed a fee of $150.00 per class. Students who are full-time after the second week of the semester and who are administratively dropped from a course which begins in the second or fourth quadmester will be financially responsible for full-time charges, even if the administrative drop results in the student being enrolled less than full-time. For students officially dropping a class, either before the class starts or within the
add/drop period, there will be no charge. It is the responsibility of the student to drop the class online through MyAQ or deliver the drop/add slip to the Registrar/Advising Center.

Drop/Add

Students may add courses according to the published registration deadlines on the academic calendar posted on the Aquinas College website in the Registrar section. Students must attend the first class meeting of any quadmester classes. Students may drop a course without academic penalty up to the midpoint of the semester or quadmester, except where a breach of academic honesty warrants the failure of the course. If the student does not complete the course and has not dropped the course by the final date to drop, a grade of "F" will be given for the course. It is the responsibility of the student to drop and add courses through MyAQ or in the Registrar/Advising Center and to verify that the changes that they have made have taken place on their record. Registration and add/drop deadlines are published on the website. Financial penalties relating to dropping a class can be found in the Expenses and Financial Aid section of this catalog.

Withdrawal

A student may choose to withdraw from ALL COURSES in a particular semester because of personal or health reasons. The student must notify the Registrar in writing of their intent to withdraw by completing a Withdrawal Form available in the Registrar/Academic Advising Center. The student will incur tuition charges according to the date of written notification of their withdrawal. Academic penalties will be incurred for any courses that are past midterm at the time of withdrawal.

Students should contact the Program Director when ready to return to Aquinas College. Aquinas may require that the student provide a professional assessment by a qualified medical doctor or psychiatrist depending on the reason for withdrawal.

Please note that if the Registrar receives notification that a registered student is no longer attending classes and has made no approved arrangement with instructors and the Registrar, the Registrar has the prerogative to immediately withdraw the student from Aquinas College. The student will be subject to all costs for tuition and must reapply for admission to the College. The Registrar will also register a student for a class they are attending but not registered, which may result in added tuition costs and late registration fees.

The College realizes that on occasion, students may need to request an exception to the withdrawal policy. If the withdrawal was due to mitigating circumstances that were beyond the student's control, the student has the opportunity to provide relevant documentation to support a request to remove academic penalties. Please see the Registrar for assistance.

Please refer to the Expenses and Financial Aid Section of this catalog for a complete explanation of the Withdrawal Policy and the corresponding Financial Aid ramifications.

Independent Study Policy

On occasion, it may be necessary for a student to take coursework on an independent/tutorial basis. If circumstances warrant, the student must complete the independent study tutorial contract with the professor, including the rationale for the request, obtain signatures from the professor and the program director, and submit it to the Registrar's Office within the first two weeks of the semester or quadmester. Contracts are subject to review and approval by the Registrar and Provost. The Registrar will register the student if a request is approved. Once approved and registered, independent contracts may not be dropped after the first meeting date listed on the contract. See each graduate program section for program-specific details.

Graduation

Students who intend to graduate in December, May, or August must complete an Application for Degree, signed by their Program Director or Dean. This signed application should be submitted at least two semesters prior to the intended graduation date. Students will receive a signed copy of the initial audit in return. A final audit of academic records takes place after the final semester grades are posted. The College hosts one commencement ceremony each year in May. Students who graduate in August or December are encouraged to participate in Commencement events in the spring.

Course Credits

Graduate courses receive a letter grade (A - F) as assigned by each course instructor in accord with course syllabus expectations. A grade of "F" is considered a failure and is calculated in the GPA as a zero.

Audit

Audit permissions vary by graduate program. See each Graduate Program section for specific details on auditing courses.

Repeat Courses

A student may repeat a course only once, unless a further repetition is approved by the Provost. Each grade will be recorded on the student's transcript for every course taken. The most recent grade will be the grade used to calculate the GPA.

Transfer of Credit

Transfer credits must be earned from an accredited college/university. See each graduate program section for program-specific details.

Cumulative GPA

Student cumulative GPA represents numerically the average of the letter grades students receive in coursework. Each letter grade (as demonstrated in the grading chart) has a certain honor-point value.

Student cumulative GPA is calculated as follows:

number of semester hours as A x 4.0
number of semester hours as A– x 3.7
number of semester hours as B+ x 3.3
number of semester hours as B x 3.0
number of semester hours as B– x 2.7
number of semester hours as C+ x 2.3
number of semester hours as C x 2.0
number of semester hours as C– x 1.7
number of semester hours as D+ x 1.3
number of semester hours as D x 1.0
number of semester hours as D– x 0.7
number of semester hours as F x 0.0

The honor-point total divided by the total semester hours (excluding courses in which students received "credit'') gives the cumulative GPA.

GPA requirements for graduation are determined by the program. Please consult the appropriate section for detailed information.

Grades - Incomplete

At the end of a semester, a grade of "I" (Incomplete) may be reported for student work. It is the student's responsibility to request a grade of Incomplete from the instructor. The request may be approved or disapproved at the discretion of the instructor. A grade of Incomplete is appropriate when the majority of the coursework is completed, but for some acceptable reason the student is unable to complete the remaining work before the end of the course. A grade of Incomplete is not issued when the student stops attending or participating in the class. If the instructor approves the request for a grade of Incomplete, the instructor will determine the due date for the outstanding work, not later than week eight of the next regular (excluding Summer) semester. If the work has not been completed by the student and a new grade submitted by the instructor to the Registrar's Office within the first eight weeks of the next regular (excluding Summer) semester, the final grade automatically becomes F and cannot subsequently be changed. Only in rare or exceptional cases can permission be given by the instructor to extend the deadline by another five (5) weeks. The instructor must notify the Registrar's Office of an extension.

Transcripts

The permanent, official record of a student's academic performance and progress is maintained by the Registrar's Office. The transcript contains all essential academic data such as: dates of attendance, courses taken, credits and grades awarded, academic standing, degrees and degree honors received. Students are responsible for reviewing their academic record, including grades and credits recorded, at the conclusion of each semester. Students must report in writing any discrepancies to the Registrar's Office within sixty (60) days of the end of the semester in order to request a review of the record. After this period, the record is considered final. Transcript requests should be made through the Aquinas College website, on the Registrar page or in the Registrar/Academic Advising Center. Transcripts are not issued until the student has made satisfactory arrangements with the Student Accounts Office in regard to payment of all College bills and fines. Please consult the Registrar's Office for information regarding processing fees and delivery options.

III. Academic Policies

Academic Policies
Academic Integrity
Academic Grievances
Academic Probation, Dismissal, and Warning

Academic Policies

Aquinas College students are responsible for knowing and abiding by all rules and regulations as outlined in the Aquinas College Student Conduct Code. For more information, please visit aquinas.edu/policies.

Attendance

Responsibility for class attendance rests with the individual student. Most instructors have an attendance policy in their classes. Regular and punctual attendance is expected, and the student must accept the consequences of failure to attend or tardiness. In the case of student absence due to temporary illness, injury, or personal difficulty, the Registrar's Office will notify the student's professors via email. Proper documentation should be provided by or on behalf of the student. Notification may be made at the request of the student, the Athletic Department, the Office of Student Affairs, or other appropriate College office. Students with disabilities that may impact class attendance may contact Accessibility Services (616-632-2177) to request reasonable accommodations. Students in mental health crises may contact Counseling, Health, and Wellness (616 632-2905) to facilitate notification. It is the student's responsibility to communicate directly with each faculty member (prior to the absence, if possible) to discuss missed class meetings and course requirements. Each faculty member has final authority over any academic consequences associated with absence from class.

Student Email Account Policy

Every Aquinas College student is assigned an email account. It is the policy of the College when disseminating official College business information electronically to use College-assigned accounts. Therefore, it is the responsibility of each student to check the College-assigned email account regularly. If a student uses another account as their primary account, then mail sent to the College-assigned address should be forwarded to that primary account. Initializing this procedure can be accomplished by following instructions provided on Google's Help Center, http://support.google.com/mail/

Student Records

Aquinas College maintains the confidentiality of student records in accordance with the Family Rights and Privacy Act (FERPA) of 1974 as amended. The Registrar coordinates the inspection and review procedures for student records.

No one outside the institution may have access to, nor will the institution disclose any information from, students' educational records without the written consent of the student, *except:*

A postsecondary institution may disclose personally identifiable information (PII) from the education records without obtaining prior written consent of the student as follows:

- To other school officials, including instructors, within Aquinas College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions as long as requirements are met.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.

- To accrediting organizations to carry out their accrediting functions.

- To parents of an eligible student if the student is a dependent for IRS tax purposes.

- To comply with a judicial order or lawfully issued subpoena.

- To appropriate officials in connection with a health or safety emergency.

- Information the school has designated as "directory information".

- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.

- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled

substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

Educational records or components thereof may be made available without the student's written consent to personnel within the College who are determined by the institution to have a legitimate educational interest. The College will maintain a record of all requests and disclosures of personally identifiable information except those made to Aquinas College officials. Legitimate recipients of all such records will be informed that they are not permitted to disclose the information to others.

Students may review their education records by making a written request to the Registrar. Students may not inspect financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors, to which they have waived their right of inspection or review; or educational records containing information about more than one student.

The College may disclose the following categories of public or "directory" information for any purpose, at its discretion: student name, addresses, telephone numbers, dates of attendance, class, date and place of birth, major field of study, previous institutions attended, awards, honors (includes Dean's List), degrees conferred (including dates), photograph, past and present participation in officially recognized activities and sports, physical factors (e.g. weight and height of athletes).

Currently enrolled students may withhold disclosure of any such information under the Family Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the Registrar prior to the first Friday following final registration for each semester. Requests for non-disclosure will remain in place until the student requests that the non-disclosure be lifted.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The Registrar coordinates the inspection and review procedures for student educational records.

Students wishing to review their educational records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five (45) days of the request. After review students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere).

These copies would be made at the student's expense at prevailing rates. Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual, records of a law enforcement unit, student health records, employment records or alumni records.

Students who believe that their educational records contain information which is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their concerns informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the Registrar of their right to a hearing. Student requests for a formal hearing must be made in writing to the Registrar. Additional information regarding the hearing procedures will be provided to the student when the student submits the written request for a hearing.

Students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202 or (202) 260-3887.

Student Right-to-Know Act Disclosure

In compliance with the Student Right-to-Know Act of 1990, current and prospective students may obtain graduation rate and transfer-out information for a cohort of students (full-time, first-time degree seeking undergraduates) from the Registrar/Academic Advising Center.

Examinations

Regular examinations in all subjects are held at the end of each semester. If a student unavoidably misses a test, it is their responsibility to contact the instructor to request a make-up test. The instructor has the prerogative to grant or deny the request.

Grade Reporting

An email to each student receiving grades for the registration period will be sent to their official Aquinas College email account notifying them that their grades are available for viewing on My AQ. A printed grade report may be sent to the student upon their request to the Registrar/Academic Advising Center.

Progress Toward the Degree

A student’s work in each course is evaluated by a letter grade and by the number of honor points earned. Please refer to the Admissions and Registration Section of this catalog for complete information on honor points, the honor points table and an in-depth explanation of grades.

Academic Integrity

An Aquinas education is firmly grounded in the values articulated in our official Integrity Statement: Aquinas College is rooted in the Dominican traditions of prayer, study, community and service, combined with a deep respect for truth, honesty and integrity. In this spirit, we strive to create an environment in which integrity is prized and practiced. We expect all community members to uphold these values through honesty, fairness, and respect for others. Students, faculty, and staff are expected to act based on these values; therefore academic dishonesty is treated as a serious offense.

Plagiarism

It is understood that when students submit academic work, they are responsible for its integrity. When students submit work claimed to be their own, but which in any way uses ideas, organization, wording, or anything else from some other source without an appropriate acknowledgment of that fact, plagiarism has occurred. Plagiarism may take many forms. In general, however, it can be defined as presenting as one's own the words or work or opinions of another.

Students commit plagiarism when they submit as their own work:

- Part or all of an assignment copied or paraphrased from another source, any on-line source, a book, a magazine, or a manuscript, without proper citation
- Material prepared by another person or organization
- The sequence of ideas, arrangement of material, or thought pattern of someone else. Plagiarism occurs when such a sequence of ideas is transferred from the source(s) to a paper or other student work without the process of reflection, integration, and reorganization in the writer's mind, and without proper citation

Students are accomplices in plagiarism and equally culpable if they:

- Willfully allow their work, such as a paper in outline or finished form, to be copied and submitted as the work of another
- Prepare a written assignment for another student and allow it to be submitted as the other student's own work
- In terms of plagiarism, when in doubt as to the criteria for assignments, it is the student's responsibility to consult beforehand with the instructor who will receive the finished work.

Cheating

Cheating includes, but is not limited to, any attempt by students to answer questions on a test or quiz by any means other than their own knowledge. Examples of cheating include, but are not limited to:

- Use of any materials in the process of completing an examination which have not been approved by the instructor; including a cell phone or other digital storage device
- Transmission of information, either given or received, during an examination period
- Intended observation of another's work for hints on materials or technique during a laboratory test without the consent of the instructor;
- Obtaining, in part or in whole, a copy of the examination without consent of the instructor
- Buying or procuring previous examinations given in the course without the consent of the instructor
- Submission of identical papers of work for two different courses without the explicit approval of both instructors.

Complicity

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

- Students may not allow other students to copy from their papers during an examination or on any assignment.
- Students may not assist other students in acts of academic dishonesty by providing substantive information about test questions or the material to be tested before a scheduled examination, unless they have been specifically authorized to do so by the course instructor. This does not apply to tests that have been administered and returned to students in previous semesters.

Violations of the Academic Honesty Policy

If a student is suspected of cheating or plagiarism, the instructor will communicate with the student. If it is confirmed that a violation has occurred, the instructor will determine which of the following penalties is to be applied in accordance with the instructor's course syllabus:

- The student may fail the test or paper in question.
- The student may be required to resubmit work or do additional work.
- The student may be assigned a grade of "F" for the course.

Reports of Academic Dishonesty

When an instructor knows that academic dishonesty has occurred, they will file the official form with the Department Chair and the Academic Integrity Liaison. The form includes:

- The student's name
- The nature and pertinent evidence of the violation
- The student's response
- Any action taken by the instructor.

Once a report is received, the student has three business days to meet with the Academic Integrity Liaison. If multiple reports are received regarding suspected or substantiated academic dishonesty by the same student, the Academic Integrity Liaison will refer the case to the Provost. The Provost has the discretion to take further disciplinary action which may include expulsion or suspension from the College or revocation of degree. A student may not withdraw from a course in which they have been sanctioned for academic dishonesty.

If the student feels they have been wrongfully charged with academic dishonesty, they may file an academic grievance. The student should contact the Academic Integrity Liaison for information about this process.

Academic Grievances

The Academic Grievance Office functions to assist Aquinas students in the resolution of academic controversies they may have with faculty or staff. While difficult to define, an academic grievance is generally understood to mean a student-initiated complaint against a faculty member as regards conduct alleged to be in violation of fair procedure in an academic matter. It is to be noted that a course grade is not normally considered a proper subject for an academic grievance, unless the grade reflects an alleged violation of process and/or policy. The full Academic Grievance Policy is available at aquinas.edu/policies.

Academic Probation/Dismissal Policy

Academic probation and dismissal policies vary by graduate program. See each Graduate Program section for specific details on academic probation and dismissal requirements.

IV. Expenses and Financial Aid

Expenses
Financial Aid

Expenses

Tuition

All hours: $651 per semester hour.
Required administration fee: $190.00 annually ($95 per semester).

Tuition for other College programs varies from program to program. Individual courses may also be subject to supplemental fees. Information on current tuition is available from the Student Accounts Office or at aquinas.edu/studentaccounts.

Tuition entitles the student to the following: class instruction, career counseling and testing services, use of the Grace Hauenstein Library, Wege Student Center and Health Center (applicable medical fees may apply), and admission to many College events.

Tuition, fees, and other charges are those in effect at the time of publication. All tuition, fees, and other charges are subject to change. The College reserves its right to revise its charges at any time if circumstances so warrant. Specific course fees are listed in the schedule each semester. All fees are nonrefundable.

Payment of Tuition and Fees

All tuition and fees are payable by the first day of the semester/quadmester unless a deferred payment option (see below) has been selected. Payment is due regardless of whether you review your bill or not. All billing is done through MyAQ online and paper bills will not be sent out. Students with outstanding obligations to the College will not be permitted to register until the total balance is below $300.00. The College reserves the right to request cash payment when circumstances warrant. Students adding a course(s) during the add/drop period are required to obtain an invoice and settle any financial obligations at that time with the Student Accounts Office.

Payment Plans

Payment plans can be set up in the student's MyAQ (not automatic payments) or by accessing the student accounts webpage and choosing an online payment plan through Official Payments (automatic payments), before the tuition due date. The office is open year round.

Student Accounts Balance Policy

If a student's balance is $300 or greater, and they would still like to register for classes, they can do so by setting up a satisfactory payment plan during the current semester. Satisfactory payment plans would have the semester balance under $300 no later than December 28 to accommodate spring registration and May 28 to accommodate fall registration. This is the same for automatic (through Official Payments) or manual (through the student's MyAQ) payment plans. Students will be dropped from their fall classes if they haven't paid their prior balance by one week prior to the start of the semester.

Aquinas College Employer Tuition Reimbursement Plan

The Aquinas College Employer Tuition Reimbursement Plan allows students who are eligible for tuition reimbursement from their employer to apply for deferred payment of tuition. A nonrefundable processing charge of $35.00 per semester is due with the application for this plan. The application must be approved by the Student Accounts Office. Once approved, the student may defer payment of tuition up to six weeks following the last class of the course. This Plan is valid for Fall, Spring, and Summer terms of an academic year. The student must reapply for this plan each semester. Additional information and applications for the payment plans described in this catalog are available by contacting the Student Accounts Office, Room 131, Hruby Hall or by visiting aquinas.edu/studentaccounts.

Past Due Obligations

Past due obligations include, but are not limited to, billing amounts past due for any semester, unpaid room damage charges, library materials or fines, telephone charges, health center charges, and parking fines. Students will not be permitted to register, make schedule changes, receive a transcript, or receive a diploma until all financial obligations are paid in full. In addition to the charges associated with the payment plans described above, a service charge of one (1) percent per month will be assessed (on the last business day of the month) on all balances not paid by the due date. A student whose account is delinquent will be dropped from the respective payment plan and the remaining balance due for the semester or quadmester will be due and payable immediately. The College reserves its right to submit past due accounts to its collection agents and use legal action, if necessary, to secure any payment due. Fees of collection agencies which may be based on a percentage at a maximum of 33.3% of the debt, plus past and future monthly service charges as defined above, will be added to any debt. The actual cost of these collection services, all expenses, and if necessary, litigation costs, will be the responsibility of the student. By providing a telephone number to Aquinas College, students understand, agree and give express consent that Aquinas College or anyone working on their behalf, including third party vendors, may contact them at the number provided by manually dialing the number or by using automated dialing technology.

Returned Checks

The return of a check for any reason constitutes non-payment. A $30 fee will be imposed on the student for each check returned.

Errors or Disputes

Inquiries regarding schedules should be referred to the Registrar and Academic Advising Center. Inquiries regarding charges should be referred to the Student Accounts Office prior to the due date of the invoice. While we are investigating, you may withhold payment for the amount in question; however, you are still obligated to pay the part of your bill not in question.

Tuition Refund Policy

Students must be in good financial standing (account paid in full or payment plan in place) before making registration changes. Drops and withdrawals can be made by contacting the Registrar and Academic Advising Center or the appropriate Graduate Office. Only students can initiate registration changes. Tuition refunds resulting from drops, schedule changes, or withdrawals will be based on the date of official notification in writing to the Registrar and Academic Advising Center.

Financial Aid

Aquinas College financial aid programs are designed to help qualified students who might otherwise not be able to afford a quality private college education and to honor those students who deserve recognition for past academic or leadership success. All Aquinas College students participating in any sort of Financial Aid must adhere to the Financial Aid Handbook found on the Financial Aid website at https://www.aquinas.edu/financial-aid

For all Financial Aid information, please contact the Financial Aid Office
Financial Aid Location: Hruby Hall - HH 34
Phone: (616) 632-2893
Email: financialaid@aquinas.edu
Web Address: aquinas.edu/financialaid

Donnelly Scholarship and Hruby Scholarship

The Donnelly Scholarship and Hruby Scholarship for Leadership and Service applications are available to students working at partner institutions and corporations. See the website or contact the Financial Aid Office (financialaid@aquinas.edu) for more information.

Veterans Information

Veterans and/or their family members attending Aquinas College may be eligible for VA tuition benefits. Eligible veterans are urged to contact the Registrar's Office Veterans Certifying Official at 616 632-2871 for additional information and assistance.

V. Academic Programs

Master of Arts in Counseling
Master of Management
Master in the Art of Teaching
Master in Education

Master of Arts in Counseling Program

Daniel R. Cruikshanks, Ph.D., Program Director
Julie Schatz-Stevens, Ph.D.
Molly R. Wilson, Ph.D., Clinical Coordinator

Introduction

The Master of Arts in Counseling Program (MAC) is housed in the Department of Psychology and offers specialization courses in counseling children, grief counseling, addictions counseling, marriage and family counseling, clinical supervision, sexuality counseling and pastoral counseling. The MAC program exceeds the current academic requirements of the Michigan Board of Counseling for Licensed Professional Counselors. Further, the degree exceeds the academic requirements of the National Board for Certified Counselors for National Counselor Certification (NCC).

The Master of Arts in Counseling Program (MAC) meets the academic and field experience requirements for those candidates who wish to become a Licensed Professional Counselor. The purpose of the MAC Program at Aquinas College is to develop in candidates the knowledge, skills, and attitudes needed to provide appropriate and effective counseling services in a variety of helping settings. Skills in interpersonal helping, interaction, communication, and sensitivity acquired in the program are applicable to a variety of professional areas including education, community social services, business and industry, government, and the ministry.

Completion of the MAC degree requires a minimum sixty (60) semester hours of coursework including field experiences including a 100-hour Practicum and at least two semesters of Internship (minimum of 600 hours). Upon completion of the degree requirements, graduates are eligible to become Limited Licensed Professional Counselors (LLPC) in Michigan and may work as professional counselors under the supervision of a Licensed Professional Counselor until they have completed 3000 hours (two years full-time) of post-graduate supervised work. Upon completion of this post-graduate supervised experience and successful completion of the National Counselor Exam, LLPCs become Licensed Professional Counselors (LPC) and may practice independently in Michigan.

MAC candidates who plan to practice in other states generally will meet or exceed the licensure requirements for professional counselors in all fifty (50) states in the US. However, as course requirements for licensure vary from state to state, candidates who anticipate moving to another state should consult with the Program Director or their advisor for assistance in determining specific state requirements. Candidates who know that they will practice outside of Michigan in states with specific course requirements not already met by the MAC program will have the ability to adapt the program to meet the specific needs of that state.

MAC Mission Statement

The mission of the MAC Program at Aquinas College is to produce counselors who function as highly skilled and ethical professionals prepared to work with diverse client populations in a variety of clinical settings. Students develop their counselor identity through the intersection of instruction, technical application, research, advocacy, and supervision of not only the MAC faculty but of our community partners. On completion, students are able to:

- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them therapeutically in clinical settings.
- Have strong foundational knowledge in the area of human growth and development and use this knowledge to inform their therapeutic work with individuals, couples, families and groups.
- Value and respect diversity and demonstrate multicultural competency in their work with clients from diverse backgrounds.
- Show mastery of skills necessary to work therapeutically with clients who have experienced crisis, disasters and trauma.
- Possess an adjustment-oriented approach that emphasizes not only diagnosis and remediation of psychopathology, but also prevention, wellness, early intervention, and advocacy.

MAC Program Objectives

By completion of the MAC degree, candidates will:

1. Demonstrate an understanding of the professional counselor identity.
2. Demonstrate an understanding of social and psychological processes that underlie human development across the lifespan and family life cycle transitions in the practice of professional counseling.
3. Demonstrate competence in the research skills needed to evaluate the effectiveness of counseling intervention; noting the impact of cultural, racial, ethnic and lifestyle variables on counseling relationships and outcomes.
4. Demonstrate competence in the application of counseling theories, techniques, and skills needed for individual, family and group counseling.
5. Demonstrate knowledge of professional issues and practices such as cross-cultural factors, ethics, mental health laws, career and educational information, referral agencies, and other counseling-related services and understand the professional, legal, moral and ethical responsibilities of the counselor.
6. Demonstrate competence in the ability to administer and/or interpret the results of psychological instruments that measure aptitude, cognitive ability, personality, achievement, and interests.
7. Develop an individual philosophy of counseling based upon a consideration of concepts from major counseling theories and multicultural approaches in concert with their own personality and value systems.
8. Apply assessment, counseling, referral and outcome evaluation skills to meet client needs within the clinical setting.
9. Demonstrate the ability to function and perform professionally and competently in a clinical setting.

MAC Application and Admission Requirements

Applications for admission to the MAC Program are submitted online at www.aquinas.edu/mac. Applicants who meet the minimum requirements for Conditional Admission are eligible to begin classes in the following semester. New cohorts begin in fall and spring semesters. Spring cohorts are started contingent on meeting the minimum cohort size.

The minimum requirements for admission to the MAC Program are:

1. A completed Graduate Studies Application for Admission.
2. A bachelor's degree from an accredited institution.
3. A minimum cumulative GPA of a 3.0 or higher on a 4.0 scale.
4. A minimum of three undergraduate courses in psychology or related social sciences.
5. If the applicant is deficient in the undergraduate social sciences requirement, they may be required to successfully complete appropriate undergraduate courses without graduate credit prior to final admission to the program.

Satisfying minimal standards does not guarantee admission, since the number of qualified applicants may exceed the number of places available. As a result, not all well-qualified applicants will be admitted.

The MAC Program at Aquinas College admits new students in the fall and spring semesters. All students must complete COU500: Orientation to Graduate Studies at Aquinas prior to beginning classes. COU500 is offered as a one-day, 0 credit hour course, on the Saturday before classes begin. Full-time students take three courses per semester, while part-time students typically take two courses per semester.

Preliminary Interview

Applicants meet with the MAC Program Director or member of the faculty to discuss their interest in the field of professional counseling, their career goals, and how the program will help them achieve those goals.

Official Transcripts

Transcripts will be accepted from institutions accredited by the North Central Association of Colleges and Schools, Higher Learning Commission, or other regional accrediting commissions which have been recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts must be sent directly from all previously attended colleges or universities including any other graduate programs attended.

The Graduate Record Exam (GRE)

The GRE is ***not*** required for admission to the MAC Program unless the undergraduate GPA is less than the minimum cutoff of 3.0. Applicants with an undergraduate cumulative GPA of less than 3.0 may be required to take the GRE and have the record sent to Aquinas College.

Preferred Minimum Scores:

1. Verbal Reasoning: 142
2. Quantitative Reasoning: 142
3. Analytical Writing: 3.3

Applicants who either do not meet the undergraduate minimum GPA requirement of 3.0 or the minimum GRE score requirements may be admitted on Probation and considered for full admission. These applicants must earn minimum grades of B in each course taken to qualify for full admission to the MAC Program.

Letters of Recommendation

At least two letters of recommendation are required. These are written on the form supplied by the MAC program. Applicants inform recommenders of the program's deadline. Letters must be from professional or academic persons knowledgeable of the applicant's academic and/or professional experiences and dispositions. Letters from family or personal friends are not acceptable.

Recommenders are asked to give their personal impressions of the applicant's academic skills and abilities specific to unique demands of the MAC Program. Applicants may waive the right to inspect their letters of recommendation on a voluntary basis.

The MAC Program may verify the authenticity of academic letters of recommendation with the recommender.

Professional Goals Statement

Applicants submit a two to three-page statement of professional goals. In this paper, applicants describe the reasons for their interest in the MAC Program including a statement of long-term professional goals and how this program will help result in goal achievement.

Criminal Background Check

FBI criminal background checks are required for all students prior to final admission to the MAC Program. The MAC Program requires field placements (practicum and internship) and other experiences working with potentially vulnerable populations. As such, we are required to conduct criminal background checks to ensure public safety. Individuals who have been convicted of a felony offense (and some misdemeanors) may not be eligible for licensure as professional counselors in Michigan and other states.

Although a prior conviction may not preclude one from completing the MAC degree, it is important to understand that individuals with a prior conviction may not be accepted by practicum or internship sites and may not be eligible for licensure.

Determination for admission to the MAC Program for people with felony convictions is made on a case-by-case basis by review of the MAC Faculty. Students with felony convictions admitted to the MAC Program must be aware that admission to the MAC Program does not guarantee that they will be able to secure field placements, licensure or jobs as professional counselors. We strongly recommend that prospective MAC students contact the Michigan Department of Licensing and Regulatory Affairs (LARA) to discuss their specific situation and the implications for licensure as a professional counselor. We also strongly encourage applicants to discuss their legal history with the Program Director as soon as possible.

Applicants will need to submit to an FBI background check prior to final acceptance in the MAC Program. There are several options for electronic fingerprinting in the Grand Rapids area including Certifix Live Scan and the Kent County Sheriff Department. Applicants coming from outside of the Grand Rapids area should find a fingerprinting service in their area.

Evidence of English Language Proficiency

All applicants from countries/regions in which the official language is not English are required to submit official evidence of English language proficiency. This requirement applies to applicants from Bangladesh, Nepal, India, Pakistan, Latin America, the Middle East, Israel, the People's Republic of China, Taiwan, Japan, Korea, Southeast Asia, most European countries, and non-English-speaking countries in Africa.

Students who have completed at least one year of full-time academic course work with grades of B or better in residence at a recognized U.S. institution do not need to take a standardized test. Applicants must provide all official transcripts for review.

To qualify for a TOEFL exemption students must:

- Have a basic degree from a recognized institution in a country where the official language is English.
- Have completed a basic or advanced degree at an institution, in the United States or a United States institution abroad, where the language of instruction is English and the institution is accredited by one of the United States' regional accrediting agencies.
- Have completed at least one year of full-time academic course work with a B average or better at a regionally accredited institution within the United States.

There are two standardized tests students may take: the Test of English as a Foreign Language (TOEFL), and the International English Language Testing System (IELTS).

Application Fee

The MAC Program does not charge an application fee.

Transfer Credit from Other Institutions

Students may transfer a maximum of twelve (12) graduate semester hours (4 courses), at the discretion and upon approval of the MAC Program Director, for classes taken from another approved college or university. Only courses with grades of B or higher taken within six years prior to formal admission to the MAC program will be considered. A maximum of nine (9) graduate semester hours of MAC Program coursework taken as a non-classified (non-matriculating) student at Aquinas College prior to admission may be applied toward the degree.

Requirements for Final Admission into the MAC Program

All students are admitted to the MAC Program conditionally. Final admission to the program will be determined by the faculty as follows:

1. Successful completion of first semester courses with minimum grade of B in each course.
2. Maintenance of Good Academic Standing as defined in the Graduate Catalog.
3. Successful completion of COU504 Counseling Techniques and Practice.
4. Final admission interview with the MAC faculty.

Following this interview, students receive a written decision regarding their admission status. Conditionally admitted students accepted into the MAC Program are reclassified as Fully Admitted candidates, meaning they are a candidate in the MAC degree program. All MAC candidates will be held to the catalog requirements in effect at the time they first enrolled in coursework in their graduate program unless changes are required due to changes to Michigan Licensure Law or Rules. Revisions to course prerequisites will apply to all candidates regardless of the catalog of admission.

Requirements for Admission to Advanced Techniques & Practicum in Clinical Counseling

Guidelines for all field placements are outlined in the Aquinas College Graduate Handbook under Field Placement Process as well as in the MAC Field Placement Handbook, both available in PDF form and housed in Course Connect in COU500. In accordance with CACREP Standards and Michigan Law, all MAC Program candidates are required to complete a minimum 100 hour practicum (a minimum of forty (40) hours must be in direct service with clients) in an approved mental health setting. Candidates may not register for Practicum until they have completed all required 600-level courses and have an overall collection of satisfactory ratings on their Personal Characteristics Review Forms. All field experiences are coordinated by the MAC Clinical Coordinator.

Admission as a "Coursework Only" Student

Students who do not wish to be admitted to the MAC Program, but wish to take courses for credit, will be permitted to do so provided they hold a bachelor's degree from an accredited institution and complete the non-degree seeking graduate application form. Students with at least a bachelor's degree may take up to twelve (12) semester hours without being formally admitted to the program. If the student decides to enter the MAC Program, they can count these hours toward their master's degree in counseling if approved by the Program Director. Under no circumstance shall a candidate who wishes to transfer from "Coursework Only" status to program status be allowed to apply more than twelve (12) semester hours of credit toward their master's degree. Students not licensed in Michigan who enter with an outdated master's degree in counseling (or a master's degree in counseling from another state that does not meet Michigan standards) may take courses toward licensure as needed to become license eligible, with approval of the Program Director. Both categories of candidates must follow the prescribed application process. "Coursework Only" students will complete all the steps outlined above.

MAC Academic Standing and Professional Expectations

Students must adhere to all College rules, policies, and requirements for graduate students. Students also must meet MAC Program requirements for good academic standing, which include:

- All MAC courses except for field placement courses must be taken for a letter grade and all students are expected to earn a grade of B or better in every graded course.
- A minimum grade point average of 3.0 is required for graduation.
- Field placement courses offered by the MAC Program (i.e., Practicum and Internship) are graded on a Pass/Fail basis.
    - The Counseling Program awards a grade of "Pass" if the student's work would have been worth a grade of B or better were the course to have been graded using the College's letter grade scale.
- If a student obtains a substandard grade (C+, C, or F) in a course required as part of the student's plan of study, the student must meet with their advisor to discuss their status in the program and develop a Remediation Plan. This will include retaking the class and earning a grade B or better.
    - The student has one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate.
    - According to College policy, the original substandard grade remains on the official transcript.
- Four (4) situations can lead to an Academic Probation status including:
    - Failure to maintain a 3.0 GPA in the program, failure to remediate a substandard grade in a course required in the student's plan of study, more than one substandard grade in graduate work, or a failing grade in any required course.
- Failure to remediate probationary status may lead to dismissal from the MAC Program. A student who has been terminated under this policy may appeal the decision by following the College Grievance Policies.

In the event that a student fails to maintain the standards needed to remain in good standing, they will meet with their academic advisor to develop a Remediation Plan in which they will address the issues and determine a plan to return to good academic standing.

MAC Program Requirements

MAC Graduate Student Handbook

Specific policies and procedures governing the operation of the counseling program as well as information about internship and licensure are detailed in the Graduate Handbook. The Graduate Handbook is made

available to new students prior to registration for classes during the annual New Student Orientation, and is available online in Course Connect (COU500).

Requirements for Admission to Internship

Guidelines for all field placements are outlined in the Aquinas College Graduate Student Handbook under Standards of Practice as well as in the MAC Field Experience Handbook. The internship is designed as a capstone experience providing candidates an opportunity to receive on-the-job training and experience in an approved mental health environment under the supervision of a Licensed Professional Counselor. In accordance with CACREP Standards and Michigan Law, all MAC candidates are required to complete a 600-hour internship. The MAC Program requires that Internship is completed in no fewer than two terms.

All information pertaining to field experiences is coordinated by the MAC Clinical Coordinator.

COU702: Internship 1 in Clinical Counseling

Internship 1 allows for the initial accumulation of a total of 100 to 300 clock hours. It may be taken for one (1) to three (3) hours up to two times for a total of three (3) hours. MAC candidates are not eligible to begin Clinical Internship prior to successful completion of COU701: Advanced Techniques & Practicum.

COU703: Internship 2 in Clinical Counseling

Internship 2 allows for the accumulation of an additional of 100 to 300 clock hours. It may be taken for one (1) to three (3) hours up to two times. MAC Candidates must complete a total of six (6) semester hours of internship with no less than 600 clock hours of time in the field placement. MAC candidates are not eligible to begin Clinical Internship 2 prior to successful completion of COU702: Internship 1 in Clinical Counseling.

Requirements for Graduation

In order to be recommended for graduation, candidates must:

1. Maintain good academic standing as defined in the Graduate Catalog and as evidenced by a minimum cumulative grade point average of 3.0.
2. Proper application for degree. It is the student's responsibility to initiate the process upon completion of forty-two (42) semester hours, or two semesters prior to anticipated completion of the program. Applications are available in the Graduate Programs office. Students who complete requirements in December, May, or August, respectively, are encouraged to participate in the May Commencement ceremonies.
3. Complete a minimum of sixty (60) semester hours of approved coursework (including field experiences) within the published time limit.
    - Candidates have six calendar years from the date of the first course taken toward their graduate degree to complete the MAC Program.
4. Pass COU750: Comprehensive Examination
    - The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates and in September for December graduates. Candidates must register for COU750: Comprehensive Examination in the semester prior to their expected graduation. Candidates who fail to register for COU750 by the ***Last Day to Add*** listed on the Graduate Studies Calendar may be ineligible to take the exam and may be unable to graduate by their expected date.
    - The Comprehensive Examination is a 200 question, multiple choice exam designed to model the National Counselor Exam, the exam used by the Michigan Counselor Board. The exam is

designed to prepare candidates to sit for their licensure exam. It is also used to evaluate the candidate's accrued knowledge across the eight CACREP core areas and as part of the MAC Program evaluation process. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. ***Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum standard score of eighty-five (85) in each of the eight (8) subtests***.

- Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, they may not be able to retake it until the next offering except as determined by the Program Director. If a candidate fails the exam a third time, then they may be dropped from the MAC program or required to retake courses as determined by the MAC faculty and at the discretion of the Program Director.

Full-time Status

Graduate students are considered full-time with nine (9) hours of coursework during regular semesters. During the summer six (6) hours of coursework is considered full-time. Generally, students are permitted to take no more than nine (9) hours of coursework in a given term. Rare exceptions may be made on the recommendation of the student's advisor and with approval of the Program Director.

Time Limitations

Candidates have a maximum of six (6) calendar years from the date of the first course taken toward their graduate degree to complete the MAC program. If the program is not completed within six (6) calendar years from the date of the first course taken toward the MAC degree, the candidate may lose credit for coursework and/or transfer credit and may be required to repeat the outdated course(s). Candidates who for any reason are unable to complete their program within the six year window may request an extension. To request a time extension, candidates must petition the Program Director for an extension by writing a letter explaining the circumstances leading to the delay and proposing a plan outlining how the program will be completed in the shortest reasonable amount of time.

Transfer Credit

Aquinas College will accept up to twelve (12) hours of graduate transfer credit towards the MAC degree. For candidates who already possess a master's degree in a related area (as determined by the Program Director) and wish to complete the requirements to become a Licensed Professional Counselor, a maximum of twenty-four (24) hours of counseling related coursework may be transferred if it is judged to be equivalent to current course requirements. At least one-half of all coursework toward the MAC degree must be completed at Aquinas College. Transfer coursework affects how much time candidates have to complete their graduate degree. Several factors should be noted concerning transfer credit/Aquinas College coursework:

1. Coursework must be documented to be comparable with Aquinas College MAC Program coursework. Candidates must submit course syllabi and catalog course descriptions along with official transcripts from the issuing institution with any request for graduate transfer of credits.
2. All transfer credit must have been completed within six (6) calendar years of the first class taken in the MAC Program at Aquinas College. Once accepted, these classes will be counted toward graduation. Prior Aquinas College coursework being applied to the graduate degree is also included in the six (6) calendar year rule.
3. The earned grade(s) in the course(s) to be transferred must be a "B" or better.

4. Transfer credit will be evaluated by the candidate's academic advisor and approved by the Program Director.
5. Transfer credit does not affect the cumulative grade point average established with Aquinas College.

Program Fees

Practicum, Internship (COU701, COU702, COU703) Travel Fee $25.00 per credit hour
Lab Fees/Testing Materials (COU504, COU507, COU602, COU701, COU705) $100.00

MAC Curriculum Overview

Three Year Program of Study for Full-Time Cohorts

The Three Year Plan is a full-time program that enables students to complete the program with three courses per semester in three years to complete the sixty (60) semester hour program. Students must enroll in sufficient electives, marked optional, to complete the requisite sixty (60) semester hours during the three-year time period.

Term	Course	Credits
Fall Year 1		
COU500	Orientation to Grad Studies	0
COU502	Foundations of Clinical Mental Health Counseling	3
COU504	Counseling Techniques and Practices	3
COU505	Theories of Counseling and Helping	3
Spring Year 1		
COU506	Psychopathology & Diagnosis	3
COU507	Assessment in Counseling	3
COU604	Legal and Ethical Issues in Counseling	3
Summer Year 1		
COU503	Lifespan Development	3
	Elective (Optional)	(3)
Fall Year 2		
COU602	Career Development & Counseling	3
COU603	Social Justice & Diversity	3
	Elective (Optional)	(3)
Spring Year 2		
COU601	Research Methods & Program Evaluation	3
COU606	Theory and Practice of Group Counseling	3
	Elective (Optional)	(3)
Summer Year 2		
COU701	Advanced Techniques & Practicum	3
COU704	Psychopharmacology & Substance Abuse	3
Fall Year 3		
COU702	Internship 1 in Clinical Counseling	3
COU705	Evaluation of Mental & Emotional Status	3
	Elective (Optional)	(3)
Spring Year 3		
COU703	Internship 2 in Clinical Counseling	3
COU706	Crisis & Trauma Counseling	3
	Elective (Optional)	(3)
COU750	Comprehensive Exam	0
	Total	**60**

Note: Students who use financial aid in the summer and need to take two courses to remain full-time may choose to take elective courses in the summer. Note that this will reduce the number of ***required*** courses needed during the regular academic year. ***Students must work with their advisors to determine the best plan for them.***

Four Year Program of Study for Part-Time Cohorts

The Four Year Plan is a part-time program that enables students to complete the program with two courses per semester in four years to complete the sixty (60) semester hour program. Students must enroll in sufficient electives, marked optional, to complete the requisite sixty (60) semester hours during the four-year time period.

Term	Course	Credits
Fall Year 1		
COU500	Orientation to Grad Studies	0
COU504	Counseling Techniques & Practices	3
COU505	Theories of Counseling & Helping	3
Spring Year 1		
COU506	Psychopathology & Diagnosis	3
COU507	Assessment in Counseling	3
Summer Year 1		
COU502	Foundations of Clinical Mental Health Counseling	3
	Elective (Optional)	(3)
Fall Year 2		
COU503	Lifespan Development	3
COU603	Social Justice & Diversity	3
Spring Year 2		
COU606	Theory and Practice of Group Counseling	3
COU604	Legal & Ethical Issues in Counseling	3
	Elective (Optional)	(3)
Summer Year 2		
COU704	Psychopharmacology & Substance Abuse	3
Fall Year 3		
COU602	Career Development & Counseling	3
COU705	Evaluation of Mental & Emotional Status	3
Spring Year 3		
COU601	Research Methods & Program Evaluation	3
	Elective (Optional)	(3)
Summer Year 3		
COU701	Advanced Techniques & Practicum	3
Fall Year 4		
COU702	Internship 1 in Clinical Counseling	3
	Elective (Optional)	(3)
Spring Year 4		
COU703	Internship 2 in Clinical Counseling	3
COU706	Crisis & Trauma Counseling	3
COU750	Comprehensive Exam	0
	Total	**60**

Note: Students who use financial aid in the summer and need to take two courses to remain full-time may choose to take elective courses in the summer. Note that this will reduce the number of ***required*** courses needed during the regular academic year. ***Students must work with their advisors to determine the best plan for them.***

Elective Courses

COU516	Marriage, Family and Couples Counseling
COU518	Spirituality and Religion in Counseling
COU519	Counseling the Terminally Ill and Bereaved
COU521	Pastoral Counseling
COU522	Sexuality Counseling
COU605	Counseling Children and Adolescents
COU707	Clinical Supervision

MAC Course Descriptions

COU500 Orientation to Grad Studies at Aquinas & the MAC (0) The MAC New Student Orientation is required of all new students. This Orientation workshop begins the MAC graduate experience and provides the student's indoctrination into the counseling program. During this one day workshop, students are introduced to the campus, campus services, college administration, department faculty, support staff/services and MAC candidates. It also allows an integrative discussion of the requirements of the MAC program. Students are oriented to the Graduate College Catalog, the Graduate Handbook, and the Field Placement Handbook.

COU502 Foundations of Clinical Mental Health Counseling (3) This introductory course is designed to meet the specific standards for clinical mental health counselors as suggested by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). With an emphasis on developing Counselor Identity, this course provides an overview of community mental health and agency counseling, addressing such issues as the foundations of community counseling, the role of the counselor in providing clinical mental health counseling and community counseling, prevention, outreach, systemic issues, multicultural issues, professional and client advocacy and social change, and service delivery programs. Effective dimensions of assessment, treatment, and diagnoses will be presented. The importance of ethical issues and consultation in community agencies will also be discussed.

COU503 Lifespan Development (3) The course addresses counseling implications for assessing and enhancing human development across the lifespan. The content includes: (a) theories of human development; (b) theories of learning and personality development; (c) human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (d) the stages of family development; and (e) strategies for facilitating optimal development over the lifespan.

COU504 Counseling Techniques & Practice (3) This course will focus on the integration of counseling theory into practice. Candidates will be introduced to techniques, skills, and interventions of counseling applied to a variety of human problems. Using an intensive seminar format, candidates will learn and practice essential interviewing and counseling skills/techniques necessary to become effective counselors within a multicultural society. Candidates will receive instruction on the development of a therapeutic relationship, establishment of appropriate counseling goals, intervention strategies design, client outcomes evaluation, and appropriate termination of the counselor-client relationship. Particular emphasis will be on understanding and applying empathy. Candidates will practice the skills they are studying in simulated counseling sessions in the Counseling Laboratory where candidates are videotaped, observed and given feedback.

COU505 Theories of Counseling & Helping (3) This course provides an overview of the major theories of counseling with a special focus on gender, culture, counselor preparation, and common theoretically-based assessment and case formulation strategies. Because the purpose of counseling is to help individuals make personally meaningful changes in their lives, candidates will examine the means by which counseling theories attempt to produce such changes. Candidates will explore the historical and intellectual foundations of major counseling theories, while at the same time, observing skills and techniques employed by practitioners using those theoretical perspectives. Candidates will apply theories to case studies to practice the application of various models to cases. Overall, candidates are encouraged to explore the major theoretical orientations as well as their personal beliefs and values in an effort to develop and deepen their understanding of counseling process and outcome.

COU506 Diagnosis Of Mental & Emotional Disorders (3) This course introduces candidates to the field of abnormal behavior with emphasis on psychopathological conditions, their diagnosis, and treatment strategies throughout the life cycle. Personality theories and counseling approaches will be matched with appropriate psychopathologies. Emphasis will be on the use of the DSM 5 of the American Psychiatric Association with a focus on differential diagnosis and acquaintance with associated disorders of the primary diagnoses via case studies.

COU507 Assessment in Counseling (3) This course will focus on the development of knowledge and skills needed for effective assessment of clients including an introduction to psychological testing. Emphasis is on learning how to gather data and make interpretations of individuals, groups, and case studies. Candidates will be sensitized to individual differences in gender, culture, ethnicity, and environmental factors that affect test results.

COU516 Marriage, Family & Couples (3) This course focuses on the application of systems theories in counseling. The candidate will develop the knowledge and skills needed for effective counseling of couples and families, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Role of communication patterns, behavioral contingencies, cognitive and affective processes in the functioning of family and marital relationships.

COU518 Spirituality & Religion In Counseling (3) This course involves the study and application of theory and techniques to assist a counselor in the appropriate integration of spirituality into the counseling process. The purpose of this course is to promote knowledge and skills that counselors should possess to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns.

COU519 Counseling the Terminally Ill & Bereaved (3) The purpose of this course is to acquaint students with the issues and implications of dying, death and loss in their own lives and in the lives of their clients. Death and loss will impact each of us personally and professionally throughout our lives. Counselors must be prepared for this impact both because of its importance with regard to "self-care" and because regardless of whether or not they specifically serve the terminally ill and the bereaved, they will encounter clients facing death or loss during the course of their career. This seminar presents an overview of the basic historical and cultural issues related to our efforts to grapple with dying and death and explores the social processes by which we recognize, understand, and allow grief in our culture (and others). This seminar will present opportunities for self-exploration and reflection on this difficult topic so that candidates can gain a better understanding of how best to work with people who are dying and/or grieving. Theories on loss and grief processes will be explored as well as established best practice models for evaluating, assessing and treating clients with terminal illness, their family members, and the bereaved.

COU521 Pastoral Counseling (3) This course provides a foundational orientation to pastoral counseling as a theological bridge connecting ministry and professional counseling. The class will: (1) examine and critique the historical and cultural contexts that formed pastoral counseling; (2) explore contemporary, multicultural expressions and practices of pastoral counseling; and (3) develop a beginning set of theological and counseling resources to guide practice and anchor a practical bridge between ministry and professional counseling. The course attends to the issues related to the practice of professional counseling in religious settings.

COU522 Sexuality Counseling (3) A key study of human experience is sexuality. As sexual beings, it is critical that we not only understand our own sexuality and how it affects our daily lives and interactions, but it is also essential that we have a clear grasp of how sexuality shapes lived experience in those we serve. Sexuality Counseling presents an investigation of sexuality within the larger context of the human experience. Emphasis is placed on the study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, and cultural, ethical, spiritual and legal aspects of sexuality. The course emphasizes applications in clinical work with individuals and couples.

COU601 Research Methods & Program Evaluation (3) This course will focus on the development of knowledge and skills needed to conduct research and program evaluation. Emphasis will be on reading and understanding research, measurement, research designs and strategies, and descriptive and inferential statistical analysis using computer applications.

COU602 Career Development & Counseling (3) This course will provide in depth exploration of knowledge, skills and tools needed effectively to facilitate career exploration, vocational planning, and career decision-making for clients. Course content includes: (1) a study of the world of work as it impacts the psychological and sociological life of the individual; (2) an examination of career development theory, decision- making, and the application to counseling and psychotherapy; (3) the identification of informational resources related to career choice; and (4) an exploration of the needs and concerns of clients from a variety of diverse backgrounds.

COU603 Social Justice & Diversity (3) This course is designed to facilitate the development of the background knowledge and techniques to work more effectively with culturally diverse populations. Candidates will learn ways to apply cross-cultural theory and will achieve a basic mastery of the skills and techniques appropriate for their work settings as counselors. Beliefs, values, and the impact of cultural differences upon the assumptions underlying counseling theories and therapy will be explored. A 16-hour Service Learning field experience is required.

COU604 Legal & Ethical Issues in Counseling (3) This course is designed to help candidates develop a personal framework for ethical action and to become competent in addressing ethical issues in the field of professional counseling. Emphasis will be placed on understanding and identifying relevant legal and ethical issues in mental health counseling, including ethical decision-making protocols. This course will use the Ethical Standards of the American Counseling Association (ACA) and its affiliates and the Michigan Counseling Board rules and ethical standards to build a practical framework for approaching ethical dilemmas in a systematic way. This course is intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for ethical practice in the field.

COU605 Counseling Children & Adolescents (3) This course focuses on the development of knowledge and skills needed for effective counseling of children and adolescents based on current best practices models. Problems commonly experienced by children and adolescents will be explored as well as assessment techniques, major intervention strategies and establishment and maintenance of rapport. This course integrates developmental theory with specific strategies and techniques such as play, bibliotherapy, brief solution focused therapy, art therapy, music therapy, group design, and the therapeutic use of creative arts. Particular emphasis will be placed on understanding culturally and ethnically diverse children, adolescents and their families.

COU606 Group Counseling (3) This course will facilitate the study of the psychological dynamics of small groups, including the stages of group development and variables that affect leader effectiveness; practice with a variety of active group techniques. Emphasis will be on the development of effective counseling practices in a variety of small group settings. Candidates will participate in a counseling group and facilitate at least one group session.

COU701 Advanced Techniques & Practicum (3) In this course, candidates begin their field experience by working in an approved mental health setting under the supervision of an LPC in the field and the instructor. The focus of this course is on further development of individual and group counseling skills. Candidates will begin to work directly with clients, and under supervision, gain experience with the activities that a regularly employed staff member in the setting would be expected to perform. Candidates also will meet in class for group supervision and instruction. Counseling skills will be critiqued through the use of live and/or taped observations. Candidates must complete a minimum of one hundred contact hours of service under clinical supervision.

COU702 Internship 1 in Clinical Counseling (1-3) This course represents Part I of the capstone experience for the program by providing the candidate with the opportunity for advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a professional counselor. In class, emphasis will be placed upon examining and developing case conceptualization, improving counseling skills and implementing intervention strategies within a diverse society. Internship I allows for the initial accumulation of a minimum of 300 clock hours (120 clock hours of direct service) toward the minimum 600 total clock hours of internship required for state licensure. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. COU702 may be taken for 1-3 hours up to two times for a total of three (3) semester hours. Prerequisite: COU701.

COU703 Internship 2 in Clinical Counseling (1-3 sem. hrs) This course represents Part II of the capstone experience for the program by providing the candidate with the opportunity for a continuation of advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a professional counselor. Internship II allows for the completion of a minimum of 300 clock hours (120 clock hours of direct service) toward the 600 total clock hours of internship required for state licensure. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. Professional identity as a counselor will also be strongly emphasized. COU703 may be taken for 1-3 hours up to three times for a total of three (3) semester hours. See a detailed description of Standards of Practice at the end of the course descriptions. Prerequisite: COU702.

COU704 Psychopharmacology & Substance Abuse (3) This course focuses on the study of the effects of psychoactive chemicals on neurochemical, neurophysiological, behavioral and mental processes. Emphasis is in the biological model of mental illness and substance dependence and the role of the counselor in treatment of medicated clients in consultation with physicians. Consideration is given to the disease model of chemical dependency, including the psychological dynamics and family patterns associated with chemical dependency, recognition of symptoms including current approaches to treatment and intervention.

COU705 Evaluation of Mental & Emotional Status (3) Candidates will be guided in using assessment procedures to evaluate and diagnose mental and emotional status and formulate appropriate treatment plans. Focus will be on the administration, scoring, interpretation, and write up of individual and group standardized tests of mental ability, personality, interest, achievement, and aptitude. Special emphasis will be given professional consultation in mental health and forensic settings based on evaluation outcomes.

COU706 Crisis Intervention & Trauma Counseling (3) This course will present counseling approaches which effectively address crises. The course will examine the impact of trauma and crisis and potential neurobiological responses. The students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations such as, suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism. Students will examine the implications for assessment and intervention in the midst of a crisis and learn self-care strategies.

COU707 Clinical Supervision (3) This course provides training in the theory and practice of clinical supervision in counseling. Students will gain understanding and experience in providing mental health clinical supervision to other counselors. These experiences will include live supervision of counseling students in the Counseling Lab, Individual supervision of Practicum Students, the review of video/audio client tapes, providing feedback to counselor trainees, and reviewing documentation (intakes, treatment plans, progress notes, and termination summaries). All supervisory work done by students will take place under the supervision of the instructor. Special attention will be given to legal and ethical practices as defined by both state law and the ACES ethical guidelines.

COU750 Comprehensive Examination (0) The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in June for August graduates. MAC Candidates must register for COU750 Comprehensive Examination in the term prior to their expected graduation. Candidates who fail to register for COU750 by the Last Day to Add listed on the Graduate Studies Calendar will be ineligible to take the exam and unable to graduate by their expected date. The Comprehensive Examination is a 200 question, multiple choice exam designed to evaluate accrued knowledge across the eight CACREP core areas. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each of the eight subtests. Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate fails the exam a third time, he/she may be dropped from the MAC program or required to retake courses at the discretion of the Program Director.

Master of Management

Linda Hagan, Ph.D., Program Director
David Hebert, Ph.D.
Brian DiVita, M.M., M.S.
William Foley, M.M.

Introduction

The Master of Management (M.M.) is a graduate degree that focuses on managing people as well as numbers. The best managers can see clearly, because they have developed perspective. Aquinas' Master of Management program offers a broad view of business. Our graduate students learn to think strategically, understand organizational culture and effectively motivate the people who power a business. Our perspective on management education is shared by America's business leaders: the skills they look for include leadership, team-building, communication, and ethics, all of which are emphasized in Aquinas' M.M. Program.

Our professors bring to the classroom a portfolio of academic scholarship and real-world experience. Students will gain perspective from the diverse careers and experience of classmates who represent dozens of different organizations and industries. Course offerings in the M.M. program cover such topics as organizational behavior, strategic management, leadership, ethics, problem solving, and team dynamics.

MM Mission Statement

The mission of the Master of Management Program is to develop professionals who are able to provide meaningful leadership within their organizations through the application of advanced management practices. The program focus is dedicated to examining both functional and strategic managerial issues, with a special emphasis on the cultural and behavioral dynamics that occur within an organization. The mission is accomplished by integrating a global perspective where managerial communication and leadership effectiveness are incorporated into an adaptive learning sequence of theory, practice, application, reflection and growth.

Values

The mission is further expressed and supported through several core values that ensure relevance, rigor and consistency, while maintaining the needed flexibility and convenience typically associated with graduate studies.

- We value an applied and collaborative learning environment where the classroom experience serves as the foundation for content learning, student engagement, personal growth, and professional development.
- We value multi-modal learning to further augment the traditional graduate experience by offering a flexible learning atmosphere that promotes inquiry and exploration by incorporating technology, field research opportunities, and independent study components into the core curriculum.
- We value an empirical approach to problem-solving that emphasizes the value of data-driven decision making that is supported by extensive research and analysis.
- We value a broad discipline exposure with a global perspective to foster practical learning by incorporating the use of teams, mentors, guest speakers, clinics, workshops, shadowing and graduate internships.
- We value the integration of ethics into everyday business decision-making, and encourage corporate social responsibility at all levels, among all stakeholders, at all times.

- We value industry relationships and encourage ongoing engagement among local corporations, not-for-profit organizations, and governmental agencies.

MM Program Objectives

All graduates from the Master of Management program will be able to:

1. Research, analyze and identify key management issues
2. Think critically, assess and respond appropriately to functional and strategic management issues
3. Plan strategically
4. Manage decisively
5. Communicate effectively
6. Lead successfully

MM Application and Admission Requirements

Regular Admission

Consideration for admission into the Master of Management program is based on the following:

1. A bachelor's degree from a college or university accredited by a regional association such as the Higher Learning Commission.
2. Evidence of interest, aptitude and ability to undertake graduate studies in management, such as:
   a. previous full-time work experience (a minimum of two years required)
   b. an undergraduate GPA of 3.0
   c. two letters of recommendation; and,
   d. a personal interview with faculty.

Conditional Admission and Probation

Students on the borderline of meeting the admission requirements may be conditionally admitted and begin taking classes on a conditional basis with the program director's permission. Students conditionally admitted are considered to be on probation and must maintain a cumulative GPA of 3.0 during the first twelve (12) semester hours of coursework. Failure to do so may result in dismissal from the program.

Application Procedure

To enroll as a candidate for the Master of Management degree, the following documents must be submitted to: Director of Graduate Management Programs, Aquinas College, 1700 Fulton Street E, Grand Rapids, MI 49506-1801.

1. Official transcripts from all universities and colleges previously attended. Students should request that transcripts be sent by each institution directly to the above address.
2. A completed application form. Upon receipt of the completed application, the Graduate Studies Office will contact the applicant to set up an appointment for an interview with a program administrator. Submit a copy of current resume to Graduate Coordinator, Lynn Atkins-Rykert at atkinlyn@aquinas.edu.
3. Two letters of recommendation to be written on forms supplied by the MM program. The letters must be from professional or academic persons knowledgeable of the applicant's academic and/or professional experiences and dispositions (letters from family or personal friends are not acceptable).

Audit
With program director approval, individuals may audit MM courses. Auditors must be formally admitted to the College and must pay tuition for auditing, which is half the regular graduate tuition rate. Students who audit a course are not obligated to complete coursework. No course credits are awarded. Course audit is denoted with "AU" on the official transcript.

Guest Students
An individual may register as a guest graduate student for up to six credits. No transcripts or test scores are required, but program director approval is necessary prior to enrollment, along with application to the College. Tuition, fees and course requirements are the same as those for admitted students. Credits and grades earned will appear on the official transcript and may be eligible for transfer to another institution.

MM Academic Standing and Professional Expectations

Probation/Dismissal Policy
If a graduate student's cumulative grade point average falls below a 3.0, the student will be placed on academic probation within the department. If the cumulative GPA remains below 3.0 after completion of an additional six (6) semester hours, the student will be dismissed from the program.

Transfer Credits
A maximum of nine (9) graduate semester hours from an accredited institution may be transferred to the Master of Management program. In order to be considered for transfer credit, coursework completed at other institutions must have been taken at the graduate level within five years of the student's admission to Aquinas. Only those courses in which the grade earned is 3.0 or better may be transferred to the MM program. The content of the course must be consistent with the objectives of the MM program. Once a student is enrolled in the program, he or she must have approval from the Program Director before taking any courses at other institutions for potential transfer to the MM program.

MM Program Requirements
The Master of Management is comprised of thirteen (13) courses, totaling thirty-nine (39) credits. Courses are eight weeks in duration and are offered in five sessions per year, including Fall (two quadmesters), Spring (two quadmesters), and a summer semester. Courses meet once per week in the evening from 6:00 p.m. to 10:00 p.m., while a few are offered in an online or hybrid format. Students attending full time, which is 9 credits per semester (over two quadmesters) can complete the program in as little as eighteen months if a full-time student, or take up to seven years.

The Master of Management degree is conferred when the following requirements are met:

1. Completion of a minimum of thirty-nine (39) semester hours of graduate credit with an overall grade point average of 3.0 or better on a 4.0 scale. See list of courses under Curriculum and Courses for specific course requirements
2. At least thirty (30) semester hours of graduate coursework taken at Aquinas College.
3. Completion of all requirements within a period of seven (7) years after registration for the first course at Aquinas College
4. Payment of all financial obligations including parking tickets, library fines, and fees to the College.
5. Proper application for the degree. It is the student's responsibility to initiate the process upon completion of twenty-seven (27) semester hours or two (2) semesters prior to anticipated completion of the program. Applications are available in the Graduate Programs office. Students who complete

requirements in December, May or August respectively, are encouraged to participate in the May commencement ceremonies.

MM Curriculum Overview

A minimum of thirty-nine (39) semester hours or thirteen (13) courses comprise the Master of Management degree program. Of the thirteen (13) courses, nine (9) courses or twenty-seven (27) credits are required as part of the core curriculum. For the remaining four (4) courses, students may select either a dedicated 12-credit concentration or twelve (12) credits in electives.

A required course may be waived if the student's undergraduate or previous graduate preparation (current within the last five years) and / or current professional experience is determined to be the equivalent of that course. If a required course is waived, the student must select an additional elective course to replace the waived course.

Required Core Curriculum - Twenty-seven (27) credits

The following courses are required and are considered the core curriculum:

		Credits
MG500	The Global Economy	3
MG510	Research, Analytics & Decision Making	3
MG520	Organizational Behavior & Culture	3
MG530	Marketing Management	3
MG540	Organizational Theory & Design	3
MG570	Ethics & Social Responsibility of Management	3
MG580	Managing Financial Decisions	3
MG648	Leadership Development & Performance	3
MG695	Strategic Management & Innovation	3
	(Germany study abroad option may be available every two (2) years)	
		27

Concentrations or Elective Courses - Twelve (12) credits

Concentrations are available for students who wish to focus their elective courses in specific areas of management. Concentrations include four (4) courses (12 credits) and are offered in Marketing Management, and Organizational Leadership. Completion of concentration is noted on the student's transcript.

Marketing Management Concentration

MG685 Integrated Marketing Communications
MG687 Global Marketing
MG689 Consumer Behavior
MG690 Marketing Strategy

Organizational Leadership Concentration

MG638 Negotiation & Conflict Management
MG646 Group Dynamics
MG649 Organizational Development & Change
MG694 Managing 21st Century Organizations

MM Course Descriptions

Required Courses

MG500 The Global Economy (3) This is a course in Managerial Economics, which focuses primarily on the microeconomic environment in which a manager must operate. Besides understanding how market structures affect firm performance, the course explores the use of economic concepts as managerial tools.

MG510 Research, Analytics & Decision Making (3) A conceptual presentation of descriptive and inferential statistics and their use in decision making. The course involves research design, planning and evaluation research, problem selection, proposal writing and presentation, and research report writing and evaluation. Should be taken within the first nine (9) credit hours of the program.

MG520 Organizational Behavior & Culture (3) Individual factors affecting human behavior in organizations are explored in this course. Theoretical concepts which provide the foundation for the study of organizational behavior are examined together with an emphasis on leadership, team development, motivation, and communication. Application of these concepts to the management of organizations is accomplished through class activities. While the focus is almost entirely on the core organizational behavior topics, the development of a management philosophy and the understanding of the link between both managerial activities and organizational effectiveness are used as integrating themes. Should be taken within the first nine (9) credit hours of the program.

MG530 Marketing Management (3) Policy formation through marketing management is studied with special emphasis on the influence of marketing institutions, market structure, governmental regulations, and fluctuations in population and national income.

MG540 Organizational Theory & Design (3) This course treats the organization as an entity for study, looking at such issues as the historical growth of organizations, organizations as reflections of society, organizational structure, mission, goals, culture, and politics. Emphasis is given to the examination of the characteristics of open systems, studying models of organizations for their effectiveness, developing strategies for innovations and change within organizations.

MG570 Ethics & Social Responsibility of Management (3) A study of the role and responsibilities that organizations have in their relationship to local, state, national, and international communities. Impact on economic, social, and cultural systems, and the ultimate influences an organization has on personal and social functioning are reviewed.

MG580 Managing Financial Decisions (3) An examination of techniques used in establishing standards and budgets for control with an overview of product costing and overhead applications. The course also includes the flow of accounting data in the creation of financial statements. Careful study is also given to the problems of making business decisions, budgeting and cost control, and using accounting data in planning operations and policy formulation.

MG648 Leadership Development & Performance (3) A study of leadership research including leadership traits, styles, contingency theories, and group leadership approaches. Students apply these results through an analysis of their own personality traits and leadership styles. Prerequisite: MG520 or MG540.

MG695 Strategic Management & Innovation (3) This capstone course in the student's program is intended to consolidate the information accumulated in earlier coursework in order to demonstrate the interaction of all sub-functions of the organization. Students will be placed in real-world situations through the use of cases, simulation, and actual management circumstances, and will be expected to defend any recommended actions. Should be taken during the last six (6) credit hours of the program.

Elective Course Offerings:

Marketing Management Concentration Courses

MG685 Integrated Marketing Communications (3) This course develops a detailed understanding of the various promotional tools such as advertising, personal selling, sales promotion, and publicity. Means of estimating costs and results are explored together with those perspectives useful in coordinating promotional objectives and efforts within the organization. Applications are developed to include the creation of promotional plans and budgets as well as the design of promotional efforts such as advertising campaigns and sales tactics, with an emphasis on legal and ethical guidelines. Prerequisite: MG530.

MG687 Global Marketing (3) The course investigates marketing strategies and functions as they are adjusted for the international environment of the organization. Pricing and product design are evaluated in the context of currency fluctuations, differing cost patterns, and different economic and cultural determinants of demand. Promotion and physical distribution are investigated in the context of infrastructure capabilities, costs, and culturally determined expectations for performance. Integrative international marketing strategies are developed, utilizing an understanding of financial implications in various reference currencies as well as both classic and state-of-the-art concepts of appropriate international strategy. Prerequisite: MG530.

MG689 Consumer Behavior (3) A study of the factors which shape and influence the behavior of consumers in the marketplace. Both macro- and micro- consumer behavior aspects are reviewed, with major emphasis on contributions from the behavioral sciences, including such topics as sensation and perception, learning and motivation, attitude formation, and group influences on consumer behavior. Prerequisite: MG530

MG690 Marketing Strategy (3) This course develops an understanding of the organization's market niche through the integration of perspectives in psychology, consumer behavior, microeconomics, finance, ethics, law, and strategic management. Strategic options for the enhancement of the organization's position are explored, utilizing applications which include market research, computer simulations, and case studies. Prerequisite: MG530.

Organizational Leadership Concentration Courses

MG638 Negotiation & Conflict Management (3) This course focuses on the development of negotiating skills in typical organizational settings. Through the use of classroom simulation, students acquire skills in all aspects of negotiating. Extensive use of the workshop format is employed.

MG646 Group Dynamics (3) A study of group process and functions, including theories of group and team dynamics, the major variables influencing group process, and specialized group techniques particularly applicable to organizational functioning.

MG649 Organizational Development & Change (3) The course focuses on a systematic approach to planned organizational change. Students discuss various ways of assessing the organization's current status (strengths, weaknesses, needs, etc.), prescribing the appropriate changes, strategies and effective interventions, and planning ways to overcome resistance to change.

MG694 Managing 21st Century Organizations (3) To provide managers with an overview of factors currently affecting both management and organizations together with their potential future effect on work and organizations.

Master in the Art of Teaching

Susan English, Ph.D., Dean of Education
Michelle Anderson, Ed.D.
Stefani Boutelier, Ph.D.
Nkechy Ezeh, Ed.D.
Justine Kane, O.P., Ph.D.
Stacy Slomski, M.A.
Susan Hojnacki, Ph.D.

Introduction

The Master in the Art of Teaching (M.A.T.) program offers advanced studies for certified teachers. Numerous program options are available that allow teachers to add endorsements to their teaching certificates, to attend classes that will count towards their professional certificates, or to earn a master's degree.

The School of Education is located on the second floor of the Academic Building. Prospective applicants can use the online appointment request form to schedule an initial phone appointment or an in-person meeting. Visit the website (https://www.aquinas.edu/education-graduate) or contact the School of Education at 616-632-2800 or SchoolofEd@aquinas.edu for details.

MAT Mission

The mission of the Aquinas College School of Education is to facilitate the development of competent, compassionate, and committed educators of integrity.

MAT Application and Admissions Requirements

Applications are accepted throughout the year for the Master in the Art of Teaching (MAT) program. A candidate may begin the program in any semester.

Admission requirements for the MAT program are:

1. Completed online application
2. Michigan teaching certificate
3. An undergraduate GPA of 3.0 or higher on a 4.0 scale
4. Admission interview with the MAT Program Advisor
5. Submission of an official transcript from each post-secondary institution attended, two (2) letters of recommendation, and a current resume or CV.

Provisional Acceptance

Degree candidates are considered to be provisionally accepted to their specific programs until nine (9) semester hours of coursework have been successfully completed. The purpose of the provisional phase is to ensure that every student demonstrates competence at the graduate level of study.

Transfer Credits

For courses completed at another accredited college/university to be considered for transfer credit, the course(s) must have been completed with a grade of "B" (3.0) or better. Courses completed more than five (5) years prior to admission in the MAT program may not be accepted. Transfer coursework taken concurrently with MAT enrollment must receive prior approval from the MAT Program Advisor in order to be accepted.

Audit
With School of Education approval, individuals may audit School of Education courses. Auditors must be formally admitted to the College and must pay $150.00 tuition for auditing. Students who audit a course are expected to attend and participate in the course but are not obligated to complete coursework. No course credits are awarded. Course audit is denoted with "AU" on the official transcript.

Guest Students
An individual may register as a guest graduate student for up to six credits. No transcripts or test scores are required, but School of Education approval is necessary prior to enrollment, along with application to the College. Tuition, fees and course requirements are the same as those for admitted students. Credits and grades earned will appear on the official transcript and may be eligible for transfer to another institution.

MAT Academic Standing and Professional Expectations

Probation/Dismissal Policy
If at any time after completion of the first six (6) semester hours, the student's cumulative grade point average falls below a 3.0, the student will be placed on academic probation. If the cumulative GPA remains below 3.0 upon completion of at least six (6) additional semester hours, the student will be dismissed from the program. If desired, an appeal to be reinstated must be made in writing to the School of Education. If approval is granted, the candidate will be allowed to register for no more than three (3) semester hours at one time until their GPA is brought above the required 3.0 minimum. The student will be allowed to continue in the program only if a course grade of 3.0 or above is earned.

Educator Ethics & Professional Dispositions
All members of the School of Education are expected to adhere to department professional disposition expectations and the standards set by the Michigan State Department of Education for educator ethics.

Each semester, faculty will consider students' professional dispositions for teaching and will report any areas of concern to the department. Although concerns from one faculty member and/or one course will not trigger immediate action, repeated and regular concerns will initiate a review. If you receive multiple concern reports, you will be contacted and asked to meet to discuss these concerns and develop a remediation action plan.

The Michigan Department of Education (MDE) "Michigan Code of Educational Ethics" can be found here: https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

MAT Program Requirements
To earn the Master in the Art of Teaching (MAT) degree, candidates must complete a minimum of thirty-six (36) semester hours comprised of courses leading to a concentration or endorsement area as well as designated core and master's thesis courses. Prospective students should meet with the MAT Program Advisor to develop a course of study based upon undergraduate coursework and graduate program goals. All coursework for the MAT degree must be completed within five (5) years of the time enrolled in the first course.

The Master in the Art of Teaching degree has the following requirements:

1. A minimum of thirty-six (36) semester hours of approved graduate coursework, of which at least eighteen (18) semester hours must be taken at Aquinas College
2. Cumulative graduate grade point average of 3.0 or higher on a 4.0 scale
3. Courses must be completed with a grade of "C" (2.0) or higher
4. Successful completion of a master's thesis project and related coursework
5. Payment of all financial obligations to the College
6. Submitted Application for Degree Candidacy

Two (2) semesters prior to the anticipated completion of the program or after the completion of twenty-seven (27) semester hours, candidates should submit an Application for Degree Candidacy, available online, to the School of Education main office in AB260.

MAT students may elect to complete endorsement program requirements ***without*** completing the entire MAT degree program. Endorsement course requirements range from twenty-one (21) semester hours to thirty-one (31) semester hours. Candidates must earn a passing score on the appropriate Michigan Teacher Test for Certification (MTTC) exam prior to being recommended to the Michigan Department of Education for an endorsement to be added to their teaching certificate.

MAT Curriculum Overview

Aquinas College reserves the right to change, modify or amend these requirements in response to Michigan Department of Education and/or accreditation updates. All students are encouraged to meet with an education program advisor regularly.

The following options are available as endorsement-only programs or as MAT degree programs:

- MAT with Bilingual Endorsement (YF)
- MAT with Early Childhood Education (ZS) Endorsement
- MAT with ESL (NS) Endorsement
- MAT with Learning Disabilities (SM) Endorsement
- MAT with Reading - Secondary (BT) Endorsement
- MAT with Secondary Education Certification

The following endorsement-only program options are also available to individuals already holding Michigan teacher certification but do not lead to an MAT degree:

- Spanish - Elementary (FF)
- Spanish - K□12 (FF)
- Biology - Secondary (DA)
- Chemistry - Secondary (DC)
- English - Secondary (BA)
- French - Secondary (FA)
- Geography - Secondary (CB)
- German - Secondary (FB)
- History - Secondary (CC)
- Integrated Science - Secondary (DI)
- Mathematics - Secondary (EX)
- Physics - Secondary (DE)
- Political Science - Secondary (CD)
- Social Studies - Secondary (RX)
- Spanish - Secondary (FF)
- Speech - Secondary (BD)

Bilingual Spanish (YF) Endorsement

All Bilingual Spanish candidates must achieve a level of "Advanced Low" on the ACTFL Oral Proficiency Interview (OPI).

		Credits
EN557	Teaching English as a Second Language	3
EN559	Assessment and Evaluation in ESL	3
EN771	Theories Bilingual Ed & Bilingualism	3
EN576	Second Language Acquisition	3
EN705	Spanish-English Linguistics	3
WL Elective	Choose from WL320, 329,363, or 472	3
EN794	Practicum in Bilingual Education	3
	Endorsement Only	**24**
EN610	Reading Diagnosis and Remediation	3
	Graduate Course Elective (1-3 credits)	1
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
	Endorsement with MAT degree	**36**

Early Childhood Education (ZS) Endorsement

		Credits
EN327	Assessment Technology in ECE (undergraduate credit)	3
EN545	Foundations of ECE	3
EN322	Emergent Literacy (undergraduate credit)	3
EN531	Exploring Reggio Emilia Approach	3
EN620	Infant & Toddler Education	3
EN521	Curriculum Development for ECE	3
EN645	Early Intervention	3
EN621	Early Childhood Administration	3
EN524	Current Issues in ECE	1
EN691	Early Childhood Practicum	3
	Endorsement Only	**28**
EN	Graduate elective	3
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
	Endorsement w/MAT degree	**39**

ESL - English as a Second Language (NS) Endorsement

		Credits
EN543	Literacy for Linguistically & Culturally Diverse Learners	3
EN557	Teaching English as a Second Language	3
EN558	Advanced Methods & Materials in ESL	3
EN771	Theory & Methods of Bilingual Ed & Bilingualism	3
EN559	Assessment and Evaluation in ESL	3
EN576	Second Language Acquisition	3
EN596	School & Society	3
EN794	Practicum in Teaching ESL	3
	Endorsement Only	**24**
EN610	Reading Diagnosis and Remediation	3
	Graduate Course Elective (1-3 credits)	1
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
	Endorsement w/MAT degree	**36**

Learning Disabilities (SM) Endorsement

		Credits
EN579	Inclusion I	3
EN566	Classroom Management	3
EN520	Literacy I: Classroom Practice	3
EN541	Literacy II: Assessment	3
EN543	Literacy for Diverse Learners	3
EN554	Content Area Literacy	3
EN665	Co-Teaching & Collaboration	3
EN564	LD: Theory to Practice	3
EN645	Early Intervention	3
EN562	Special Educ Curriculum	3
EN570	Special Educ Assessment	3
EN568/569	LD Practicum & Seminar (EN 568 or EN 569)	3
	Endorsement Only	**36**
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
	Endorsement w/MAT degree	**44**

Reading - Secondary (BT) Endorsement

		Credits
EN520	Literacy I: Foundations	3
EN541	Literacy II: Assessment	3
EN588	Teaching Young Adult Literature	3
EN665	Co-Teaching and Collaboration	3
EN554	Content Area Literacy	3
EN543	Literacy for Diverse Learners	3
EN643	Reading Practicum	3
	Endorsement Only	**21**
EN610	Reading Diagnosis and Remediation	3
	Graduate Course Electives	4
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
	Endorsement w/MAT degree	**36**

M.A.T. Secondary Certification

Must already have ELEMENTARY certification and a secondary content/subject area with passing MTTC scores to select this program option.

		Credits
EN508	Curriculum for Secondary Education	3
EN554	Content Area Literacy	3
EN561	Assessing Student Learning	3
EN566	Classroom Management	3
EN579	Inclusion I	3
EN592	Multicultural Issues in Education	3
EN553	Secondary Methods	3
EN599	Practicum: Secondary	3
		24
EN610	Reading Diagnosis and Remediation	3
	Graduate Course Elective	1
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
		36

MAT Course Descriptions

EN500 Teaching Writing (3) Offered fall semesters. This course introduces students to current theories about the teaching of writing, gives them practice as writers of expressive and expository writing, and provides them with practical strategies for teaching writing as a process in secondary classrooms. Prerequisite: EN501 or Michigan Teaching Certificate. Field Component: variable hours tutoring at a self-selected grade level.

EN507 Human Growth and Schooling (3) Offered fall and spring semesters. The content of this course includes (a) theories of human development and learning according to, for example, Skinner, Piaget, Erikson, Kohlberg, Goleman, Vygotsky, and brain development theorists, (b) preliminary applications of these theories in human contexts, especially classrooms, (c) beginnings of strategies for classroom instruction based on these theories, and (d) parent involvement to promote student learning at home. Field component: Variable; minimum of two (2) class observations.

EN508 Secondary Education Curriculum & Pedagogy (3) Offered fall and spring semesters. This course explores curriculum theory and curriculum in endorsement areas. The implementation of curriculum will connect to the Universal Design for Learning (UDL), the Danielson Framework, assessments, classroom management practices, and Michigan secondary curriculum expectations (including graduation requirements, teacher contact hours, and professional development mandates). Students will understand current trends in the delivery methods for inclusion and differentiation (e.g., special education and English Language Learner). Learners will develop a 9-week curriculum map, including (10) days of detailed lesson design and appropriate assessments. Learners will perform/attend fifteen (15) hours of fieldwork in a variety of secondary classrooms. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: fifteen (15) hours.

EN509 Foundations of Education (3) Offered fall and spring semesters. The important ideas and issues in America's schools today are the product of their past. This course will investigate these ideas and issues, particularly race, class, and gender relations in American society and their impact on public education. The course will begin with an overview of underlying philosophy systems, proceed through historical crises in American cities and schools, and consider current reform proposals and projects Field component: one (1) class observation.

EN510 Research Methods, Design, and Analysis (3) Offered fall, spring, and summer semesters. A conceptual presentation of descriptive and statistical data and their use in research decision making. The course addresses research methods, research design, literature review, problem selection, proposal writing and presentation, and ethical issues related to educational research studies. Students will develop an understanding of quantitative and qualitative research, research methods and associated research factors. Students will read, interpret, and evaluate published educational research. As a culminating activity, students will design a research of their own and draft a formal research proposal with accompanying IRB application. Prerequisite: Completion of thirty (30) credits in a graduate education program.

EN511 Thesis: Education Data Collection (2) Offered fall and spring semesters. This course requires students to submit a well□crafted research proposal and earn approval from the IRB committee. Once IRB approval is granted, students will be guided through data collection for proposed topics. Continued addition and synthesis of their literature review, methodology, and design will be required (specifically related to chapters 1□4 in student's thesis draft). Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Prerequisite: EN510,

EN512 Thesis: Education Data Analysis (2) Offered fall, spring, and summer semesters. The goal in this course is for each graduate student to draft and finalize their data analysis and results. Qualitative and quantitative data analysis will be applied and further practiced. This will include writing chapter 4 (data collection and analysis) and chapter 5 (results, discussion and recommendations) for the final thesis. Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Students will continue to add and edit to the synthesis of the literature, methodology, and extensive reference section. Prerequisite: EN510, EN511 (concurrent enrollment in EN511 permitted)

EN513 Thesis: Research Presentation (1) Graduate students will submit their completed thesis for final copy editing and gain approval from their content reader and faculty mentor. Students will also present their thesis to a

small prearranged committee audience. The finalized thesis document must be submitted as a PDF with appropriate signatures of approval. Copy editing fee: Varies ($100-150). Prerequisite: EN511and EN512 (concurrent enrollment in EN512 permitted).

EN520 Literacy I: Foundations (3) Offered fall and spring semesters. This course provides a foundation in the key concepts and principles related to the development of literacy broadly understood as reading, writing, speaking, and listening. Students will read extensively across theories and practices associated with the teaching and learning of literacy, become familiar with the tools used in the field, and observe literacy instruction in practice. Prerequisite: EN501 or Michigan Teaching Certificate, may take concurrently with EN501. Field component: fifteen (15) hours.

EN521 Curriculum Development in Early Childhood Education (3) Curriculum Development in Early Childhood Education focuses on content and methods for planning and implementing developmentally appropriate and culturally relevant activities and environments designed to enhance children's physical, social emotional, language, cognitive, and aesthetic development; awareness of various forms of discrimination and identification of bias in materials; and application of methods that foster respect and appreciation for cultural and linguistic diversity. Inspired by the Reggio Emilia approach, an emergent negotiated curriculum process, promotion of meaningful family and community relationships and inclusion of children with special rights are addressed. Field Component: Observations in two (2) early childhood classrooms. Prerequisites: EN501 or Michigan Teaching Certificate, EN507, EN545.

EN524 Current Issues in Early Childhood Education (1) Restrictions: Must be taken concurrently with EN691. This course will focus on the identification and analysis of current issues in the early childhood field. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession. Every year this course will cover five current issues in early childhood education in the following: 1) research and theory regarding early care and learning environments for all children 2) family and community characteristics, 3) key public policy and its impact on young children and their families; 4) the new world of early childhood education, and 5) New "Best practice" in meeting the special needs of young children. Prerequisite: All early childhood courses.

EN531 Exploring the Reggio Emilia Approach (3) Offered fall semesters. Restrictions: required for early childhood minors. This course is an introduction and overview of the Reggio Emilia Approach that highlights fundamental principles regarding curriculum, child development, adult and child interactions, the environment as an educational value, and the theories and philosophy that are the foundation of this way of working. Discussion of these elements and how they may be used as a guide in exploring and adapting the Reggio Approach within the context of this culture are also tied to state curriculum objectives for educators and other guidelines such as NAEYC for children. Prerequisite: EN501 or Michigan Teaching Certificate and EN507. Field component: ten (10) hours.

EN540 Literacy III: Classroom Practice (3) Offered fall and spring semesters. This course provides an in-depth exploration of literacy instructional methods and materials across grade levels PK-5. Students will develop a standards-based unit of study in literacy, deepen their understanding of literacy assessment, participate in and analyze classroom literacy instruction, and review and evaluate literacy programs currently used in schools. Prerequisites: EN520, EN541; Field component: fifteen (15) hours.

EN541 Literacy II: Assessment (3) Offered fall and spring semesters. This course presents a comprehensive study of formal and informal literacy assessment measures with an emphasis on assessments used by classroom teachers and school-based literacy specialists. Students will use assessment results to plan for instruction and intervention of reading difficulties. Emphasis will be placed on assessment procedures and analytical techniques, developing literacy goals based on assessment results, and interventions for struggling readers/writers. Students will assess K-12 students and develop appropriate individualized instructional plans based on students' strengths, challenges, and interests. Prerequisites: EN501 or Michigan Teaching Certificate and EN520. Field component: fifteen (15) hours.

EN543 Literacy for the Linguistically and Culturally Diverse Learner (3) Offered fall and summer semesters. This course is designed to present effective literacy instruction for linguistically, culturally, and socioeconomically diverse students. Topics explored will include matching students to books, academic vocabulary instruction, classroom management, and classroom learning environment. Students will work in a diverse classroom throughout

the semester, observing for literacy practices and assisting students with reading and writing needs. Prerequisite: EN541. Field component: thirty (30) hours tutoring in a school setting (daytime).

EN545 Foundations of Early Childhood Education (3) Offered fall semester. Foundations in Early Childhood Education provides an overview of historical, philosophical, psychological, educational, and contemporary influences on the field of early childhood education. Students explore a)historical antecedents and current research in early childhood education b)development of primary models of curriculum and pedagogy c)critical aspects of young children's development and the creation of learning opportunities in the classroom d)developmentally appropriate practice and its application across different developmental levels e)issues in developing and implementing high quality early childhood education including the importance of family, culture, and community f)needs of diverse learners g)the role of assessment in early learning; and h)approaches that support children's emotional and social well-being as essential components of the learning process. Field component: ten (10) hours observation. Prerequisites: EN501 or Michigan Teaching Certificate, EN507.

EN550 Methods in Social Studies (3) Offered spring semester. Appropriate education method elective for secondary candidates with a major or minor in history, political science, geography or economics. Strategy for organizing and teaching Social Studies in a creative, challenging, and compassionate manner. Prerequisite: EN501 or Michigan Teaching Certificate.

EN553 Secondary Education Practicum (3) Offered fall and spring semesters. Study of approaches to secondary teaching; the adolescent phase of human development, listening, observing, and teaching skills. Students will create detailed lesson plans and implementation strategies. Field observations and microteaching in the subject area. Required for secondary certification. Prerequisite: EN501 or Michigan Teaching Certificate, EN508. Field component: Minimum 80 hours.

EN554 Content Area Literacy (3) Offered fall and spring semesters. This course is the study of literacy in content material across the curriculum for students in grades 6–12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. There is a fieldwork component, working with secondary students who need assistance in literacy strategies. In addition, Common Core State Standards will be incorporated into the study of content area literacy. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: fifteen (15) hours.

EN557 Introduction to Teaching ESL - English as a Second Language (3) Offered fall, and spring semesters. Introduction to central ESL theories, terminology and teaching methodologies and strategies for those new to the field of ESL with an emphasis on specific issues concerning mainstream K-12 teachers working with English language learners. Links between theory and practice are made through a field component. Course participants with an interest in teaching English as a foreign language or teaching foreign languages are welcome and will be accommodated. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: variable hours.

EN558 Advanced Methods of Teaching ESL - English as a Second Language (3) Offered fall semesters. The course will have as its focus two important areas of English language teaching: materials and methodology. Students will evaluate various kinds of ESL instructional materials for English language learners and examine methods for teaching English to speakers of other languages. Emphasis is on teacher techniques and strategies for teaching the four skills, grammar, pronunciation and vocabulary. Prerequisite: EN557. Field component: variable hours.

EN559 Assessment and Evaluation in ESL (3) Offered spring semesters. Geared to studying the processes for designing, analyzing and implementing assessment measures for English language learners with a focus on classroom-based evaluation and forms of authentic assessment. Links between assessment and instruction, examination of formal and informal types of formative and summative assessments and their value as feedback for teachers, parents and administrators are emphasized. Field component provides participants opportunity to investigate various aspects of assessment of professional interest. Prerequisite: EN557. Field component : variable hours

EN561 Assessing Student Learning (3) Offered fall and spring semesters. This course develops conceptual and technical skills connected to assessment practices and strategies with an emphasis on measuring and advancing student learning. Topics addressed include authentic assessment practices, interpretation of standardized test results,

the use of developmental screenings, formative and summative assessments, and assessing learners with special needs and learners from linguistically and culturally different backgrounds. Prerequisite: EN501 or Michigan Teaching Certificate.

EN562 Special Education Curriculum and Methods (3) Offered spring semester. This course is designed to enhance students' knowledge of currently used methods and curricula in special education settings. Students will develop IEP goals and plan instructional units based on assessment information. Emphasis will be placed on research-based teaching strategies, differentiated instruction, and Universal Design for Learning. Prerequisite: EN501 or Michigan Teaching Certificate, EN579, EN564. Field component: minimum ten (10) hours.

EN564 Learning Disabilities: Theory to Practice (3) Offered fall semester. This course is designed to provide students with knowledge of learning disabilities as related to historical foundations, legislation, causes, characteristics, identification, and service options. Students will also learn about instructional strategies and practices for students with reading, writing, and math disabilities. Prerequisite: EN501 or Michigan Teaching Certificate, EN579.

EN566 Classroom Management (3) Offered fall and spring semesters. This course is designed to provide teacher candidates with the tools, strategies, and theories to successfully manage K-12 classrooms. Participants will learn to create collaborative classroom communities that intertwine with effective teaching and academic success through course activities that are linked to observations in K-12 classrooms. Participants learn how to create both student-oriented conflict management systems based on concepts of social justice, and positive support plans for students with specific behavioral needs. Participants then connect concepts of effective, engaging lesson and curriculum planning to create a holistic successful classroom management philosophy. Prerequisite: EN501 or Michigan Teaching Certificate. Field Component: 15 hours

EN568/EN569 Learning Disabilities Practicum and Seminar (3) Offered fall and spring semesters. This course provides guided practice in special education settings working directly with students who have special needs. During the course of the practicum, the student will become more adept in the development and implementation of effective assessment and teaching strategies for students with learning disabilities and students who are at-risk. Each student is required to serve a minimum of 80 hours in a designated special education setting at either the elementary or secondary level. In addition, students will participate in seminar sessions which will be held throughout the semester. Prerequisite: EN501 or Michigan Teaching Certificate, EN579, EN562, EN564, EN570. Field component: minimum of eighty (80) hours.

EN570 Special Education Assessment (3) Offered spring semester. This course provides an overview of the primary types of assessment used within special education for identification and ongoing monitoring. Emphasis will be placed on the use of data to make decisions pertaining to diagnosis of a Specific Learning Disability and goals for individualized education programs. Additional topics include: basic concepts of measurement, formal test administration, limitations in existing instruments ordinarily used in assessing exceptional children, use of accommodations for students with disabilities on both state and local assessments, ethical concerns related to assessment, and behavioral or academic observation. Prerequisite: EN564. Field Component: five (5) hours.

EN575 Methods of Teaching Secondary Mathematics (3) Enrollment restricted to secondary mathematics endorsement candidates. Provides a detailed examination of the pedagogy for teaching some specific areas of mathematics and of appropriate instructional strategies and techniques. Students will be required to design and teach a unit which exemplifies the above. Focus on individual learner. Field component: 5–10 hours.

EN576 Second Language Acquisition (3) Offered spring semester. This course is an introduction to the subject of second language acquisition and learning. The prime objective of the course is to help educators better understand how people learn (or don't learn) languages as well as to examine the complex issues surrounding SLA in educational contexts. The course provides participants with opportunities to analyze the processes of child and adult SLA, how they differ from L1 acquisition, and the implications of these theories for teaching and learning of second languages. Personal experiences with SLA and teaching second language learners will be utilized to tie together theory and practice. Field work and course texts will be used as a springboard for projects in which course participants will investigate a SLA topic that interests them and/or directly relates to their own classroom context. Prerequisites: EN557 or EN543. Field component: variable hours.

EN579 Inclusion (3) Offered fall, spring, and summer semesters. Inclusive education begins with the philosophy behind education and the emergence of an inclusive educational approach to students with disabilities in the general education classroom. Appropriate instructional objectives will be examined that fit children and adolescents in an inclusive educational setting. Adaptations to the general education curriculum will be assessed and matched with the academic, social/emotional, physical and behavioral needs of the child or adolescent. The maintenance of conditions and strategies for suitable instruction will be linked to the learning goals of the individual student. The ability of the general education teacher to function as a member of the IEP team will be stressed in light of other important relationships such as those with parents, paraeducators and other teachers. Prerequisite: EN501 or Michigan Teaching Certificate, may take during the same semester as EN501. Field component: minimum of two (2) hours.

EN581 Science for Classroom Teachers (3) Offered spring semester. This is a course designed to strengthen competencies in the teaching of Science at elementary and middle school levels. This course will emphasize science content and best practices/strategies for the teaching of science. Learning in this course is constructive, inquiry-driven, and project based. Participants will work in small groups, perform investigations, discuss concepts and results, keep journals, and learn how to effectively utilize inexpensive, readily available materials and explore local resources. All course objectives are aligned with the Next Generation of Science Standards and the Michigan K-12 Framework for Science Education. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: six (6) hours of observation in elementary/middle school science classrooms.

EN588 Teaching Young Adult Literature (3) Offered fall semester. Required for elementary and secondary reading minors. Not an education method elective. This course will introduce students to significant young adult authors and their books and will introduce them to strategies for teaching literature to middle and high school students. In addition, techniques and principles in the selection, evaluation, and promotion of young adult literature will be discussed. This is a course that secondary English majors should take, and it would be helpful if students have fulfilled their Literary Studies requirement (either EH221 or EH222) before taking the course. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: eight (8) hours (daytime).

EN592 Multicultural Issues in Education (3) Offered fall, spring, and summer semesters. Multicultural Issues in Education provides a comprehensive overview of the theory and practice of multicultural education. Emphasis is given to valuing diversity, and applying multicultural anti-bias global perspectives. This course offers the opportunity for a lively discussion of controversial topics such as classicism, racism, sexism, and discrimination based on abilities, religion, language, and age. Prerequisite: EN501 or Michigan Teaching Certificate or may take during the same semester as EN501. Field component: minimum of six (6) hours.

EN595 Directed Student Teaching, Elementary School (9) Offered fall and spring semesters. A minimum fourteen-week internship in a local elementary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Concurrent enrollment in EN506 required.

EN596 School and Culture in the 21st Century (3) Offered fall and summer semesters. Through the lenses of literature, theory, and narrative, this course analyzes public education in the United States along with the issues of a global society, as a way of informing and empowering teachers toward a stance of production and as agents of change. Components of that context include multiple perspectives of theoretical, cultural, political and economic forces. Using a multicultural critique as a foundation, the course investigates the effects of social change on school changes due to social stratification, especially poverty, as well as racial and ethnic demographics. In addition, the course investigates the disparities of wealth and basic human needs existing in the world today. Pre-service and practicing teachers should understand, in the age of a global economy, the needs and demands of not only their local students, but students around the world, and how each affects the other.

EN598 Directed Student Teaching, Secondary School (9) Offered fall and spring semesters. A minimum fourteen-week internship in a local middle or secondary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Concurrent enrollment in EN506 required.

EN599 Topical Issues in Education (variable credits) Special topics in Education, offered on an occasional basis. SOE approval required.

EN610 Reading Diagnosis and Remediation (3) This course provides an in-depth study of differentiated instruction with students who need intervention, language support, special education services, and/or enrichment. Students will examine their own teaching practices, considering student learning needs suitable to certification levels and endorsements. Also, students will be required to complete thirty (30) hours of tutoring in a school setting and in collaboration with parents. Field component: thirty (30) hours of tutoring (variable times/hours) Prerequisite: Michigan Teacher Certification.

EN620 Infant and Toddler Education (3) Offered fall semester. Infant and Toddler Education is an in-depth study of planning and providing developmentally appropriate programs for infants and toddlers. The following issues are addressed: child development research for children from birth to age three; interactions between children and caregivers in a group setting; evaluation of learning materials; planning for emotional, social, intellectual and physical growth; communication between staff and parents; the environment as teacher; and licensing requirements. Emphasis is placed on relationships and the role of the family. Current issues in infant and toddler development with emphasis on brain development and infant mental health are explored. Active observation and participation in infant and toddler programs are required. Prerequisites: EN501 or Michigan Teaching Certificate, EN507, EN545. Field component: twenty (20) hours of developmental study of young children in an approved (accredited or four-star rating) infant/toddler setting.

EN621 Early Childhood Administration (3) Offered spring semester. This course focuses on leadership, organizational issues and principles of early childhood program management with emphasis on collaborative systems of management. Planning developmentally appropriate environments, parent involvement, selecting and using authentic program assessment, documentation, advocacy, staff development, record keeping and finance management are also explored. Current issues, problems, staff and family relationships as they relate to running a quality program are addressed as well. Field component: ten (10) hours in a NAEYC Accredited setting Prerequisite: EN501 or Michigan Teaching Certificate, EN507, All ECE courses before EN691.

EN643 Reading Practicum (3) Offered fall and spring semesters. This practicum provides supervised on-site experience applying the teaching and learning strategies, assessments and interventions in the area of reading education within a classroom and school. The student will be supervised on-site by a reading teacher, coach or specialist. The practicum may not be done concurrently with the directed student teaching placement. Prerequisite: EN501 or Michigan Teaching Certificate, EN544, EN541, EN540, and/or instructor approval. Field component: 120 hours.

EN645 Early Intervention (3) Offered spring semester. This course offers the candidate an opportunity to know about and to understand early childhood students who are at risk for development delays or with established conditions. An exploration of etiology and developmental characteristics of young children with exceptional needs frames the study. Candidates will gain a foundation upon which they can build the skills to understand, analyze and reflect upon best practices and use/apply sound professional strategies to assist young children. Emphasis shall be placed on the ability to instruct and adapt instruction for children at risk for optimal development. This course will also focus on the tools of assessment and methods of referral for young children with disabilities, with an emphasis on the goals and benefits of assessment. IFSP, IEP, early intervention and legal issues surrounding these topics will be featured. Prerequisite: EN620 or EN564. Field component: twenty (20) hours in an approved site.

EN665 Co-Teaching and Collaboration (3) Offered fall semesters. This course examines the various models of co-teaching and collaboration used by special and general educators in the K-12 general education environment. It also provides instruction and experience in creating and differentiating curriculum utilizing a backwards-design model, and providing access to the general education curriculum. Finally the course examines multiple aspects of collaboration within special education including parents, paraprofessionals, and other school personnel.

EN691 Early Childhood Education Practicum (3) Offered fall and spring semesters. The Early Childhood Practicum is a (160 hours) supervised and evaluated teaching experience in a pre-primary setting. Principles of learning and interaction are practiced in a developmentally appropriate early childhood program. The practicum experience is designed to give students the opportunity to apply their knowledge and skill in working with young

children at increasing levels of interaction. Students are responsible for a full range of teaching and caregiving duties including observing, documenting, assessing and planning for projects inspired by the interests and developmental level of the children, and in collaboration with other adults in the field setting. Prerequisite: EN501 or Michigan Teaching Certificate and all early childhood requirements. This course should be taken just before Student Teaching. Field component: 160 hours

EN767 The Hispanic in the U.S. (3) Offered fall semester of even years only. The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive "American culture." Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographic areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, biculturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: variable hours.

EN771 Theories of Bilingual Education and Bilingualism (3) Offered spring semesters. This is an introductory course to bilingual/multilingual and English language education with an emphasis on the theories and practices underpinning bilingual programs and the teaching of learning of English language learners. The course provides an overview of the field, including the main concepts of bilingualism, and different models of bilingual and ESL programs. A main component of the course will be to examine peoples' beliefs and experiences of becoming bilingual. Another component will center on specific educational issues that affect bilingual development in a school setting. The field experiences of this course will act as cohesive ties between what we explore, study and experiment with in course readings and discussions and the real world of bilingual/multilingual learners and teachers. Prerequisite: EN557. Field component: variable hours.

EN794 Practicum ESL/Bilingual Education (3) Offered fall and spring semesters. Required of all Bilingual Spanish and ESL minors. Field placement in a Bilingual Spanish or ESL or classroom under the supervision of a certified Bilingual Spanish or ESL teacher. Prerequisite: All bilingual or ESL coursework. Field component: one hundred sixty (160) hours in an approved site.

EN896 Teaching Foreign Language in the Elementary and Middle School (3) Required of all students seeking K-12 teacher certification in Spanish, French, or German. This is an education methodology course and does not count toward the foreign language major. Prerequisite: EN501, EN507; Proficiency of sixth semester in the language, as determined by the foreign language Oral Proficiency Interview (OPI) exam. Contact the School of Education for details.

Master in Education (M.Ed.)

Susan English, Ph.D., Dean of Education
Michelle Anderson, Ed.D.
Stefani Boutelier, Ph.D.
Nkechy Ezeh, Ed.D.
Justine Kane, O.P., Ph.D.
Stacy Slomski, M.A.
Susan Hojnacki, Ph.D.

Introduction

The Master in Education (ME) graduate program provides the opportunity for individuals holding a bachelor's degree to enter the teaching field. This program leads to initial teacher certification for secondary grades 7-12. The ME program is best suited to individuals who have completed or are close to completing "teachable" majors/minors (e.g. Mathematics, Social Studies, Integrated Science, etc.).

At this time, elementary teacher certification is only available through our Accelerated M.Ed. (AME) program. Contact the School of Education for more information at SchoolofEd@aquinas.edu or 616.632.2800.

ME Mission

The mission of the Aquinas College School of Education is to facilitate the development of competent, compassionate, and committed educators of integrity.

ME Application and Admissions Requirements

Applications are accepted throughout the year for the Master in Education (ME) program. A candidate may begin the program in any semester.

Admission requirements

1. Completed online application
2. Admission interview with the Graduate Program Advisor
3. Submission of an official transcript from each post-secondary institution attended
4. Bachelor's degree from an accredited college or university with a minimum 3.0 G.P.A.
5. Demonstrated math/reading/writing skills as evidenced by SAT/ACT scores or equivalent documentation. (SAT Math >530, Reading/Writing >480)
6. A grade of "C" or higher in all courses applied to meet certification requirements
7. Criminal/background check clearance

Provisional Acceptance

Degree candidates are considered to be provisionally accepted to their specific programs until nine (9) semester hours of coursework have been successfully completed. The purpose of the provisional phase is to ensure that every student demonstrates competence at the graduate level of study.

Audit
With School of Education approval, individuals may audit School of Education courses. Auditors must be formally admitted to the College and must pay $150.00 tuition for auditing. Students who audit a course are expected to attend and participate in the course but are not obligated to complete coursework. No course credits are awarded. Course audit is denoted with "AU" on the official transcript.

Guest Students
An individual may register as a guest graduate student for up to six credits. No transcripts or test scores are required, but School of Education approval is necessary prior to enrollment, along with application to the College. Tuition, fees and course requirements are the same as those for admitted students. Credits and grades earned will appear on the official transcript and may be eligible for transfer to another institution.

ME Academic Standing and Professional Expectations

Academic Standing
If at any time after completion of the first six (6) semester hours, the student's cumulative grade point average falls below a 3.0, the student will be placed on academic probation. If the cumulative GPA remains below 3.0 upon completion of at least six (6) additional semester hours, the student will be dismissed from the program. If desired, an appeal to be reinstated must be made in writing to the School of Education. If approval is granted, the candidate will be allowed to register for no more than three (3) semester hours at one time until their GPA is brought above the required 3.0 minimum. The student will be allowed to continue in the program only if a course grade of 3.0 or above is earned.

Educator Ethics & Professional Dispositions
All members of the School of Education are expected to adhere to department professional disposition expectations and the standards set by the Michigan State Department of Education for educator ethics.

Each semester, faculty will consider students' professional dispositions for teaching and will report any areas of concern to the department. Although concerns from one faculty member and/or one course will not trigger immediate action, repeated and regular concerns will initiate a review. If you receive multiple concern reports, you will be contacted and asked to meet to discuss these concerns and develop a remediation action plan.

The Michigan Department of Education (MDE) "Michigan Code of Educational Ethics" can be found here: https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

ME Curriculum Overview

Secondary Certification Coursework

		Credits
EN130	EdTech: Technology Basics for Educators	2
EN501	Introduction to Education	3
EN202	UbD Unit & Lesson Planning	2
EN507	Human Growth and Schooling	3
EN509	Foundations of Education	3
EN592	Multicultural Issues in Education	3
EN579	Inclusion	3
EN561	Assessing Student Learning	3
EN566	Classroom Management	3
EN508	Secondary Education Curriculum & Pedagogy	3
EN553	Secondary Education Practicum	3
EN554	Content Area Literacy	3
EN506	Applications of Learning Theory	3
EN598	Directed Student Teaching - Secondary	9
EN510	Research Methods, Design, and Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1
		54

ME Course Descriptions

EN500 Teaching Writing (3) Offered fall semesters. This course introduces students to current theories about the teaching of writing, gives them practice as writers of expressive and expository writing, and provides them with practical strategies for teaching writing as a process in secondary classrooms. Prerequisite: EN501 or Michigan Teaching Certificate. Field Component: variable hours tutoring at a self-selected grade level.

EN501 Introduction to Education (3) Offered fall and spring semesters. This course is designed to help Aquinas students explore the profession of teaching, discover the cultural and political aspects of being an educator in today's world, answer the questions about what it takes to be a high-quality teacher, and determine whether or not the teaching profession is the appropriate career choice. Students will attend weekly seminar sessions, engage in reading, reflective writing assignments, class discussions, and other learning activities/assessments, complete a 30 hour field placement, and participate in a minimum of four site visits as scheduled by the instructor during class hours.

EN506 Application of Learning Theory (3) Offered fall and spring semesters. Restrictions: required with student teaching. This course intends to support student teachers while they apply learning and instructional theories to classroom practice during a semester of student teaching. Plan and collaboratively discuss challenges in student behavior management. Discussions will revolve around classroom management, assessment, instruction, literacy, technology, special education, and diverse learners. Candidates will complete their senior capstone project involving documentation of assessment-informed instructional design through a written paper and infographic poster. Additionally, education portfolios must be finalized prior to completion of this course. Other topics will relate to current educational concepts in the context of working as a teacher. Prerequisite: SOE approval.

EN507 Human Growth and Schooling (3) Offered fall and spring semesters. The content of this course includes (a) theories of human development and learning according to, for example, Skinner, Piaget, Erikson, Kohlberg, Goleman,

Vygotsky, and brain development theorists, (b) preliminary applications of these theories in human contexts, especially classrooms, (c) beginnings of strategies for classroom instruction based on these theories, and (d) parent involvement to promote student learning at home. Field component: Variable; minimum of two (2) class observations.

EN508 Secondary Education Curriculum & Pedagogy (3) Offered fall and spring semesters. This course explores curriculum theory and curriculum in endorsement areas. The implementation of curriculum will connect to the Universal Design for Learning (UDL), the Danielson Framework, assessments, classroom management practices, and Michigan secondary curriculum expectations (including graduation requirements, teacher contact hours, and professional development mandates). Students will understand current trends in the delivery methods for inclusion and differentiation (e.g., special education and English Language Learner). Learners will develop a 9-week curriculum map, including (10) days of detailed lesson design and appropriate assessments. Learners will perform/attend fifteen (15) hours of fieldwork in a variety of secondary classrooms. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: fifteen (15) hours.

EN509 Foundations of Education (3) Offered fall and spring semesters. The important ideas and issues in America's schools today are the product of their past. This course will investigate these ideas and issues, particularly race, class, and gender relations in American society and their impact on public education. The course will begin with an overview of underlying philosophy systems, proceed through historical crises in American cities and schools, and consider current reform proposals and projects Field component: one (1) class observation.

EN510 Research Methods, Design, and Analysis (3) Offered fall, spring, and summer semesters. A conceptual presentation of descriptive and statistical data and their use in research decision making. The course addresses research methods, research design, literature review, problem selection, proposal writing and presentation, and ethical issues related to educational research studies. Students will develop an understanding of quantitative and qualitative research, research methods and associated research factors. Students will read, interpret, and evaluate published educational research. As a culminating activity, students will design a research of their own and draft a formal research proposal with accompanying IRB application. Prerequisite: Completion of thirty (30) credits in a graduate education program.

EN511 Thesis: Education Data Collection (2) Offered fall and spring semesters. This course requires students to submit a well□crafted research proposal and earn approval from the IRB committee. Once IRB approval is granted, students will be guided through data collection for proposed topics. Continued addition and synthesis of their literature review, methodology, and design will be required (specifically related to chapters 1□4 in students thesis draft). Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Prerequisite: EN510,

EN512 Thesis: Education Data Analysis (2) Offered fall, spring, and summer semesters. The goal in this course is for each graduate student to draft and finalize their data analysis and results. Qualitative and quantitative data analysis will be applied and further practiced. This will include writing chapter 4 (data collection and analysis) and chapter 5 (results, discussion and recommendations) for the final thesis. Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Students will continue to add and edit to the synthesis of the literature, methodology, and extensive reference section. Prerequisite: EN510, EN511 (concurrent enrollment in EN511 permitted)

EN513 Thesis: Research Presentation (1) Graduate students will submit their completed thesis for final copy editing and gain approval from their content reader and faculty mentor. Students will also present their thesis to a small prearranged committee audience. The finalized thesis document must be submitted as a PDF with appropriate signatures of approval. Copy editing fee: Varies ($100-150). Prerequisite: EN511and EN512 (concurrent enrollment in EN512 permitted).

EN520 Literacy I: Foundations (3) Offered fall and spring semesters. This course provides a foundation in the key concepts and principles related to the development of literacy broadly understood as reading, writing, speaking, and listening. Students will read extensively across theories and practices associated with the teaching and learning of literacy, become familiar with the tools used in the field, and observe literacy instruction in practice. Prerequisite: EN501 or Michigan Teaching Certificate, may take concurrently with EN501. Field component: fifteen (15) hours.

EN521 Curriculum Development in Early Childhood Education (3) Curriculum Development in Early Childhood Education focuses on content and methods for planning and implementing developmentally appropriate and culturally relevant activities and environments designed to enhance children's physical, social emotional, language, cognitive, and aesthetic development; awareness of various forms of discrimination and identification of bias in materials; and application of methods that foster respect and appreciation for cultural and linguistic diversity. Inspired by the Reggio Emilia approach, an emergent negotiated curriculum process, promotion of meaningful family and community relationships and inclusion of children with special rights are addressed. Field Component: Observations in two (2) early childhood classrooms. Prerequisites: EN501 or Michigan Teaching Certificate, EN507, EN545.

EN524 Current Issues in Early Childhood Education (1) Restrictions: Must be taken concurrently with EN691. This course will focus on the identification and analysis of current issues in the early childhood field. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession. Every year this course will cover five current issues in early childhood education in the following: 1) research and theory regarding early care and learning environments for all children 2) family and community characteristics, 3) key public policy and its impact on young children and their families; 4) the new world of early childhood education, and 5) New "Best practice" in meeting the special needs of young children. Prerequisite: All early childhood courses.

EN531 Exploring the Reggio Emilia Approach (3) Offered fall semesters. Restrictions: required for early childhood minors. This course is an introduction and overview of the Reggio Emilia Approach that highlights fundamental principles regarding curriculum, child development, adult and child interactions, the environment as an educational value, and the theories and philosophy that are the foundation of this way of working. Discussion of these elements and how they may be used as a guide in exploring and adapting the Reggio Approach within the context of this culture are also tied to state curriculum objectives for educators and other guidelines such as NAEYC for children. Prerequisite: EN501 or Michigan Teaching Certificate and EN507. Field component: ten (10) hours.

EN540 Literacy III: Classroom Practice (3) Offered fall and spring semesters. This course provides an in-depth exploration of literacy instructional methods and materials across grade levels PK-5. Students will develop a standards-based unit of study in literacy, deepen their understanding of literacy assessment, participate in and analyze classroom literacy instruction, and review and evaluate literacy programs currently used in schools. Prerequisites: EN520, EN541; Field component: fifteen (15) hours.

EN541 Literacy II: Assessment (3) Offered fall and spring semesters. This course presents a comprehensive study of formal and informal literacy assessment measures with an emphasis on assessments used by classroom teachers and school-based literacy specialists. Students will use assessment results to plan for instruction and intervention of reading difficulties. Emphasis will be placed on assessment procedures and analytical techniques, developing literacy goals based on assessment results, and interventions for struggling readers/writers. Students will assess K-12 students and develop appropriate individualized instructional plans based on students' strengths, challenges, and interests. Prerequisites: EN501 or Michigan Teaching Certificate and EN520. Field component: fifteen (15) hours.

EN543 Literacy for the Linguistically and Culturally Diverse Learner (3) Offered fall and summer semesters. This course is designed to present effective literacy instruction for linguistically, culturally, and socioeconomically diverse students. Topics explored will include matching students to books, academic vocabulary instruction, classroom management, and classroom learning environment. Students will work in a diverse classroom throughout the semester, observing for literacy practices and assisting students with reading and writing needs. Prerequisite: EN541. Field component: thirty (30) hours tutoring in a school setting (daytime).

EN545 Foundations of Early Childhood Education (3) Offered fall semester. Foundations in Early Childhood Education provides an overview of historical, philosophical, psychological, educational, and contemporary influences on the field of early childhood education. Students explore a)historical antecedents and current research in early childhood education b)development of primary models of curriculum and pedagogy c)critical aspects of young children's development and the creation of learning opportunities in the classroom d)developmentally appropriate practice and its application across different developmental levels e)issues in developing and implementing high quality early childhood education including the importance of family, culture, and community f)needs of diverse learners g)the role of assessment in early learning; and h)approaches that support children's emotional and social

well-being as essential components of the learning process. Field component: ten (10) hours observation. Prerequisites: EN501 or Michigan Teaching Certificate, EN507.

EN550 Methods in Social Studies (3) Offered spring semester. Appropriate education method elective for secondary candidates with a major or minor in history, political science, geography or economics. Strategy for organizing and teaching Social Studies in a creative, challenging, and compassionate manner. Prerequisite: EN501 or Michigan Teaching Certificate.

EN553 Secondary Education Practicum (3) Offered fall and spring semesters. Study of approaches to secondary teaching; the adolescent phase of human development, listening, observing, and teaching skills. Students will create detailed lesson plans and implementation strategies. Field observations and microteaching in the subject area. Required for secondary certification. Prerequisite: EN501 or Michigan Teaching Certificate, EN508. Field component: Minimum 80 hours.

EN554 Content Area Literacy (3) Offered fall and spring semesters. This course is the study of literacy in content material across the curriculum for students in grades 6–12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. There is a fieldwork component, working with secondary students who need assistance in literacy strategies. In addition, Common Core State Standards will be incorporated into the study of content area literacy. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: fifteen (15) hours.

EN557 Introduction to Teaching ESL - English as a Second Language (3) Offered fall, and spring semesters. Introduction to central ESL theories, terminology and teaching methodologies and strategies for those new to the field of ESL with an emphasis on specific issues concerning mainstream K-12 teachers working with English language learners. Links between theory and practice are made through a field component. Course participants with an interest in teaching English as a foreign language or teaching foreign languages are welcome and will be accommodated. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: variable hours.

EN558 Advanced Methods of Teaching ESL - English as a Second Language (3) Offered fall semesters. The course will have as its focus two important areas of English language teaching: materials and methodology. Students will evaluate various kinds of ESL instructional materials for English language learners and examine methods for teaching English to speakers of other languages. Emphasis is on teacher techniques and strategies for teaching the four skills, grammar, pronunciation and vocabulary. Prerequisite: EN557. Field component: variable hours.

EN559 Assessment and Evaluation in ESL (3) Offered spring semesters. Geared to studying the processes for designing, analyzing and implementing assessment measures for English language learners with a focus on classroom-based evaluation and forms of authentic assessment. Links between assessment and instruction, examination of formal and informal types of formative and summative assessments and their value as feedback for teachers, parents and administrators are emphasized. Field component provides participants opportunity to investigate various aspects of assessment of professional interest. Prerequisite: EN557. Field component: variable hours

EN561 Assessing Student Learning (3) Offered fall and spring semesters. This course develops conceptual and technical skills connected to assessment practices and strategies with an emphasis on measuring and advancing student learning. Topics addressed include authentic assessment practices, interpretation of standardized test results, the use of developmental screenings, formative and summative assessments, and assessing learners with special needs and learners from linguistically and culturally different backgrounds. Prerequisite: EN501 or Michigan Teaching Certificate.

EN562 Special Education Curriculum and Methods (3) Offered spring semester. This course is designed to enhance students' knowledge of currently used methods and curricula in special education settings. Students will develop IEP goals and plan instructional units based on assessment information. Emphasis will be placed on research-based teaching strategies, differentiated instruction, and Universal Design for Learning. Prerequisite: EN501 or Michigan Teaching Certificate, EN579, EN564. Field component: minimum ten (10) hours.

EN564 Learning Disabilities: Theory to Practice (3) Offered fall semester. This course is designed to provide students with knowledge of learning disabilities as related to historical foundations, legislation, causes, characteristics,

identification, and service options. Students will also learn about instructional strategies and practices for students with reading, writing, and math disabilities. Prerequisite: EN501 or Michigan Teaching Certificate, EN579.

EN566 Classroom Management (3) Offered fall and spring semesters. This course is designed to provide teacher candidates with the tools, strategies, and theories to successfully manage K-12 classrooms. Participants will learn to create collaborative classroom communities that intertwine with effective teaching and academic success through course activities that are linked to observations in K-12 classrooms. Participants learn how to create both student-oriented conflict management systems based on concepts of social justice, and positive support plans for students with specific behavioral needs. Participants then connect concepts of effective, engaging lesson and curriculum planning to create a holistic successful classroom management philosophy. Prerequisite: EN501 or Michigan Teaching Certificate. Field Component: 15 hours

EN568/EN569 Learning Disabilities Practicum and Seminar (3) Offered fall and spring semesters. This course provides guided practice in special education settings working directly with students who have special needs. During the course of the practicum, the student will become more adept in the development and implementation of effective assessment and teaching strategies for students with learning disabilities and students who are at-risk. Each student is required to serve a minimum of 80 hours in a designated special education setting at either the elementary or secondary level. In addition, students will participate in seminar sessions which will be held throughout the semester. Prerequisite: EN501 or Michigan Teaching Certificate, EN579, EN562, EN564, EN570. Field component: minimum of eighty (80) hours.

EN570 Special Education Assessment (3) Offered spring semester. This course provides an overview of the primary types of assessment used within special education for identification and ongoing monitoring. Emphasis will be placed on the use of data to make decisions pertaining to diagnosis of a Specific Learning Disability and goals for individualized education programs. Additional topics include: basic concepts of measurement, formal test administration, limitations in existing instruments ordinarily used in assessing exceptional children, use of accommodations for students with disabilities on both state and local assessments, ethical concerns related to assessment, and behavioral or academic observation. Prerequisite: EN564. Field Component: five (5) hours.

EN575 Methods of Teaching Secondary Mathematics (3) Enrollment restricted to secondary mathematics endorsement candidates. Provides a detailed examination of the pedagogy for teaching some specific areas of mathematics and of appropriate instructional strategies and techniques. Students will be required to design and teach a unit which exemplifies the above. Focus on individual learner. Field component: 5–10 hours.

EN576 Second Language Acquisition (3) Offered spring semester. This course is an introduction to the subject of second language acquisition and learning. The prime objective of the course is to help educators better understand how people learn (or don't learn) languages as well as to examine the complex issues surrounding SLA in educational contexts. The course provides participants with opportunities to analyze the processes of child and adult SLA, how they differ from L1 acquisition, and the implications of these theories for teaching and learning of second languages. Personal experiences with SLA and teaching second language learners will be utilized to tie together theory and practice. Field work and course texts will be used as a springboard for projects in which course participants will investigate a SLA topic that interests them and/or directly relates to their own classroom context. Prerequisites: EN557 or EN543. Field component: variable hours.

EN579 Inclusion (3) Offered fall, spring, and summer semesters. Inclusive education begins with the philosophy behind education and the emergence of an inclusive educational approach to students with disabilities in the general education classroom. Appropriate instructional objectives will be examined that fit children and adolescents in an inclusive educational setting. Adaptations to the general education curriculum will be assessed and matched with the academic, social/emotional, physical and behavioral needs of the child or adolescent. The maintenance of conditions and strategies for suitable instruction will be linked to the learning goals of the individual student. The ability of the general education teacher to function as a member of the IEP team will be stressed in light of other important relationships such as those with parents, paraeducators and other teachers. Prerequisite: EN501 or Michigan Teaching Certificate, may take during the same semester as EN501. Field component: minimum of two (2) hours.

EN581 Science for Classroom Teachers (3) Offered spring semester. This is a course designed to strengthen competencies in the teaching of Science at elementary and middle school levels. This course will emphasize science content and best practices/strategies for the teaching of science. Learning in this course is constructive, inquiry-driven, and project based. Participants will work in small groups, perform investigations, discuss concepts and results, keep journals, and learn how to effectively utilize inexpensive, readily available materials and explore local resources. All course objectives are aligned with the Next Generation of Science Standards and the Michigan K-12 Framework for Science Education. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: six (6) hours of observation in elementary/middle school science classrooms.

EN588 Teaching Young Adult Literature (3) Offered fall semester. Required for elementary and secondary reading minors. Not an education method elective. This course will introduce students to significant young adult authors and their books and will introduce them to strategies for teaching literature to middle and high school students. In addition, techniques and principles in the selection, evaluation, and promotion of young adult literature will be discussed. This is a course that secondary English majors should take, and it would be helpful if students have fulfilled their Literary Studies requirement (either EH221 or EH222) before taking the course. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: eight (8) hours (daytime).

EN592 Multicultural Issues in Education (3) Offered fall, spring, and summer semesters. Multicultural Issues in Education provides a comprehensive overview of the theory and practice of multicultural education. Emphasis is given to valuing diversity, and applying multicultural anti-bias global perspectives. This course offers the opportunity for a lively discussion of controversial topics such as classicism, racism, sexism, and discrimination based on abilities, religion, language, and age. Prerequisite: EN501 or Michigan Teaching Certificate or may take during the same semester as EN501. Field component: minimum of six (6) hours.

EN595 Directed Student Teaching, Elementary School (9) Offered fall and spring semesters. A minimum fourteen-week internship in a local elementary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Concurrent enrollment in EN506 required.

EN596 School and Culture in the 21st Century (3) Offered fall and summer semesters. Through the lenses of literature, theory, and narrative, this course analyzes public education in the United States along with the issues of a global society, as a way of informing and empowering teachers toward a stance of production and as agents of change. Components of that context include multiple perspectives of theoretical, cultural, political and economic forces. Using a multicultural critique as a foundation, the course investigates the effects of social change on school changes due to social stratification, especially poverty, as well as racial and ethnic demographics. In addition, the course investigates the disparities of wealth and basic human needs existing in the world today. Pre-service and practicing teachers should understand, in the age of a global economy, the needs and demands of not only their local students, but students around the world, and how each affects the other.

EN598 Directed Student Teaching, Secondary School (9) Offered fall and spring semesters. A minimum fourteen-week internship in a local middle or secondary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Concurrent enrollment in EN506 required.

EN599 Topical Issues in Education (variable credits) Special topics in Education, offered on an occasional basis. SOE approval required.

EN610 Reading Diagnosis and Remediation (3) This course provides an in-depth study of differentiated instruction with students who need intervention, language support, special education services, and/or enrichment. Students will examine their own teaching practices, considering student learning needs suitable to certification levels and endorsements. Also, students will be required to complete thirty (30) hours of tutoring in a school setting and in collaboration with parents. Field component: thirty (30) hours of tutoring (variable times/hours) Prerequisite: Michigan Teacher Certification.

EN620 Infant and Toddler Education (3) Offered fall semester. Infant and Toddler Education is an in-depth study of planning and providing developmentally appropriate programs for infants and toddlers. The following issues are addressed: child development research for children from birth to age three; interactions between children and caregivers in a group setting; evaluation of learning materials; planning for emotional, social, intellectual and physical growth; communication between staff and parents; the environment as teacher; and licensing requirements. Emphasis is placed on relationships and the role of the family. Current issues in infant and toddler development with emphasis on brain development and infant mental health are explored. Active observation and participation in infant and toddler programs are required. Prerequisites: EN501 or Michigan Teaching Certificate, EN507, EN545. Field component: twenty (20) hours of developmental study of young children in an approved (accredited or four-star rating) infant/toddler setting.

EN621 Early Childhood Administration (3) Offered spring semester. This course focuses on leadership, organizational issues and principles of early childhood program management with emphasis on collaborative systems of management. Planning developmentally appropriate environments, parent involvement, selecting and using authentic program assessment, documentation, advocacy, staff development, record keeping and finance management are also explored. Current issues, problems, staff and family relationships as they relate to running a quality program are addressed as well. Field component: ten (10) hours in a NAEYC Accredited setting Prerequisite: EN501 or Michigan Teaching Certificate, EN507, and All ECE courses before EN691.

EN643 Reading Practicum (3) Offered fall and spring semesters. This practicum provides supervised on-site experience applying the teaching and learning strategies, assessments and interventions in the area of reading education within a classroom and school. The student will be supervised on-site by a reading teacher, coach or specialist. The practicum may not be done concurrently with the directed student teaching placement. Prerequisite: EN501 or Michigan Teaching Certificate, EN544, EN541, EN540, and/or instructor approval. Field component: 120 hours.

EN645 Early Intervention (3) Offered spring semester. This course offers the candidate an opportunity to know about and to understand early childhood students who are at risk for development delays or with established conditions. An exploration of etiology and developmental characteristics of young children with exceptional needs frames the study. Candidates will gain a foundation upon which they can build the skills to understand, analyze and reflect upon best practices and use/apply sound professional strategies to assist young children. Emphasis shall be placed on the ability to instruct and adapt instruction for children at risk for optimal development. This course will also focus on the tools of assessment and methods of referral for young children with disabilities, with an emphasis on the goals and benefits of assessment. IFSP, IEP, early intervention and legal issues surrounding these topics will be featured. Prerequisite: EN620 or EN564. Field component: twenty (20) hours in an approved site.

EN665 Co-Teaching and Collaboration (3) Offered fall semesters. This course examines the various models of co-teaching and collaboration used by special and general educators in the K-12 general education environment. It also provides instruction and experience in creating and differentiating curriculum utilizing a backwards-design model, and providing access to the general education curriculum. Finally the course examines multiple aspects of collaboration within special education including parents, paraprofessionals, and other school personnel.

EN691 Early Childhood Education Practicum (3) Offered fall and spring semesters. The Early Childhood Practicum is a (160 hours) supervised and evaluated teaching experience in a pre-primary setting. Principles of learning and interaction are practiced in a developmentally appropriate early childhood program. The practicum experience is designed to give students the opportunity to apply their knowledge and skill in working with young children at increasing levels of interaction. Students are responsible for a full range of teaching and caregiving duties including observing, documenting, assessing and planning for projects inspired by the interests and developmental level of the children, and in collaboration with other adults in the field setting. Prerequisite: EN501 or Michigan Teaching Certificate and all early childhood requirements. This course should be taken just before Student Teaching. Field component: 160 hours

EN767 The Hispanic in the U.S. (3) Offered fall semester of even years only. The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive “American culture.” Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the

identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographic areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, biculturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants. Prerequisite: EN501 or Michigan Teaching Certificate. Field component: variable hours.

EN771 Theories of Bilingual Education and Bilingualism (3) Offered spring semesters. This is an introductory course to bilingual/multilingual and English language education with an emphasis on the theories and practices underpinning bilingual programs and the teaching of learning of English language learners. The course provides an overview of the field, including the main concepts of bilingualism, and different models of bilingual and ESL programs. A main component of the course will be to examine peoples' beliefs and experiences of becoming bilingual. Another component will center on specific educational issues that affect bilingual development in a school setting. The field experiences of this course will act as cohesive ties between what we explore, study and experiment with in course readings and discussions and the real world of bilingual/multilingual learners and teachers. Prerequisite: EN557. Field component: variable hours.

EN794 Practicum ESL/Bilingual Education (3) Offered fall and spring semesters. Required of all Bilingual Spanish and ESL minors. Field placement in a Bilingual Spanish or ESL or classroom under the supervision of a certified Bilingual Spanish or ESL teacher. Prerequisite: All bilingual or ESL coursework. Field component: one hundred sixty (160) hours in an approved site..

EN896 Teaching Foreign Language in the Elementary and Middle School (3) Required of all students seeking K-12 teacher certification in Spanish, French, or German. This is an education methodology course and does not count toward the foreign language major. Prerequisite: EN501, EN507; Proficiency of sixth semester in the language, as determined by the foreign language Oral Proficiency Interview (OPI) exam. Contact the School of Education for details.

VI. Student Policies and Regulations

Student Policies and Regulations

Student Policies and Regulations

Student Conduct

In keeping with the objectives of Aquinas College, students are expected to observe standards of self-discipline in exercising their rights and implementing their responsibilities. Respect for one's own dignity and consideration for the dignity of others are the guidelines.

The Student Conduct Code specifies the minimum level of conduct expected of every student at Aquinas College. The policies and procedures given are those that students, faculty, and administrators at this college have agreed upon to further the educational aims of the College and to assist all students in their educational and personal development. A student voluntarily joining this College community assumes the obligation of knowing and abiding by the standards it has instituted relevant to its mission, goals, processes, and functions. The current code can be found on the Dean of Students' website at aquinas.edu/student-affairs.

Since some students from time to time jeopardize their own welfare and that of the College community, Aquinas College, through the Office of Student Affairs, reserves the right to suspend or expel at any time, for stated cause and following fair procedure, any student whose conduct is not in accordance with the ideals and standards of the College, and whose presence is considered detrimental to the general welfare.

The details of the Student Conduct Code, the College Judicial System, and the guidelines for residence hall life are published in the Student Handbook. All students are responsible for knowing and abiding by the Code and other published policies and regulations.

Student Personal Welfare

All Aquinas College students are expected to behave in a manner that protects and preserves their health, safety, property, and/or physical well-being, as well as that of others in the campus community. This expectation includes the responsibility to take appropriate measures, including seeking appropriate assistance, when there is evidence to suggest that they may be unable to adhere to this standard, thus jeopardizing their success and the success of others at the College.

College policy states: A student shall take no action which threatens or endangers their own or another person's safety, health, life, or property, nor shall a student make a verbal or written threat of such actions. This includes, but is not limited to, behaviors such as suicide threats or attempts; verbal or written threats to other persons of their property; and/or refusing treatment for life-threatening illness or conditions (e.g. eating disorders, diabetes) that may impact the educational process. A student shall not engage in any harmful act to another or an act of self-injury whether the intent is Para suicidal or suicidal, if that act is disruptive to others on campus (this includes cutting and other types of self-mutilation). Any report of a violation of this standard requires the completion of an incident report and following of one of the procedures below.

Follow-up procedures where the student conduct may be a danger to self or others. The Dean of Students, or designee, in consultation with the Student in Crisis Assessment Team (SCAT) and additional College wellness professionals, as appropriate, shall review the situation and take the following measures, as necessary:

1. The student may be required, at the discretion of the Dean of Students, or designee, to have a professional assessment by a qualified medical doctor or psychiatrist, to determine suitability to participate in the educational opportunities offered by the College and to live on campus.
2. The student may be required to abide by the requirements set by the Dean of Students, or designee, and other key College personnel related to appropriate personal conduct on campus.
3. The student may be required to have a professional treatment session with the licensed mental health professional after the incident or release from a medical facility or a behavioral/mental health center, depending on the circumstances and the information received from the treating medical personnel, to assure that it is safe to return the student to their campus residence and educational program.
4. A "Release of Information" form may be required from the student under appropriate circumstances allowing the Office of Student Affairs and/or SCAT to be informed of the assessment and any "after-care" plan of the licensed mental health professional. All such information obtained will be treated as confidential medical information, released only on a need to know basis. The student MUST follow this plan. Failure to adhere to the requirements set by the mental health professional may result in corrective action which may include removal from residence, classes, school and/or campus.
5. In the event of a serious situation, the Dean of Students, or designee, may take other steps, including contacting the student's parents, guardians, and/or significant others, or requiring additional mental health sessions.
6. A student may appeal the actions of the Dean of Students to the Associate Vice President of Student Affairs and Athletics. However, the student must comply with any requirements implemented for perceived safety concerns pending a final decision by the Associate Vice President of Student Affairs and Athletics.

Emergency Situations

In emergencies where the Office of Student Affairs judges there to be imminent danger or serious harm to persons or to property, or serious violation of city, state, or federal laws, the Office of Student Affairs may summarily suspend students, pending review through the appeal process below.

The student shall have the right to appeal the action of the Office of Student Affairs to the President. An appeal in these situations must be delivered electronically or in writing to the President's office within seven (7) days of the Dean of Students Office decision. If the appeal is not made within the allotted seven (7) days, the right of appeal is no longer available, unless the student is physically or mentally unable to submit the appeal. In that case, the seven (7) day period begins as soon as the student is physically able and/or mentally competent to file an appeal. The decision of the President is final.

Disability Accommodations

The policy and these guidelines will be implemented with due regard for any rights the student may have under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act. Accommodations will be available upon request under appropriate circumstances.

Tobacco Use

Effective August 1, 2015 Aquinas College will be a smoke free campus.

VII. Student Resource Guide

Student Resource Guide

Student Resource Guide

Accessibility Services
Location: Wege Student Center, Room 103
Phone: (616) 632-2166
Email: accessibility@aquinas.edu
Web Address: aquinas.edu/accessibility-services

AQ Advantage Center
Location: Mother Victor Flannery Hall
Phone: (616) 632-2126
Web Address: aquinas.edu/aq-advantage-center

Bookstore - Aquinas College Bookstore
Location: Lower Level, Wege Student Center
Phone: (616) 632-2962
Email: aquinas@bkstr.com
Web Address: aquinascollegeshop.com

Student Leadership & Engagement
Location: Cook Carriage House, Room 107
Phone: (616) 632-2983
Email: sle@aquinas.edu
Web Address: aquinas.edu/students
Facebook: Aquinas SLE
Instagram: aquinascollege_sle

Campus Ministry / Service Learning
Location: Academic Building 309/311
Phone: (616) 632-2488
Web Address: aquinas.edu/campus ministry/service_learning.html

Campus Safety
Location: Campus Safety (West end of the Wege Lot)
Phone: (616) 632-2462, Emergency 3333 (Campus Phones)
Email: cso@aquinas.edu, aqdispatchers@aquinas.edu
Web Address: aquinas.edu/campus-safety

Emergencies: Any emergencies (fire, medical, criminal) should be reported immediately to Campus Safety by dialing ext. 3333 on any internal campus phone, picking up any "emergency phone" on campus, or by calling 616-632-2462 on a cell phone.

Career Services
Location: Mother Victor Flannery Hall
Phone: (616) 632-2126
Email: careerservices@aquinas.edu
Web Address: aquinas.edu/student-resources/career-services

Center for Opportunities, Resources, and Excellence (CORE)
Location: Wege Student Center, Room 103A
Phone: 616-632-2166
Email: core@aquinas.edu
Website Address: aquinas.edu/core

Counseling, Health, and Wellness Services
Location: Donnelly Center, Lower Level
Phone: (616) 632-2905
Email: chws@aquinas.edu
Web Address: aquinas.edu/counseling-health-wellness

Diversity, Inclusion, & Equity - Center for Diversity, Inclusion, & Equity
Location: 2nd Floor, Cook Carriage House
Phone: (616) 632-2455
Email: cdi@aquinas.edu
Web Address: aquinas.edu/center-diversity-inclusion

ESL & Global Student Services
Location: Academic Building, Room 357
Phone: 616-632-2166
Email: globalstudentservices@aquinas.edu
Web Address: aquinas.edu/esl-and-global-student-services

Financial Aid
Location: Hruby Hall - HH34
Phone: (616) 632-2893
Email: financialaid@aquinas.edu
Web Address: aquinas.edu/financial-aid

Health Center
Aquinas College partners with Metro Health providing a way to improve the health of Aquinas Communities.
Location: Wege Center, Lower Level
Phone: (616) 632-2969
Web Address: aquinas.edu/resources/student-resources/counseling-health-wellness/health-center

Information Technology & Services (ITS Help Desk for computer support)
Location: Academic Building - AB350
Phone: (616) 632-2050
Email: techhelp@aquinas.edu
Web Address: aquinas.edu/its

Library - Grace Hauenstein Library
Location: JLH
Phone: (616) 632-2137
Email: library@aquinas.edu
Web Address: aquinas.edu/library

Peer Coaching
Location: Grace Hauenstein Library
Phone: (616) 632-2166
Email: smh006@aquinas.edu
Web Address: aquinas.edu/peer-coaching

Peer Tutoring Services
Location: Grace Hauenstein Library
Phone: (616) 632-2166
Email: straujil@aquinas.edu
Web Address: aquinas.edu/peer-tutoring

Registrar/ Advising Center
Location: Hruby Hall - HH31
Phone: (616) 632-2871
Email: registrar@aquinas.edu
Web Addresses: aquinas.edu/registrar

Residence Life
Location: Regina Hall, Lower Level
Phone: (616) 632-2944
Email: reslife@aquinas.edu
Web Address: aquinas.edu/residencelife

Student Accounts
Location: Hruby Hall - Room 131
Phone: (616) 632-2864
Email: studentaccounts@aquinas.edu
Web Address: aquinas.edu/studentaccounts

Sustainability - Center for Sustainability (C4S)
Location: Albertus Hall- Rm 129
Phone: (616) 632-1994
Email: eimerjes@aquinas.edu
Web Address: aquinas.edu/sustainability

Student Support Services
Location: Wege Student Center, Lower Level
Phone: (616) 632-2166
Email: student.support.services@aquinas.edu
Web Address: aquinas.edu/sss

Study Away
Location: Aquinas College Advantage Center
Phone (616) 632-2126
Email: studyaway@aquinas.edu
www.aquinas.edu/study-away

Writing Center
Location: Grace Hauenstein Library Room 230 (and satellite locations)
Phone: (616) 632-2166
Email: thewritingcenter@aquinas.edu
Web Address: aquinas.edu/writing-center

Women's Studies Center - Jane Hibbard Idema Women's Studies Center
Location: Academic Building - AB263-AB265
Phone: (616) 632-2979
Email: womenscenter@aquinas.edu
Web Address: aquinas.edu/womenscenter

VIII. Directories

Directories

Administration

Date in parentheses indicates year of first appointment at Aquinas College.

President
Dr. Alicia Cordoba D.M.A (2022)

Cabinet

Executive Vice President, Provost and Dean of Faculty
Stephen Germic (2020)

Academic Vice President, and Associate Provost
Charles Gunnoe, Ph.D.

Vice President for Advancement
Gina Covert (2019)

Vice President of Athletics
Nicholas Davidson, M.B.A. (2016)

Vice President for Enrollment Management
Jeremy Wood

Interim Chief Financial Officer
Timothy Stafford

Associate Provost for Outreach and Engagement
Katharina Häusler-Gross, Ph.D. (1998)

Associate Vice President of Student Success
Brian Matzke, M.M. (1997)

Dean of Students
Alicia Lloyd, M.Ed. (2017)

Deans and Academic Officers

Dean of the School of Education

Susan English, M.A.T., Ph.D. (1994)

Dean of Science & Sustainability

Sister Damien Marie Savino, F.S.E., Ph.D. (2016)

Dean of Student Development

Alicia Lloyd, M.Ed. (2017)

Full Time Faculty

Duane Ambrose, Assistant Professor of Kinesiology (1999) B.S. University of Wisconsin-Superior; M.A. Western Michigan University; Ed.D. United States Sports Academy

Michelle Anderson, Associate Professor of Education (2019) B.A. Western Michigan University; M.A. Central Michigan University; Ed.D. University of Pittsburgh.

Penny Avery, Professor of Communication (1994) B.S., M.A, Central Michigan University; Ph.D., Michigan State University

Thomas Bahl, Associate Professor of Biology (2002) B.S., Pennsylvania State University; M.S., University of Georgia; Ph.D., Emory University

Robb Bajema, Associate Professor of Biology (1998) B.S., Calvin College; Ph.D., Indiana State University

Stéphane Bédère, Associate Professor of French and Spanish (2011) B.A., M.A., D.E.A., University of Paris; Ph.D. University of Lyon

Ian Borton, Professor of Communication (2008) B.A., Heidelberg College; M.A., Northern Illinois University; Ph.D., Bowling Green State University

Stefani Boutelier, Associate Professor of Education (2016) B.A., Cal State University, Long Beach; M.A., Macquarie University; M.A., Alliant International University; Ph.D., Chapman University

Kevin Boyd, Assistant Professor of Chemistry (2020) B.S., University of Houston; B.S., University of Houston; Ph.D., University of Houston

Daniel Brooks, Professor of English (1989) B.A., St. Francis College; M.A., Ph.D., State University of New York at Binghamton

Scott Brown, Assistant Professor of Kinesiology (2020) B.S., San Diego State University; M.S., Ball State University; Ph.D., Auckland University of Technology

Anthony Burdick, Assistant Professor of Accounting (2009) B.A., University of Michigan; C.P.A., M.S., Walsh College

Kevin Cantley, Assistant Professor of Accounting (2012) B.B.A. Eastern Michigan University; M.B.A., Cleary University; C.P.A.; C.G.M.A.

Rebecca Coogan, Associate Professor of English (1991) B.A., Colgate University; M.A., Ph.D., State University of New York at Binghamton

Mary Clinthorne, Associate Professor of Geography (2009) B.A. Western Michigan University; M.A. Western Michigan University; Ph.D. University of Kansas.

Daniel Cruikshanks, Professor of Psychology (2013) B.A., California State University, Sacramento; M.Ed., University of Missouri, St. Louis; Ph.D., Saint Louis University

Michael Curry, Assistant Professor of Economics (2017) B.A., Grand Valley State University, M.A., Walsh College.

Stephan Davis, Associate Professor of Theology (2004) B.A., Concordia University (Christ College); M.A., Fuller Theological Seminary; Ph.D., Marquette University

Jennifer Dawson, Associate Professor of English (2002) B.A., University of Michigan; M.A., Ph.D., Michigan State University

Michelle De Rose, Professor of English (1999) B.A., Calvin College; Ph.D., University of Iowa

Brian DiVita, Associate Professor of Business Administration and Management (2010) B.S.B.A., Aquinas College; M.M., Aquinas College; M.S., Grand Valley State University

Jason Duncan, Professor of History (2002) B.A., St. Lawrence University; M.A., Georgetown University; M.A., Ph.D., University of Iowa

Amy Dunham Strand, Associate Professor of Women's Studies (2006) B.A., Wittenberg University; M.A., Ph.D., University of Washington

Roger Durham, Palmatier Endowed Professor of Political Science (1996) B.S., Southern Oregon State College; M.A., Ph.D., University of Oregon

Susan English, Dean of the School of Education, Associate Professor of Education (1994) B.A., Calvin College; M.A.T., Aquinas College; Ph.D., Capella University

Nkechy Ezeh, Professor of Education (1998) B.A., M.Ed., Grand Valley State University; Ed.D., Nova Southeastern University

Rebecca Flaherty, Assistant Professor of Biology (2019) B.S. Aquinas College; Ph.D. University of Notre Dame.

William Foley, Visiting Assistant Professor of Business Administration (2017). B.A. Grand Valley State University; M.M., Aquinas College.

Joseph Fox, Associate Professor of Mathematics (2013) B.A., Franklin College; M.A., Ph.D., Western Michigan University

Dana Freeman, Professor of Art (1993) B.A., Pomona College; M.F.A., University of California

Jonathan Fritz, Assistant Professor of Chemistry (2012) B.A., Carleton College; M.S., Ph.D., University of Michigan.

Yashowanto Ghosh, Associate Professor of Mathematics (2005) B.S., M.S., Indian Statistical Institute; Ph.D., Purdue University

JoAnne Gorant, Assistant Professor of Kinesiology (1996) B.S., Ball State University; M.S., Miami University, Ohio; Ph.D., Western Michigan University.

Scott Harman, Visiting Assistant Professor of Theater (2020) B.A, Alma College; M.A., University of Illinois at Urbana-Champaign

Katharina Häusler-Gross, Professor of German (1998) B.A., Ernst-Moritz-Arndt Universität, Greifswald/Germany; M.A., Senat von Berlin/Germany; Ph.D., Michigan State University

Charles Gunnoe, Jr., Professor of History (1999) A.B., College of William and Mary; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., University of Virginia

Linda Hagan, Professor of Business (2018). B.A. Eastern Michigan University; M.A. University of Arizona, Ph.D.. University of Maryland.

David J. Hebert, Associate Professor of Economics (2017) B.S. Hillsdale College; M.A. George Mason University; Ph.D. Economics, George Mason University.

Timothy Henshaw, Associate Professor of Chemistry (2013) A.B., Amherst College; Ph.D., Michigan State University.

Jennifer Hess, Associate Professor of Biology (2005) B.A., McDaniel College; Ph.D., University of Maryland, Baltimore

Susan Hojnacki, Visiting Assistant Professor in the College (2017). B.A. Indiana University; Ph.D. Michigan State University.

Kyle Hull, Associate Professor of Communication (2015) B.A., M.A., Central Michigan University, Ph.D., University of Connecticut.

Rebecca Penny Humphrey, Assistant Professor of Biology (2016) B.A., Sweet Briar College; Ph.D. Indiana University.

Mary Hurd, Associate Professor of Music (1995) B.M., American Conservatory of Music; M.M., Northwestern University

Elizabeth Jensen, Professor of Chemistry (2003) B.A., Luther College; Ph.D., Iowa State University.

Justine Kane, O.P. Associate Professor of Education (2016) B.A. Aquinas College; M.A., University of Arizona; Ph.D., University of Illinois at Chicago.

Victor Karandashev, Professor of Psychology (2010) B.A., St. Petersburg State University; Ph.D., Herzen State University at Leningrad

Heather Kesselring-Quakenbush, Associate Professor of Kinesiology (2008) B.S., Western Michigan University; M.A., Central Michigan University; Ph.D., Michigan State University

Bradford Keuning, Assistant Professor of Accounting (2019) B.A. Hope College. CPA

Linda Keway, Visiting Lecturer, Department of Counselor Education (2017) and Co-Curricular Coordinator for Career Services (2013) B.A., University of Michigan; M.A., Eastern Michigan University; M.A., Michigan State University; Ed.D., Western Michigan University

Bethany Kilcrease, Professor of History (2009) B.A., Calvin College; Ph.D., Boston College

Christopher LaPorte, Associate Professor of Art (2004) B.F.A., Aquinas College; M.F.A., New York Academy of Art

Jen Lendrum, Assistant Professor of Sociology (2019) M.A. Wayne State University

Michael Lorr, Professor Sociology (2014) B.A., DePaul University, M.A., DePaul University, Ph.D., University of Wisconsin, Milwaukee.

Dennis Marshall, Professor of Theology (1998) B.L.A., Wheeling Jesuit College; M.A., Ph.D., Duquesne University

Barbara Witham McCargar, Associate Professor of Music (1991) B.M., Aquinas College; M.M., University of Michigan

Shari McCarty, Associate Professor of Mathematics (2008) B.S., M.M., Aquinas College, M.S. in Nova Southeastern University; Ed.D., Novat Southeastern University

Richard McCluskey, Associate Professor of Geography (1999) B.S., Michigan State University; M.S., Ph.D., Pennsylvania State University

Michael McDaniel, Professor of Mathematics (1998) B.A., St. John Fisher College; M.S., Ph.D., George Washington University

Joyce Oates, Assistant Professor of Psychology (2018) B.A. Binghamton University; M.A. American University; Ph.D. American University.

Kerri Orders, Assistant Professor of Business (2018) B.A. University of Michigan; M.M. Boston University.

Mark O'Toole, Associate Professor of Business Administration, B.S. University of Pittsburgh, M.M. Aquinas College.

Molly Patterson, Associate Professor of Political Science (2005) B.A., Carleton College; M.A., Ph.D., University of California-Irvine

L. Robert Peters, Jr., Assistant Professor of Biology (2012) B.S., Central Michigan University; Ph.D., University of Michigan

Michel Pichot, Professor of French (2002) B.A., Atlantic Union College; M.A., Eastern Michigan University; M.A., Michigan State University; Ph.D., Pennsylvania State University

John Pinheiro, Professor of History (2004) B.A., M.A., California State University Bakersfield; Ph.D., University of Tennessee

Thomas Polett, Visiting Associate Professor of Music (2019) B.S. Mansfield University of Pennsylvania; M.M. Arizona State University; D.M.A. University of Georgia.

James Rasmussen, Associate Professor of Geography (2011) B.S., University of Michigan; M.S., Montana State University; Ph.D., University of Florida

Marcos Romero, Professor of Spanish (2005) B.A., University of Montana; M.A.; Ph.D., University of New Mexico

Shelli Rottschafer, Professor of Spanish (2006) B.A., Hope College; M.A., Miami University; Ph.D., University of New Mexico

Gretchen Rumohr, Professor of English (2008) B.S., Hope College; M.Ed., Aquinas College; Ph.D., Western Michigan University

Carmen Ruiz-Sánchez, Professor of Spanish (2011) B.A., University of Seville, Spain; M.A., Ph.D., Indiana University

Sister Damien Marie Savino, Dean of Science & Sustainability, Associate Professor of Engineering (2016) B.S., McGill University of Connecticut; M.A., Ph.D., The Catholic University

Julie Schatz-Stevens, Associate Professor of Psychology (2013) A.A., University of North Dakota; B.S. University of Mary; M.A., University of Notre Dame; Ph.D., University of Notre Dame

Stacy Slomski, Instructor of Education (2017). B.A. Aquinas College; M.A., Aquinas College; M.A. Notre Dame.

Joseph Spencer, Associate Professor of Mathematics (1995) B.S., Manchester College; M.S., Ph.D., Michigan State University

Daniel Wagner, Associate Professor of Philosophy (2017) A.A. Flathead Valley Community College; B.A., The University of Montana; M.A., Gonzaga University; Ph.D.; University of St. Thomas.

David Weinandy, Professor of Communication (1991) B.A., B.S.S.W., M.A., Ph.D., Bowling Green State University

Kyle Westmass, Assistant Professor of Theater (2019) B.A. Grand Valley State University; M.F.A. California Institute of the Arts.

Molly Wilson, Assistant Professor of Counselor Education (2017) B.A. Knox College; M.A., The University of Toledo; Ph.D., The University of Wyoming.

Bradford Winkler, Associate Professor of Political Science (1979) B.A. The College of Wooster; M.A., Bowling Green State University; J.D., Thomas M. Cooley Law School

Emeriti Faculty

Joyce Alman, Associate Professor Emerita of Accounting (1974 –1994) B.A., Michigan State University; CPA.; MBA, Western Michigan University

C. Edward Balog, President Emeritus (2006 – 2011) B.A., M.A., West Virginia University; Ph.D., University of Illinois

Glenn Barkan, Professor Emeritus of Political Science (1973 – 2009) B.A., Hobart College; M.A., Ph.D., Claremont Graduate School

Timothy Bennett, Associate Professor Emeritus of Education (1996 – 2011) BS, Michigan State University; M.A., Grand Valley State University; M.A., Michigan State University

Frederick Bernard, Associate Professor Emeritus of English (1955– 1986) B.A., M.A., Wayne State University

Paul Bieneman, Professor Emeritus of Geography (1975 – 2011) BS, University of Wisconsin, Stevens Point; M.A., Ph.D., University of Oklahoma

Michael Blomme, Professor Emeritus of Chemistry (1980–2002) BS Humboldt State University; MS Ed.D. University of Michigan

Larry Blovits, Professor Emeritus of Art (1967–1993) BFA, M.F.A., Wayne State University

Paul Brewer, Associate Professor of Music (1999) B.A., M.M., Central State University, Oklahoma; D.A., University of Northern Colorado

Sister Lenora Carmody, O.P., Professor Emerita of Mathematics Education (1963–1989) B.A., Aquinas College; M.A. University of Illinois; Ph.D., The Ohio State University

Donald Chaffee, Jr., Professor Emeritus in-the-College (1992–2013) A.B., Middlebury College; Ph.D., University of California, Davis

Li-Heng Chen, Professor of Chemistry (1983-2020) B.S., National Taiwan University; M.S., State University of New York at Stony Brook; Ph.D., Texas A & M University.

Barbara Taylor Cragg, Professor Emerita of Geography (1986–2000) B.A., M.I.S., University of Montana; Ph.D., University of Oregon

W. Michael Cushion, Associate Professor Emeritus of Sociology (1996-2017) B.A., University of Nevada; M.A., Ph.D., Michigan State University

Pamela Dail Whiting, Associate Professor Emerita of English (1998-2017) B.A., M.A., Michigan State University; M.F.A., Vermont College

Thomas Dooley, Professor Emeritus of Computer Information Systems (1977—2006) A.B., Ph.L. St. Louis University; M.A., Marquette University; M.S., University of Wisconsin, Milwaukee

Gary Eberle, Professor Emeritus of English (1987-2017) B.A., M.A., University of Detroit

Bruce Frayman, Professor Emeritus of Psychology (1976 – 2012)) BS, Purdue University; M.A., Ph.D., University of Notre Dame

Charles Frydrych, Jr., Associate Professor Emeritus of Physics (1967– 2007) B.A., Aquinas College; MS Western Michigan University

V. James Garofolo, Professor Emeritus of Education (1979–2004) B.A., Albright College; MAT., Colgate University; Ph.D., Syracuse University

Susan Gasster, Professor Emerita of French and Spanish (1991–2011) BS, Georgetown Language Institute; Ph.D., George Washington University

Leo Graff, Jr., Professor Emeritus of History (1962–2002) B.A., College of St. Thomas; M.A., Ph.D., University of Idaho

Sister Yvonne Greiner, O.P., Associate Professor Emerita of Theology (1980–2004) BM, M.A., Aquinas College;M.M., M.A. University of Notre Dame

Susan Haworth-Hoeppner, Professor of Sociology (1999) B.A., St. Mary's College, Minnesota; M.A., University of Alabama; Ph.D. Wayne State University

Jerome Heckenmueller, Professor Emeritus of Psychology (1973–1995) BS, Xavier University; M.A., Ph.D., Wayne State University

Harwood Hoover, Jr., Professor Emeritus of Business Administration (1978-2014) B.A., University of Colorado; MBA, Western Michigan University; Ph.D., Michigan State University

Lee Jacokes, Professor Emeritus of Psychology (1965–2004) BS Aquinas College; M. A., University of Detroit; Ph.D., Michigan State University

Kurt Kaiser, Professor Emeritus of Art (1997–2013) B.A., St. John's University; M.F.A., University of Colorado

Lenore Kalenda, Professor Emerita of Health, Recreation, and Physical Education (1967–1995) BS, Western Michigan University; M.A., Ph.D., Michigan State University

James Karsina, Professor Emeritus of Art (1970–1997) BS, Winona State University; M.A., M.F.A., University of Iowa

Michael Keller, Vice President Emeritus (1990 – 2011) and Assistant Professor of French (1969 – 1990) BS, University of Maine; M.A., Michigan State University

Michaeleen Kelly, Professor Emerita of Philosophy (1980–2013) B.A., St. Mary's College; Ph.D., University of Notre Dame

Allene Kieff, Associate Professor Emerita of Business Administration (1986–2008) B.A., University of Houston; M.A., Sam Houston State University

Eugene Kozminski, Associate Professor of Physics (1981) BS, Aquinas College; M.A., Western Michigan University

Harry Knopke, President Emeritus (1997–2006) B.A., Dominican College, Wisconsin; M.S., Ph.D., University of Wisconsin-Madison

Shirley Lewis, Professor Emerita-in-the-College (1987–2006) BS Wayne State University; MSEd. Illinois State University; Ed.D. Western Michigan University

Robert Marko, Professor of Theology (1989-2020) B.A., Duquesne University; M.A., University of Pittsburgh; M.S.Ed., Ph.D., Duquesne University

Sister Ann Mason, O.P., Associate Professor Emerita of Mathematics (1974–2013) BS, Aquinas College; M.S., University of Notre Dame; M.A., Aquinas College

Vicki McMillan, Associate Professor of English (1997) B.A., Aquinas College; M.A., M.F.A., Western Michigan University

Joyce McNally, Professor Emerita of Business Administration (1982–1999) B.BA, MBA, Grand Valley State University; D.BA International Graduate School

Sister Marie Celeste Miller, O.P., Associate Professor Emerita of Art (1983 – 2012) B.A., Aquinas College; M.A., Breadloaf School of English, Middlebury College; Ph.D., Emory University

Sister Mary Navarre, O.P., Professor Emerita of Education (1977–2006) B.A., M.A., Aquinas College; MAT., Oakland University; Ed.D. Boston University

R. Paul Nelson, President Emeritus (1990–1997)

Sister Rosemary O'Donnell, O.P., Assistant Professor Emerita of Communication (1971-2014) B.A., Aquinas College; M.A., Marquette University

Miriam Pederson, Professor Emerita of English (1993–2013) B.A. Bethel College; M.F.A., Western Michigan University

Ronald Pederson, Professor Emeritus of Art (1982 – 2012) B.A., Bethel College; M.F.A., University of Minnesota

Gary Robertson, Associate Professor Emeritus of Economics (1969–2013) M.A., University of Detroit

Richard Sedlecky, BArE. Professor Emeritus of Engineering (1956–2003) BS, Aquinas College; BArE, University of Detroit

Stephen Schousen, Professor of Art (1982) B.A., Marietta College; M.F.A., University of Massachusetts

Eugene Smith, Associate Professor Emeritus of Biology (1951–1985) BS, M.S., Marquette University

Betty Smith-Banks, Associate Professor Emerita of Accounting (1994 – 2012) B.A., Morris Brown College; CPA., MBA, Atlanta University School of Business

Lorraine Straw, Professor Emerita of Psychology (1990–2013) B.A., College of Wooster; M.A., Ph.D., The Ohio State University

Betty Taylor, Assistant Professor Emerita of Health, Recreation, and Physical Education (1971–1995) B.A., Central Michigan University; M.A., Western Michigan University

John Teusink, Professor Emeritus of Biology (1969–2002) A.B., Hope College; M.S., Syracuse University; M.S., Central Michigan University

Norman Tychsen, Associate Professor Emeritus of Business Administration (1974–1997) BSCE, University of Minnesota; MBA, University of Chicago

Cynthia VanGelderen, Associate Professor of Accounting (1980) B.B.A., University of Michigan; C.P.A., M.B.A., Western Michigan University

Paul Weber, Associate Professor Emeritus of Business Administration (1989–2013) B.BA, MBA, Western Michigan University

Deborah Wickering, Associate Professor Emerica of Anthropology (1999-2017) B.A., Grand Valley State University; M.A., American University in Cairo, Egypt; Ph.D., University of Manchester

Sister Catherine Williams, O.P., Associate Professor Emerita of Music (1995) BM, BME., Aquinas College; M.M.E., Vandercook College of Music; M.A., Aquinas College

Michael Williams, Professor Emeritus-in-the-College (1974–2004) BS, Regis College; BSM.E., MSM.E., Marquette University; Ph.L. St. Louis University; Ph.D., University of Wisconsin, Milwaukee

Sister Alice Wittenbach, O.P., Professor Emerita of Biology (1969–2005) B.A., Aquinas College; M.N.S., Ph.D., University of Oklahoma

Masato Yamazaki, Assistant Professor Emeritus of Economics (1987-2014) B.A., Keio University; B.A., Wittenberg University; M.A., The Fletcher School of Law and Diplomacy; Ph.D., Duke University

IX. Index

Academic Calendar 4

I. The College 6

II. Admissions and Registration 10

Admission Requirements 11

International Student Information 11

Registrar 12

The College Calendar 12

Academic Advising 12

Unit of Instruction 12

Course Load 12

Late Registration Fee 12

No Show Fee 12

Drop/Add 13

Withdrawal 13

Independent Study Policy 13

Graduation 14

Course Credits 14

Audit 14

Repeat Courses 14

Transfer of Credit 14

Cumulative GPA 14

Grades - Incomplete 15

Transcripts 15

III. Academic Policies 16

Academic Policies 17

Attendance 17

Student Email Account Policy 17

Student Records 17

Student Right-to-Know Act Disclosure 20

Examinations 20

Grade Reporting 20

Progress Toward the Degree 20

Academic Integrity 21

Plagiarism 21

Cheating 21

Complicity 22

Violations of the Academic Honesty Policy 22

Reports of Academic Dishonesty 22
Academic Grievances 22
Academic Probation/Dismissal Policy 22

IV. Expenses and Financial Aid 23
Expenses 24
Tuition 24
Payment of Tuition and Fees 24
Payment Plans 24
Student Accounts Balance Policy 24
Aquinas College Employer Tuition Reimbursement Plan 25
Past Due Obligations 25
Returned Checks 25
Errors or Disputes 25
Tuition Refund Policy 25
Financial Aid 26
Donnelly Scholarship and Hruby Scholarship 26
Veterans Information 26

V. Academic Programs 27
Master of Arts in Counseling Program 28
Introduction 28
MAC Mission Statement 29
MAC Program Objectives 29
MAC Application and Admission Requirements 29
Preliminary Interview 30
Official Transcripts 30
The Graduate Record Exam (GRE) 30
Letters of Recommendation 30
Professional Goals Statement 31
Criminal Background Check 31
Evidence of English Language Proficiency 31
Application Fee 32
Transfer Credit from Other Institutions 32
Requirements for Final Admission into the MAC Program 32
Requirements for Admission to Advanced Techniques & Practicum in Clinical Counseling 32
Admission as a "Coursework Only" Student 33
MAC Academic Standing and Professional Expectations 33
MAC Program Requirements 33
MAC Graduate Student Handbook 33

Requirements for Admission to Internship 34
Full-time Status 35
Time Limitations 35
Transfer Credit 35
Program Fees 36
MAC Curriculum Overview 37
Three Year Program of Study for Full-Time Cohorts 37
Four Year Program of Study for Part-Time Cohorts 38
MAC Course Descriptions 39
Master of Management 43
Introduction 43
MM Mission Statement 43
Values 43
MM Program Objectives 44
MM Application and Admission Requirements 44
Regular Admission 44
Conditional Admission and Probation 44
Application Procedure 44
Audit 45
Guest Students 45
MM Academic Standing and Professional Expectations 45
MM Program Requirements 45
MM Curriculum Overview 46
MM Course Descriptions 47
Master in the Art of Teaching 49
Introduction 49
MAT Mission 49
MAT Application and Admissions Requirements 49
Transfer Credits 49
Audit 50
Guest Students 50
MAT Academic Standing and Professional Expectations 50
Probation/Dismissal Policy 50
Educator Ethics & Professional Dispositions 50
MAT Program Requirements 50
MAT Curriculum Overview 51
Bilingual Spanish (YF) Endorsement 52
Early Childhood Education (ZS) Endorsement 52
ESL - English as a Second Language (NS) Endorsement 53
Learning Disabilities (SM) Endorsement 53

Reading - Secondary (BT) Endorsement 54
M.A.T. Secondary Certification 54
MAT Course Descriptions 55
Master in Education (M.Ed.) 62
Introduction 62
ME Mission 62
ME Application and Admissions Requirements 62
Admission requirements 62
Provisional Acceptance 62
Audit 63
Guest Students 63
ME Academic Standing and Professional Expectations 63
Academic Standing 63
Educator Ethics & Professional Dispositions 63
ME Curriculum Overview 64
Secondary Certification Coursework 64
ME Course Descriptions 64

VI. Student Policies and Regulations 72
Student Policies and Regulations 73
Student Conduct 73
Student Personal Welfare 73
Emergency Situations 74
Disability Accommodations 74
Tobacco Use 74

VII. Student Resource Guide 75
Student Resource Guide 76

VIII. Directories 78
Full Time Faculty 80
Emeriti Faculty 84

AQUINAS COLLEGE

1700 Fulton St. East

Grand Rapids, MI 49506-1800

616-632-8900

800-678-9593 (Admissions Office)

aquinas.edu

https://www.aquinas.edu/academics/graduate