

AQUINAS COLLEGE

School of Education

Accelerated M.Ed. (AME) Information Packet 2023



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Application Deadline (Round 1): April 15, 2023

Application Deadline (Round 2): May 1, 2023

Aquinas College School of Education

“AME” Program

Program Overview

The Aquinas College School of Education (AQ-SOE) is approved by the Michigan Department of Education (MDE) to offer an innovative, cohort variation of our Master in Education (M.Ed.) program. This Accelerated M.Ed. (AME) program prepares participants for initial teacher certification at either the elementary (grades PK-3 or 3-6) or secondary (grades 5-9 or 7-12) level by applying a flexible, residency model. The AME program aligns with [Michigan's revised certification structure](#) and standards for the preparation of teachers. Cohort participants secure clinical placements to support their content-area preparation and complete courses that meet on Monday or Tuesday evenings and two Saturday mornings a month. Courses may be face-to-face or online.

The AME program is ideally suited for paraprofessionals, individuals on temporary/emergency permits, or long-term substitute teachers. Offering an accelerated curriculum paired with an extensive school residency, participants complete their initial certification in one grade band in 16 months and then continue on to complete a master's thesis project. If certification is desired in two grade bands, PK-3 & 3-6 or 5-9 & 7-12 a participant must meet with the AME program director to determine if the placement has the flexibility to address the requirements during your time in the program. Accepted participants who are not able to fulfill all their clinical fieldwork may be required to extend their program to complete a semester of traditional student teaching. Each candidate is evaluated on a case-by-case basis to ensure that all professional preparation competencies have been met prior to being recommended for certification.

Candidate Application Requirements

Qualified applicants must meet all of the requirements listed below:

- BA/BS degree from an accredited college/university
- Cumulative college GPA of 3.0 or higher
- A detailed cover letter expressing career goals, outlining past experiences working with children youth, and identifying existing or potential school sponsorships
- Submission of official transcripts from all colleges and universities attended
- Current professional resume
- Minimum of two letters of recommendation from individuals employed in a PK-12 education.
- 2-3-minute teaching demonstration video (any topic or audience)
- At least 100 hours working with students in the target age group
- Basic proficiency in Mathematics and English Reading/Writing as demonstrated by transcript review
- Full national background check including the national sex offender registry

Elementary candidates will be required to pass with at least 80% the AME Test of Basic Math prior to the start of the program. This ensures students will be successful in the mathematics education courses and elementary Michigan Test for Teacher Certification (MTTC) exam. Applicants who score below 80% will have the opportunity to complete an undergraduate math course, participate in a non-credit mathematics refresher, or study on their own and retake the test before the beginning of the program.

Secondary candidates will be required to pass the Michigan Test for Teacher Certification (MTTC) by August 15 for the subject area in which they will seek certification. This will ensure that applicants have the content knowledge needed to teach during their program residency.

Overarching Program Expectations

- Participants are expected to be employed or arrange a volunteer position in a school setting aligned with their target certification grade band and subject-area.
- Participants are expected to maintain a cumulative GPA of 3.0 or higher and not receive a grade below a C in any course. Please note, the AME program requires a significant time commitment and focus as participants are essentially working full-time and taking graduate courses full-time.
- Participants are expected to attend all scheduled class sessions and clinical placements. Excessive absences will be grounds for program probation and possible dismissal from the program.
- Participants are expected to conduct themselves in alignment with the [Michigan Code of Educational Ethics](#) and will be evaluated regularly with regard to AQ-SOE Professional Disposition Expectations. Reported dispositional concerns will be brought to the attention of participants for potential remediation. Ethics, confidentiality, and/or academic integrity infractions may be grounds for immediate dismissal from the program.
- Participants are expected to inform the School of Education of all employment changes throughout the program and maintain updated MOUs. Failure to communicate a change in employment or volunteer position in a school setting is grounds for dismissal from the program.

Cohort 2023 Timeline

Currently	Application Open Deadlines = April 15, 2023 & May 1, 2023
April-May	Group Interviews
June	Provisional Acceptance Notification (pending test scores)
April-August	AME Basic Math or MTTC test(s)
August 19	Graduate Student Orientation (Mandatory)
Aug 21-Dec 15	Fall Semester I
Jan 15-May 10	Spring Semester
May 13-July 19	Summer Semester
Aug 19-Dec 13	Fall Semester II

Course Meeting Format

Attendance at all class sessions is mandatory. The first sequence of classes begins August 21, 2023. The final sequence of classes will end by December 20, 2024. In addition to online, independent work, cohort

class sessions are held on Monday or Tuesday evenings from **6-10 p.m.** and two **Saturdays** each month from **8 a.m. to Noon**. Fall break, Thanksgiving break, Christmas break, Easter break and Spring break will be observed in accordance with the Aquinas College campus academic calendar.

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

AME Graduate Degree Program

The AME program is intentionally designed to prepare qualified initial certification candidates through cohort-based professional preparation coursework completed concurrently with reflective, clinical experience work that includes significant opportunities for observing, teaching, and co-teaching. Essential to the residency model of the AME program is an attitude that is receptive to constructive feedback and mentor input with regard to instructional and professional practice.

Required Coursework for Initial Certification

The participant will complete the courses listed below with the cohort on Monday or Tuesday evenings and two Saturday mornings a month. Courses may be face-to-face or online.

PROFESSIONAL Coursework	
EN-501 Introduction to Education (3 credits)	EN-579 Inclusion (3 credits)
EN-502 Instructional Design (1 credit)	EN-590 Teaching Internship & Seminar (3 credits)
EN-503 Teaching Apprenticeship (3 credits)	EN-596 School & Society (3 credits)
EN-543 Literacy for Diverse Learners (3 credits)	EN-610 Reading Diagnosis & Remediation (3 credits)

ELEMENTARY Coursework	
EN-530 Lower Literacy Methods (3 credits)	EN-540 Lower Math Methods (3 credits)
EN-532 Upper Literacy Methods (3 credits)	EN-542 Upper Math Methods (3 credits)
	EN-560 Methods in Science/Social Studies (3 credits)

SECONDARY Coursework	
EN-508 Secondary Curriculum, Methods & Assessment (3 credits)	EN-550 Adolescent Development (3 credits)
	EN-554 Literacy & Methods in the Disciplines (3 credits)

Graduate Research Coursework

To earn the graduate degree, candidates must complete the **additional** coursework needed for the thesis project within five years from the date of their first cohort graduate course. At least 36 graduate credits are required to complete a Master in Education (M.Ed.) degree at Aquinas College.

GRADUATE RESEARCH Coursework	
EN-510 Research Methods, Design & Analysis (3 credits)	EN-512 Thesis: Data Analysis (2 credits)
EN-511 Thesis: Data Collection (2 credit)	EN-513 Thesis: Research Presentation (1 credit)

Portfolio

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

Residency Support Team for Initial Certification

A support team will be established for each candidate and will include the following individuals:

- The AME participant candidate
- The building principal or assigned district administrator
- An assigned mentor teacher from the same building or district
- A teacher education field supervisor from Aquinas College

The focus of the support team will be to:

1. Offer support and share resources with the candidate
2. Conduct clinical field observations and evaluations
3. Provide formative feedback to the candidate

Each support team should be established prior to the start of the program and must include a signed Memorandum of Understanding (MOU) outlining the AME candidate's duties and responsibilities as well as the responsibilities of the school district hosting the candidate.

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

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

Recommendation for Certification

Once a participant has successfully completed all coursework with grades being posted, constructed an approved portfolio, received acceptable evaluation ratings from the support team, passed the appropriate MTTC subject area test(s), and completed all other certification requirements (e.g., Adult/Child First Aid and CPR, MOECS verification), the candidate will be eligible to be recommended for initial, standard teacher certification. Participants who desire certification in two grade bands, PK-3 & 3-6 or 5-9 & 7-12 must meet with the AME program director to determine if the placement has the flexibility to address the requirements during your time in the program.

Application Process

To be accepted into the AME program, applicants must provide documentation of a secured relationship with a school/district. A letter of intent or email from a school administrator that confirms that the school will partner with Aquinas College (AQ) to provide the necessary classroom access and mentorship required for their preparation program to be successful is required prior to acceptance. School administrators are encouraged to review the AME Clinical Partnership Memorandum of Understanding (MOU), even though a signed MOU is not required until the start of the school year.

Step 1: Complete the [online M.Ed. application form](#) on the AQ website, selecting “Full Master in Education degree” as your program choice.

Step 2: Submit a detailed cover letter expressing your career goals, outlining your past experiences working with children/youth, and identifying any existing or potential school sponsorships.

Step 3: Request official sealed transcripts for your completed bachelor’s degree as well as official sealed transcripts from any other post-secondary institutions attended.

Step 4: Have at least two professional references sent from individuals currently employed in K12 education. Send via email to SchoolofEd@aquinas.edu.

Step 5: Record and share a 2-3-minute teaching demonstration video.

Step 6: Pass the appropriate MTTC subject-area test(s) (secondary candidates only). Pass the AME Basic Math test (elementary candidates only).

Step 7: Participate in a group interview session. While on campus, sign and submit background check release forms.

Step 8: Provide a letter of intent or email from a school administrator that confirms that the school will partner with AQ to provide the necessary classroom access and mentorship.

Step 9: Sign and submit a MOU acknowledging your responsibilities with regard to program expectations.

Fees and Tuition

Unless employed at a partner K12 school district, cohort participants will be billed full price at the current M.Ed. graduate student tuition rate (\$673/credit hour for 2023-24). Test fees, not reflected below, include Michigan Teacher Test for Certification (MTTC) which are approximately \$246 per test. If auditing a course, administration fees will apply.

	Elem / Sec Credits	Full Tuition Elementary	GYO-Partner Discount (20%)	Full Tuition Secondary	GYO-Partner Discount (20%)
Fall 2023	10 / 7	\$6,730	\$5,384	\$4,711	\$3,769
Spring 2024	10 / 7	\$6,730	\$5,384	\$4,711	\$3,769
Summer 2024	6 / 6	\$4,038	\$3,230	\$4,038	\$3,230
*Fall 2024	9 / 9	\$6,057	\$4,846	\$6,057	\$4,846
TOTAL	35 / 29	\$23,555	\$18,844	\$19,517	\$15,614
*Thesis Coursework	8 / 8	\$5,384	\$4,307	\$5,384	\$4,307
		\$28,939	\$23,151	\$24,901	\$19,921

Tuition is subject to change based on the College’s annual tuition increase

Participants who work for a Diocesan school and who meet qualification requirements will be eligible for the 50% Diocesan Employee Tuition Discount: tuition expenses = \$11,777.50 / \$9,758.50 (Full M.Ed. program = \$14,469.50 / \$12,450.50).

If you qualify, Military/VA benefits may be used toward tuition costs.

Professional Disposition Expectations

As a student in the Aquinas College School of Education, you are preparing for a professional career in the field of education. In keeping with this goal, the standards set by the Michigan State Department of Education, and the 4th domain of the Danielson Framework for Teaching, the School of Education has identified the following 10 professional dispositions as behaviors which all students will be expected to display and maintain both in class and in the field.

- 4A Engages in meaningful self-evaluation and reflection; Receptive to feedback** - You are a reflective practitioner. You don't shy away from constructive criticism, but instead seek out others' suggestions for professional growth and conduct regular self-assessments. You accept criticism calmly and integrate feedback. You accept responsibility for your successes and your mistakes.
- 4B Maintains accurate and organized records/work** - As a professional educator, you generate various data, are privy to a vast amount of cumulative, confidential and common information, and regularly receive requests for input and completion of forms, duties and other tasks. You keep information accurate, organized and secure so that it is ever safe and easily located and interpreted.
- 4C Uses mature and sensitive communication with all stakeholders (peers, supervisors, support professionals, students and parents)** - You use various methods of communication as a tool to seek out opportunities to build positive relationships with others. You listen to others with empathy and work to understand diverse perspectives. Your respect for others is reflected in the way you talk, write and listen. You are able to communicate clearly and effectively in a variety of formats and demonstrate appropriate interpersonal, listening and communication skills.
- 4D Maintains positive relationships, building community and collaborating effectively with stakeholders (peers, supervisors, support professionals, students and parents) consistently demonstrating sensitivity to diversity and displaying respect for others** - You seek out opportunities to build positive relationships with others. You treat everyone with respect. You seek creative solutions through consensus. Your actions and attitude make it clear to others that you respect and value every student, every person. You create an educational environment that values diversity and which addresses the unique needs of each individual.
- 4E Grows and develops professionally** - As an educator you recognize the importance of being a lifelong learner and practice this belief by developing, at a minimum, an annual personal professional development plan, seeking out and participating in professional development, as well as supporting and participating in the professional community of your own school, that of the district and the wider state and national educational arenas.
- 4F Shows Professionalism**
- 4F-1 Maintains confidentiality and adheres to professional ethics** - You are informed of and follow the Michigan Department of Education professional Code of Ethics for teachers. You do not talk about students or colleagues inappropriately. You maintain student confidentiality.
- 4F-2 Arrives on time and is well-prepared; manages time well** - You are prompt and well-prepared for class/meetings. Assignments and project work are on time and complete. You contact faculty, supervising and cooperating teachers, etc. if you will be late or absent.
- 4F-3 Maintains a professional appearance** - You come to your education courses and field placements appropriately dressed. Jeans and casual clothes are acceptable, but they should not be dirty, sloppy or physically revealing. You maintain good grooming and hygiene at all times.

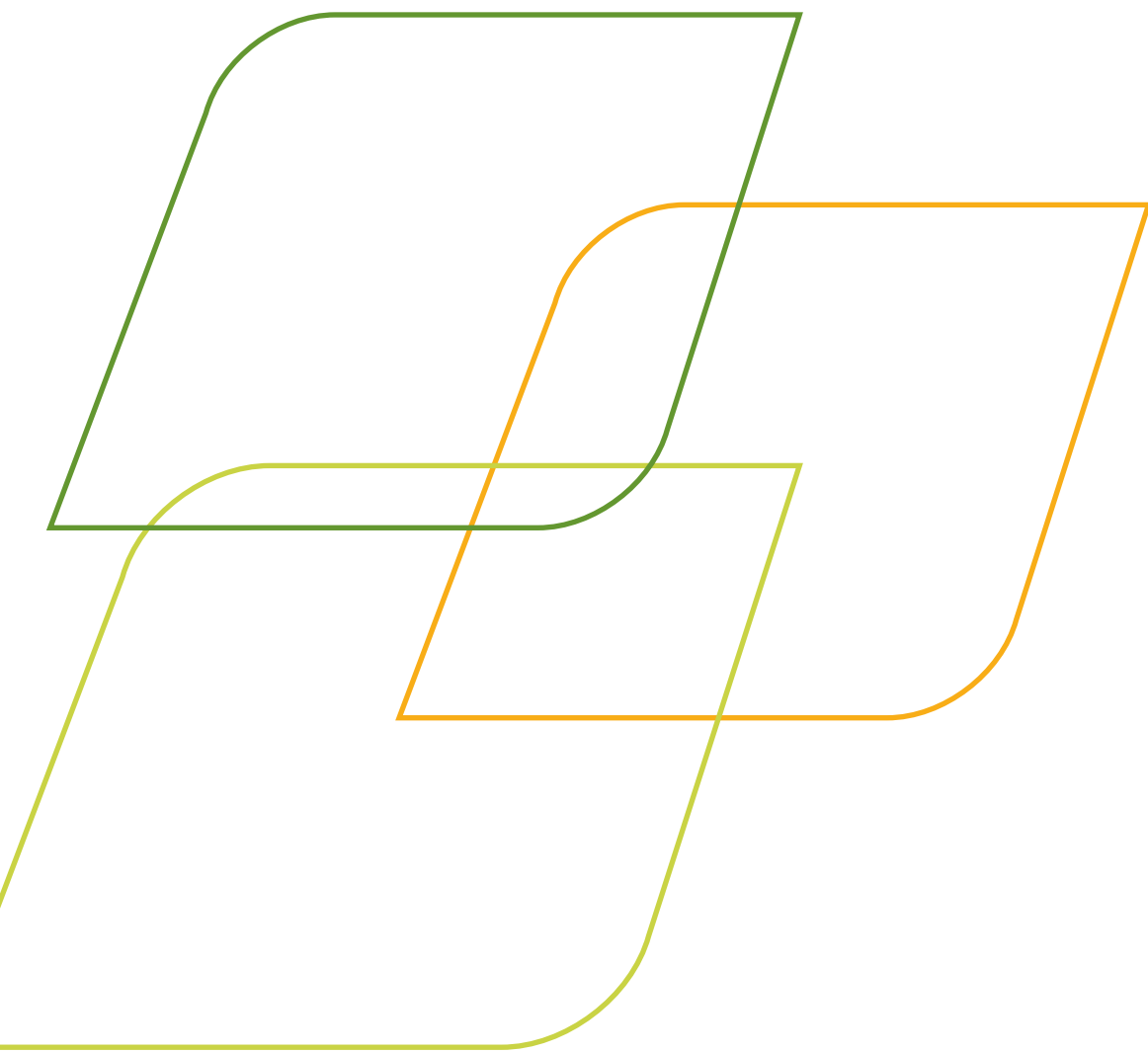
4F-4 Exhibits a positive and professional attitude; maintains poise, especially in emotional and stressful settings - Your behavior, attitude and comments should reflect a positive, constructive approach. You participate fully in discussions and class activities. You demonstrate resourcefulness, initiative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

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

AQ School of Education Faculty and Staff

Justine Kane, O.P., Ph.D.	Interim Dean of Education	jmk007@aquinas.edu
Stacy Slomski, M.A.	Interim Associate Dean of Education	sms014@aquinas.edu
Michelle Anderson, Ed.D.	AME & Secondary Program Director	mra003@aquinas.edu
Briana Asmus, Ph.D.	Literacy Program Director	bma004@aquinas.edu
Stefani Boutelier, Ph.D.	Graduate Research Program Director	smb009@aquinas.edu
Amy Barto, M.Ed.	Visiting Assistant Professor of Education	alb007@aquinas.edu
Susan Hojnacki, Ph.D.	Assistant Professor of Languages	sgH001@aquinas.edu
Michele Mazurek, B.A.	Certification Officer/SOE Manager	mmm006@aquinas.edu
Stephanie Grey, M.Ed.	Administrative Support/Records Specialist	greys@aquinas.edu





AQUINAS COLLEGE

1700 Fulton St. E
Grand Rapids, MI 49506