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The graduate faculty at Siena Heights University is comprised of dedicated and active members of their professions, thus offering students the opportunity to learn about the “real world.” The graduate faculty serves as a resource for students and graduates who seek to enhance their professional skills and advance their careers through networking.

Siena’s graduate students represent a variety of backgrounds, goals, educational experiences, and philosophies. The graduate programs attract adults seeking a blend of liberal arts and career education. They follow the Adrian Dominican philosophy of meeting the educational needs of individuals at various stages of personal and professional growth. As a result, a student sharing with other students and professionals is considered a valuable learning experience.
Siena Heights University
2014-2016 Graduate College Catalog

Overview

Siena Heights University is a Catholic, coeducational, liberal arts University offering associate, bachelor, master, and specialist of arts degrees. The university was founded in 1919 by the Adrian Dominican Congregation. In addition to the main campus in Adrian, Siena Heights operates degree completion centers across southern Michigan in Battle Creek, Benton Harbor, Jackson, Kalamazoo, Lansing, Monroe, and Southfield. The university offers graduate programs in Adrian, Lansing, and Southfield, Michigan, as well as totally on-line Leadership degrees.

Accreditation and Associations
Siena Heights University is accredited by the North Central Association of Colleges and Secondary Schools’ Higher Learning Commission and holds membership in the Association of Catholic Colleges and Universities, the Association of Independent Colleges and Universities of Michigan, the National Association of Intercollegiate Athletics, the National Association of Independent Colleges and Universities, the National Association of Schools of Art and Design, the Southeastern Women's Athletic Conference, and the Wolverine-Hoosier Athletic Conference. The master’s degree program in Clinical Mental Health Counseling satisfies the requirements set forth by the Michigan Board of Counseling. The Graduate Education program is governed by guidelines and standards set forth by the Michigan Department of Education. Siena Heights University’s Education Program holds affiliate membership in Council for the Accreditation of Educator Preparation (CAEP).

Student Responsibilities
Graduate students are expected to be familiar with and to follow the program requirements and policies described in this catalog. Students are also expected to be familiar with the Graduate College Student Handbook.

Information to update and supplement deadlines, program requirements, and policies are provided on the Graduate College Website, http://www.sienaheights.edu/gradcollege.

It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion or sexual orientation.

Students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration. However, readmitted students who return after a period of two years or more must complete the degree requirements listed in the current catalog at the time of readmission. Students who have been reinstated following suspension must complete the degree requirements listed in the current catalog at the time of readmission. The readmitted student may not be entitled to complete a program that is no longer offered by the University. Failure to read this catalog does not excuse students from the requirements and regulations described herein.

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the university.

The university reserves the right to make changes that seem necessary or desirable, including course and program cancellations.
Fundamental Ideas and Values

Historical Perspective
Siena Heights University was founded in 1919 by the Adrian Dominican Congregation as a Catholic liberal arts college. The name Siena honors Catherine of Siena, a 14th Century Italian Dominican laywoman who dedicated her life to a quest for truth and social responsibility. Similarly, the mission of Siena Heights—to help students become more competent, purposeful, and ethical—grows out of the philosophy of life advocated by Saint Catherine of Siena and practiced by the Adrian Dominicans. Siena Heights was originally named St. Joseph College, and enrolled many of the graduates of neighboring St. Joseph Academy, founded some years earlier by the Adrian Dominicans. In 1939, St. Joseph College was renamed Siena Heights College. In 1997, the Board of Trustees voted to change the institution's name again and effective July 1, 1998, the institution became Siena Heights University.

Throughout its history, Siena has built a proud tradition of innovative response to changing social needs. Originally a college for women who intended to become teachers, Siena broadened its offerings over the years and by the 1950s was recognized as one of the nation's 10 best liberal arts colleges for women.

In 1957, Siena Heights University initiated a Division of Graduate Studies, which was approved by the North Central Association of Colleges and Schools in 1963. During the late 1960s, Siena became coeducational and expanded its curriculum to include programs in business and human services. In the 1970s, Siena took a leading role in providing opportunities for adult students seeking undergraduate degrees by offering weekend and evening classes and opening degree-completion centers across Michigan. At present, the Graduate College offers extensive totally online and evening course schedules at the main campus in Adrian, and at its graduate and undergraduate off-campus centers in Southfield, and Lansing, Michigan. Online courses are offered at Lake Michigan College in Benton Harbor, Michigan Monroe County Community College in Monroe, Michigan and at Kellogg Community College in Battle Creek, Michigan.

In 2000, Siena Heights established three colleges to deliver its academic programs: the College of Arts and Sciences, the College for Professional Studies, and the Graduate College. The Adrian campus offers graduate programs in Clinical Mental Health Counseling, Leadership, Education, and Educational Leadership. The Metro Detroit Center, in Southfield, and the Lansing Community College Degree Completion Center, in Lansing, offer master’s degrees in Leadership and Clinical Mental Health Counseling. The master’s degree in Leadership is also offered totally online at the Lake Michigan College, Kellogg Community College, and Monroe County Community College centers.

Today, Siena Heights University continues its long tradition of integrating liberal arts and career education. The student's total development as an intellectually, socially, and spiritually responsible human being is the basis of the educational philosophy of Siena Heights University. The university provides an education that will help the students create meaning in their lives and inspire others by their aspirations and achievements. Siena Heights believes that caring people are the key to creating peace and justice in the world.

Philosophy
Siena Heights University is a private, post-secondary institution, which seeks to identify and respond to the educational needs of people at varying stages of their lives. The university believes that education in contemporary society should be based upon clearly defined goals.

Siena Heights University has developed within the framework of Catholicism as lived out in the Adrian Dominican tradition. We believe that individual educational goals should grow out of an encounter with
the values which are a part of this tradition. Specifically, these are the values of the reflective life, the free exploration of ultimate questions, the imperative to witness one's values to the world, the concern for justice in human relationships, and the participation in communal celebration. Inherent in these values is the acceptance of the authenticity of other traditions and their experience of God. The University is also committed to the idea that goals develop in relationship to career possibilities and the realities of society.

University Mission Statement
The mission of Siena Heights, a Catholic university founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful and ethical through a teaching and learning environment which respects the dignity of all.

In light of its mission statement, Siena Heights has devised a set of specific educational goals. The university:

- Provides for the development of skills necessary for individual survival and success in post-industrial society. These are the skills of conflict resolution, forecasting, systematic thinking, creative management, information usage, problem solving, decision making, group facilitation, leadership, and independent learning.

- Commits itself to challenge each of its students to expand his or her abilities in the primary realms of communication (reading, writing, listening, and speaking) and in the computational area.

- Provides encounters in which each of its students will be asked to examine the assumptions upon which they are basing their lives.

- Maintains a process through which students will explore career options and clarify their own career expectations.

- Provides opportunities for students to explore moral dilemmas in the hope that these may lead to greater ethical sensitivity.

- Believes that each graduate should have mastered a variety of challenges which require the use of skills gained in his or her education program.

- Endeavors to provide in-depth educational programs in selected disciplines and professions. The University believes that each in-depth program should be characterized by statements of outcomes which should characterize a graduate of that particular program.

- Believes in the education of the total person and will adjust its curriculum to provide for the developmental needs of its students.
Institutional Goals
In light of its mission statement, Siena Heights has devised a set of specific institutional goals. In order to maintain institutional viability, the university:

- Places emphasis on quality instruction and maintains a standard of excellence. The university commits itself to utilize periodic program and faculty evaluation in developing high quality instruction.
- Strives to locate highly qualified faculty or staff members for each position as it becomes available.
- Intends to be an experimenting institution. It seeks continually to deliver education more effectively through the creative employment of new teaching styles and learning environments.
- Identifies the personal needs of local and regional communities and prepares the professionals and paraprofessionals needed in these areas.
- Seeks to gain national attention for its educational approaches so that it might make an institutional impact upon the continuing national debate about the nature and purposes of contemporary post-secondary education.
- Epitomizes in its own structure and practices a society in which each individual involved may have maximum opportunities both for personal growth and for participation in the life of the university community.
- Is an “enabling institution” which seeks to develop cooperative arrangements with a wide variety of individuals and institutions in the interest of creating effective learning encounters and environments.

Mission of the Graduate College
The mission of the Graduate College is to help students integrate theory into practice. The graduate programs support the mission of Siena Heights University by fostering the personal and professional living of a purposeful, competent, and ethical life. In the spirit of St. Dominic Guzman, who began the Dominican Order or the Order of Preachers, the graduate programs encourage contemplation and the sharing of the fruits of that contemplation.
General Information

Locations
The following is a list of the locations and graduate programs offered by Siena Heights University: The university offers Master of Arts degree programs in Education, Clinical Mental Health Counseling and Leadership, and a specialist’s degree in Educational Leadership. Not all programs are offered at all locations (see website for current information). Courses taken at one location may be applied to the program requirements at another location; program requirements are the same at all locations.

Adrian Campus
1247 East Siena Heights Drive
Adrian, MI 49221
Phone: 517-264-7665 / 877-438-1596 / FAX: 517-264-7714
Offering Master of Arts degrees in Clinical Mental Health Counseling, Leadership, and Education (including School Principal Preparation, Special Education and a Specialist of Arts degree in Educational Leadership. Teachers can also complete renewals, upgrades, and endorsements.)

Kellogg Community College Center in Battle Creek
450 North Avenue, Battle Creek, MI 49107
Phone: 800-203-1560
Offering the Master of Arts degree in Leadership (Organizational, Health Care) in a TOTALLY ONLINE format

Lake Michigan College Center in Benton Harbor
2755 East Napier Avenue, C-204, Benton Harbor, MI 49022
Phone: 269-927-6711
Offering the Master of Arts degree in Leadership (Organizational, Health Care) in a TOTALLY ONLINE format

Lansing Community College University Center in Lansing
210 West Shiawassee, P.O. Box 40010, Mail Code 8200S, Lansing, MI 48901
Phone: 517-483-9726
Offering the Master of Arts degrees in Clinical Mental Health Counseling and Leadership (Organizational, Health Care,)

Metropolitan Detroit Center in Southfield
19675 West 10 Mile Road, Suite 400, Southfield, MI 48075
Phone: 248-799-5490, ext. 4 / 800-787-7784, ext. 4 / FAX: 248-799-5491
Offering the Master of Arts degrees in Clinical Mental Health Counseling and Leadership (Organizational, Health Care, Higher Education)

Monroe County Community College Center in Monroe
1555 South Raisinville Road, Monroe, MI 48161
Phone: 734-384-4133 / FAX: 734-384-4331
Offering the Master of Arts degree in Leadership (Organizational, Health Care) in a TOTALLY ONLINE format
Summary of Admissions Requirements
(See the Admissions section in this catalog for more details)

- Undergraduate degree from an accredited institution, with minimum 3.00 cumulative grade point average (on a 4.00 scale).
- Official sealed transcripts from all previous institutions of higher learning. Transcripts must be mailed directly to Siena Heights University.
- Current professional resume
- Completed online application (including essay)
- Essay: Criteria for essay is shown in the application content
- Completed Criminal Conviction Disclosure Form
- Three letters of professional (business or academic) recommendation on letterhead
- For teachers, a copy of the teacher’s certificate
- Graduate Record Exam (GRE) is not required

Students with a wide variety of undergraduate majors may be admitted to the master’s degree programs in Clinical Mental Health Counseling and Leadership. Students interested in Education should refer to that section of this catalog for additional admissions information.

Overview of Degree Programs
Courses are scheduled from 10 to 14 weeks in length and utilize a variety of formats: traditional classroom, blended (mixture of classroom and online), and totally online. The Organizational Leadership program and Health Care Leadership programs are offered totally on-line and in hybrid formats on the Adrian, Lansing and Southfield campuses. The Graduate College has three (3) semesters: Fall, Winter and Summer. The Winter semester is broken into two terms; Winter 1 and Winter 2.

The Graduate College is committed to helping students move smoothly through their course work, accessing classes in an orderly sequence according to collaboratively developed degree plans. The Organizational, Health Care and Higher Education Leadership programs, as well as the Clinical Mental Health Counseling program, operate on a flexible cohort model. Students are admitted to those programs only in Fall (August) and Winter 1 (January). Students are assigned a common cohort degree plan designed to help them move through their classes in a logical, developmental sequence. Cohort degree plans can be modified to accommodate student desires to move through the program at a slower pace or to accommodate special situations, such as a student’s need to take a semester off or to repeat a course. However, students are responsible for registering according to their cohort degree plan and for consulting their advisor about ANY situation that requires alteration of the plan. Failure to follow an assigned plan may result in situations where needed classes are not available in a particular semester. In rare situations, students may be admitted to cohort programs outside of the normal admissions cycle (Fall, Winter 1). In those circumstances, alternative degree plans will be developed by the advisor in collaboration with the student. Graduate student athletes and Graduate Assistants should work particularly close with their advisors to assure a smooth progression through their program.
All graduate programs are based on professional competencies recognized by external authorities. The Education Program complies with standards set by the Michigan Department of Education. The Clinical Mental Health Counseling Program complies with standards set by the Michigan Board of Counseling.

In addition to coursework, the master’s degree programs in Clinical Mental Health Counseling, most concentrations in Education and Educational Leadership, and the Health Care and Higher Education concentrations in the Master of Arts in Leadership, require at least one three-credit practicum or internship.

**Degree Planning and Advising**
Part of the admissions process involves students and advisors developing a degree plan. This degree plan outlines the sequence of courses that the student will take. The degree plan takes into account which terms courses are offered, how many courses a student intends to take every year, and options if modifications to the plan are necessary. Because the degree plan is a tentative one, the student is expected to initiate a meeting with the advisor to revise or make needed changes to the tentative degree plan.

**Time Commitments**
Most three-semester-hour graduate courses require students to attend live class sessions for a total of 10.5 to 42 hours and require an additional 50 to 150 hours of out-of-class and/or online learning activities, or five to 12 hours per week. Thus, part-time students are encouraged to take no more than two courses a term. Experience has shown that students who are working full-time should plan on taking at least two years to complete the 36-credit-hour master’s degree programs in Education and Leadership, and should plan on taking at least three years to complete the 60-credit-hour master’s degree program in Clinical Mental Health Counseling.

**Benefits of the Graduate College at Siena Heights University**
The University's master’s degree programs offer: high academic quality; convenience in terms of location, schedule (night and weekend classes), and format (traditional, face-to-face, partly or totally online); highly qualified and experienced faculty; affordable price; convenient parking; small class sizes; free academic advising and career counseling; free use of library, including interlibrary loan (technology fees are assessed every semester for use of computing and technology resources on all campuses).

**Sources of Information about the Graduate College**
The Graduate Catalog is the fundamental document regarding academic requirements. Students, faculty, and the institution are equally bound by the catalog. Occasionally, changes to the catalog (addenda) are posted on mySiena https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/. In addition to the catalog, several other sources of information regarding policies, procedures, and institutional resources are available. These publications contain information that changes more rapidly than the catalog. Students should consult the website, https://mysiena.sienaheights.edu/ICS/ for up-to-date information regarding changes to these policies. In addition, the mySiena website contains the schedule of available courses for each term. This schedule is located under “Available Classes.”

**Academic Calendar**
The current academic calendar for the Graduate College can be found on the Siena website at https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/. All locations start Fall term graduate classes in late August. Winter term classes start in early January. Spring (Winter II) classes start in March and Summer classes begin in June. The current schedule of classes, found on the mySiena website https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Graduate_College/ will show classes available for each term and will also provide location, starting and ending dates for classes, course format (traditional, blended, online, etc.), and other information.
University Administration, Graduate Council, and Graduate Faculty

University Administration

The senior administration of the university consists of the president and the president's staff. This leadership team is known as the Executive Committee of the Administration (ECA).

Graduate College Faculty, Administration, and Governance

Graduate Council is the institutional body responsible for the establishment of policies and procedures for the Graduate College at Siena Heights University. Graduate Council is chaired by the Dean of the Graduate College and includes graduate program directors, other graduate faculty, undergraduate faculty representatives of pertinent programs, administrative staff members, and a graduate student representative. The Dean of the Graduate College, along with the academic program coordinators and the off-campus center directors, has the responsibility for the administration of the policies and the implementation of the procedures established by Graduate Council. Inquiries about the policies and procedures described in the catalog should be directed to the Dean of the Graduate College.

2014-2016 Graduate Council Members

Linda Sandel Pettit, Ed.D., Dean of the Graduate College,
Program Director – Clinical Mental Health Counseling, Assistant Professor
Carrie Mitchell, Ed.D., Director of Education, Assistant Professor
James Loughran, Ph.D., Program Director - Blended Organizational Leadership, Associate Professor
John W. Fick, Ed.D., Program Director - Healthcare Leadership, Associate Professor
David Lucas, Ph.D., Program Director - Organizational Leadership, Assistant Professor
Patricia L. McDonald, O.P., Ed.D., LPC, COI, BCPC, Director of Faculty Development, Program
Director, Higher Education Leadership, Professor
Jennifer Ermiger, Psy.D., Assistant Program Director - Clinical Mental Health Counseling, Asst. Professor
Elizabeth (Betsy) Brooks, M.A., Recruiter, Customer Relations Coordinator
Mary Schaale, Office Systems Administrator, Metro Detroit Center
Christine Irwin, Administrative Assistant, Adrian Campus
Susan Bissa, Administrative Assistant, Metro Detroit Center
Cheri Betz, M.A., Southwest Regional Director, College for Professional Studies
Jeff Kallenbach, Ph.D., Associate Professor of Mathematics
Brenda Doremus, M.A., University Registrar
Fatmy Abed Pinero, M.A., International Public Relations Specialist
Liesel Riggs, Senior Communications Specialist, Office of Integrated University Marketing
Daniel Morris, M.A., Director of International Studies
Academic Policies and Practices

Admission Policies and Procedures
In addition to the general requirements for admission, students in the graduate Education Program and in the Clinical Mental Health Counseling Program need to refer to the admission requirements for their programs as noted in this catalog. Admissions decisions are the responsibility of the program directors.

Regular Admission
Admission to a Graduate College program with Regular Status requires:

- A bachelor's degree from an accredited college or university as evidenced by official transcripts sent directly from the awarding institution to the Graduate College office at Siena Heights University. See the Siena website for current mailing information.
- A minimum undergraduate cumulative grade point average of 3.00 on a 4.00 grade point scale.
- A resume outlining educational and professional work-related experiences and accomplishments, paid and volunteer, pertinent to the respective program of intended study.
- A completed online application form.
- Official transcripts of ALL college and graduate level work.
- A completed Criminal Conviction Disclosure Form http://www.sienaheights.edu/About/DepartmentsOffices/RegistrarsOffice/DocumentsForms.aspx
- Response to application essay questions Essay criteria and full response instructions can be found at: https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/Graduate_College_Home.jnz?portlet=Documents
- Three letters of reference. These references should address the potential graduate student's ability, motivation, education, experience, and other preparation to pursue the chosen graduate program, as well as his or her interpersonal skills and interactions. Appropriate references include those from business supervisors, long-term colleagues and college instructors. Personal references are not accepted. The letters of reference must be original signed letters sent on letterhead directly from the referrer to the Graduate College Office at Siena Heights University. Letters of reference may be e-mailed but must come directly from the writer’s professional email address.
- An interview with the director of the program or faculty member for which the potential graduate student is applying (for all Clinical Mental Health Counseling concentrations and some Leadership concentrations).
- A copy of applicant’s teacher certification (for most Education concentrations).
Probationary Admission
Admission to pursue graduate study with Probationary Status may be granted when a potential graduate student has a bachelor's degree but does not satisfy all conditions for admission to a Graduate College program with Regular Status. Probationary status may be granted on the basis of exceptional experience, maturity, or training as evidenced by a personal/professional resume or vita, letters of reference, and written personal and professional essays. Upon the fulfillment of all conditions for Regular Status, and the satisfactory completion of no less than of six semester hours with a letter grade of B or better (on a 3.0 - 4.0 scale) in all courses, the student’s admission status will be changed to full acceptance. Probationary status and length of probation will be stated in the student’s acceptance letter.

Probationary students who do not satisfactorily complete their first six semester hours with a letter grade of B or better (on a 3.0 - 4.0 scale) in all courses will be suspended from the program with no opportunity for reinstatement.

Provisional Admission
Provisional admission may be granted for a student for one (1) term only with evidence of a baccalaureate degree to take a maximum of six (6) semester hours. The student with provisional admission status must have on file in the Graduate College office a completed application form, a Criminal Conviction Disclosure Form, a resume, and copies of undergraduate transcripts before the initial enrollment, but need not have completed the entire application process. The student who decides to begin a graduate program having accumulated credits during provisional admission status is not guaranteed regular admission to the chosen program, nor that the credits earned as a provisional student will apply toward the Master of Arts degree if the student is granted regular admission status. Provisional admittance does not allow for processing of financial aid awards. Upon full or probationary admittance status, financial aid may be awarded.

Special Student Status
Admission as a Special Student may be granted for a student with evidence of a baccalaureate degree to take a maximum of six (6) semester hours. The special student must have on file in the Graduate College office a completed application form, a resume and copies of all undergraduate transcripts before the initial enrollment, but need not complete the application process. The student who decides to begin a graduate program having accumulated credits as a special student is not guaranteed admission to the chosen program or that the credits will apply toward the Master of Arts degree if the student is admitted.

International Student Admission
This institution is authorized under U.S. federal Law to enroll non-immigrant students. International applicants are subject to all requirements for admission to their chosen graduate program and must meet all the additional requirements noted below:

- Hold a degree which is equivalent to a baccalaureate degree from an accredited college or university in the United States. Official transcripts from all post-secondary institutions previously attended must be provided to Siena Heights University. International transcripts must be evaluated for demonstrating the baccalaureate degree equivalency.
- Applicants whose native language is not English must provide evidence of proficiency in the English language according to the following minimum scores. If the scores on the English Test are acceptable, but indicate the need for further English study, an English as a Second Language Placement Test (EPT) will be required upon arrival at the University. On the basis of the ESL EPT results, applicants may be required to enroll in non-credit ESL courses prior to beginning a full course of study.
English Placement Test Concordance Table**

<table>
<thead>
<tr>
<th>TOEFL - IBT Internet Based Test</th>
<th>IELTS International English Learning Testing System</th>
<th>MELAB The Michigan English Language Assessment Battery</th>
<th>EPT English Placement Test</th>
</tr>
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<tbody>
<tr>
<td>76 - 82</td>
<td>6.5</td>
<td>76 - 77</td>
<td>85</td>
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</table>

**Scores must be less than two years old from the first day of class at the proposed term of entry in order to be valid

- In addition to English Test results, applicants will be required to submit a writing sample upon arrival at the University. Writing samples will be reviewed by the graduate college and the student cleared for enrollment by the prior to enrolling in a full course of study.
- All international students will be required to enroll in GRS599 Advanced Graduate Composition (1 credit) during their first semester. **GRS599 is a prerequisite to GRS602 Research.**
- Present an affidavit of financial support and bank statements assuring financial coverage of tuition and room and board.
- Sign the international student agreement and complete the I-20 application booklet.
- Deposit with Siena Heights University $2,000.00 before an I-20 letter of support and admission letter can be issued.
- May be required to remediate any deficiencies in previous college work by completing undergraduate courses at Siena Heights University.

**International Student registration** International students are required to register for six (6) credit hours each Fall, Winter 1 and Winter 2. Students who register for less than six (6) credit hours for each session may face special risks to their visa status in the event of a suspension. Students who are suspended immediately after Winter 1 and, therefore, cannot take classes winter 2, will use their academic “break” during winter 2. If reinstated after a suspension appeal, students will be required to take classes during the next available term (i.e. Summer) should classes be available.

**Readmission**

When course registration is interrupted for one (1) year or more, the graduate student must initiate the process for readmission to the program with the submission of a new application, an updated resume, a completed Criminal Conviction Disclosure Form (available online), and a Letter of Intent. (Letter of intent should explain why the student left the program and how circumstances have changed that will allow him/her to complete the program.) Depending on the length of time out of the program, students may also be required to submit new letters of reference.

Students are obligated to fulfill the requirements of the catalog that was in force at the time of their first registration, with two exceptions:
1) if changes in state licensure requirements, course availability, program content, etc. require alterations to the original program plan;
2) readmitted students who return after a period of two years or more must complete the degree requirements listed in the current catalog at the time of readmission.
**Delayed Enrollment**
A graduate student must enroll within the 12-month period following the acceptance. If the graduate student does not enroll within the 12-month period following the acceptance, the process for admission, beginning with the submission of a new application, a Criminal Conviction Disclosure Form, a revised resume, and letters of reference must be repeated. A new application fee will be assessed. A graduate student who begins the process for admission but does not complete it within a 12-month period must begin the application process again. Partial application packages are not retained after the initial 12-month period.

**Transfer Credit**
A maximum of twenty-five (25%) percent of total graduate semester hour credits required to complete a master’s degree at Siena Heights University may be transferred from graduate programs at other institutions. In rare and unusual circumstances, students may petition the Graduate Council to transfer in more than twenty-five (25%) or credits. The authority to grant such exceptions rests solely with the Graduate Council. The Graduate Council’s decision is final.

The primary criteria for the acceptance of credits to be applied toward the Master of Arts degree are the timeliness and appropriateness of the credits and course descriptions for the respective graduate program requirements. Course work will be accepted for transfer if it is directly equivalent to courses required in the degree plan. Credits accepted for transfer toward the Master of Arts degree must be at the 500 level or above and have a grade of B (a 3.00 on a 4.00 grade point scale) or better. Credits accepted for transfer toward the Specialist of Arts degree must be at the 700 level or above and have a grade of at least a B (on a 3.00 on a 4.00 grade point scale) or better. Transfer credits must have been earned within the time limitation of the student's graduate work for the degree.

An official copy of each transcript with credits to be considered for transfer should be sent directly to the Graduate College. The student is responsible for providing the official transcript and the syllabus for each course to be considered for transfer credit. In rare circumstances when the syllabus is not available, a course description from the catalog may be accepted. The authorization and application of the accepted credits toward the degree are made after the student has completed a minimum residency of nine (9) semester hours of graduate credit at Siena Heights University. The credit accepted for transfer is determined by the respective program director. Credits accepted from other institutions for the purposes of teacher certification (and not for the Master of Arts degree) are not posted to the Siena Heights University graduate transcript.

The student who has successfully completed a graduate-level research course, which is approved for transfer to the Siena Heights University transcript, may be required to enroll in GRS 602/605 Methodology of Research on an audit basis (one credit hour of tuition) prior to registration for GRS 694 Thesis/Project Seminar. Enrollment in GRS 602/605 is intended to enable the student to develop the required thesis/project proposal.

**Credit for Prior Learning Experience**
The graduate student who has prior learning experiences through work, non-college courses or training, community service, or other accomplishments may be eligible for prior learning experience credit. The experiences must have provided graduate level equivalent learning outside the university classroom, with documentation to demonstrate the learning. The documentation for the petition for prior learning experience credit is evaluated by graduate faculty with expertise in the field or discipline in which credit is sought. All prior learning experience credit is noted as "CR" (credit) on the Siena Heights University transcript. No grade points are awarded. Due to state licensing restrictions in the Clinical Mental Health Counseling program, credit for prior learning experience can only be granted for electives.
Prior learning experience credit is added to the Siena Heights University transcript after the graduate student has completed a minimum of nine (9) graduate hours in a planned program at the university.

**Consolidation of Credits**
A maximum of twenty-five percent (25%) of the Leadership program and twenty-five percent (25%) of the Clinical Mental Health Counseling program from any combination of transfer credit, credit for prior learning experiences, credit for special offerings, and credit-by-exam may be applied toward a Master of Arts or Specialist of Arts degree. The prior learning petition can be found under forms at the Registrar’s page. [http://www.sienaheights.edu/About/DepartmentsOffices/RegistrarsOffice/DocumentsForms.aspx](http://www.sienaheights.edu/About/DepartmentsOffices/RegistrarsOffice/DocumentsForms.aspx)

**The process for prior learning experience credit has three steps:**

- The student must provide relevant information clearly demonstrating that the prior learning experience has allowed the student to meet specific learning objectives of the program of study or course to be waived. The student must prepare a portfolio to submit to the program director. The documentation should include such items as a resume or vitae; evidence to support the consideration for prior learning experience credit (job descriptions, in-service and professional development certificates, work samples, etc.); a letter of support or confirmation from a supervisor or instructor; and a written narrative of ways the prior learning experiences relate to specific courses in the respective graduate program.

- A separate portfolio must be submitted for each prior learning request for the course to be waived.

- A review of the submitted documentation by the program director or another assigned faculty member will be completed. The reviewer may meet with the student to discuss the documentation and/or assist the student in identifying and remediating deficiencies in the documentation.

- A determination of prior learning experience credit will be made and written notification will be submitted to the student. The Graduate College Office will submit an award letter to the student. The award letter notifies the student of the full amount due for the award. The student will not receive any other bill from the University for the prior learning credit. The student is responsible for paying the necessary fees, stated in the letter, in full before the Office of the Registrar can record the prior learning experience credit on the student's official university transcript. If prior learning experience credit is denied, the student may follow the grade appeal process.

**Credit for Special Offerings through Intermediate School Districts (ISD)**
Occasionally, workshops and seminars sponsored by school districts and organizations are approved for graduate credit through Siena Heights University as a result of a formal evaluation of the proposed courses. Workshop participants do not need to undertake the application process unless they have completed nine (9) semester hours of graduate credit at Siena Heights University. The materials for registration are provided at the first session of each offering. Graduate students enrolled in degree programs or certification programs should consult with their advisors or program directors before registering for credit to ensure that the credit is applicable to the student’s purposes and degree program. Students who begin a graduate program having accumulated credits for special offerings are not guaranteed that the credits will apply toward the Master of Arts degree or for teacher certification purposes. A maximum of nine (9) semester hours of graduate credit earned through special offerings may be applied to a graduate degree.
Michigan Intercollegiate Graduate Studies (MIGS) Program
The MIGS program is a cooperative inter-institutional arrangement that permits graduate students to take advantage of educational offerings available at other participating institutions but not available at their own. Graduate students who are in good standing in a degree program are eligible to elect courses at several schools in Michigan with the approval of the faculty at both the host and home institutions. Courses must be approved in advance of enrollment by the graduate student's advisor or program director and the MIGS liaison officer at both the host and home institutions. Admission by the host institution is contingent on the availability of space and resources. Additional information is available in the Graduate College office.

Time Limitation for Degree Completion
Because of evolving curriculum, the graduate student has seven (7) years from enrollment of the first approved graduate course to complete the requirements for the chosen Master of Arts degree program. For this same reason, courses in programs of study may not be older than seven (7) years at the time of the graduate student’s graduation. In some circumstances, validation of courses older than seven (7) years for application toward the Master of Arts degree may occur with the approval of the Graduate Council. The graduate student must submit to the appropriate program director a written request for the consideration of the courses, an explanation of the reasons for incorporating the courses in the degree program, documentation that the student's knowledge and application of the course content are current, and a timeline for completion of the chosen Master of Arts degree program. The program director then makes a recommendation for the Graduate Council's consideration. The authority to grant such exceptions rests solely with the Graduate Council.

Student Records
The graduate student's academic records are subject to the Family Education Rights and Privacy Act of 1974. (FERPA) The files are closed except to the individual student and to university personnel in their official capacities. Only the graduate student may authorize the release of information from the academic file. Letters of reference are not available to the student unless the letters explicitly authorize the release. In compliance with the Family Educational Rights and Privacy Act of 1974, Siena Heights University has formulated an institutional policy. Copies of this policy may be found in the Office of Student Development and the Registrar's Office.

Registration
Graduate students must be registered and have paid or arranged for the payment of the required tuition and fees before attending the first class session of a course. Once a graduate student has been granted full, provisional, or probationary admission, their first registration for courses will be completed by the Graduate College staff. Students are expected to register themselves for all subsequent courses, using the online MySiena registration tool or the Drop/Add Form available on the Registrar's website. http://www.sienaheights.edu/About/DepartmentsOffices/RegistrarsOffice/DocumentsForms.aspx

Graduate students in the Clinical Mental Health Counseling program must file the intent-to-participate application for practicum and internship prior to the registration period to ensure appropriate field placements.

Continuous Registration
The graduate student registered for practicum, internship, or thesis/project seminar who does not complete the course requirements within the term of the original registration must register the next term for audit credit. The tuition rate for auditing a three-credit course is equivalent to one credit-hour of tuition. Exceptions to this policy must be approved by the Graduate Council.
Dropping and Adding Courses
Prior to the first class session of a course, a graduate student may add or drop the course using the MySiena online registration tool. It is strongly recommended that students follow the program plan received upon admission, and that they consult with their advisor or program director before making any drops or adds.

The student may add graduate courses up until Friday of the first week of class with the approval of the respective advisor/program director and the course instructor. Students may drop a course up to the Friday of the second week of class. The specific drop/add deadlines are provided on the academic calendar for each college within the university. For all drops occurring within the first two weeks of class, a drop/add form signed by the instructor, advisor and student must be submitted to the Graduate College Office by the drop/add deadline specified in the Graduate College Academic Calendar. Drop/add forms and refund schedules are available from the Registrar’s Office and on the Registrar’s website.

Withdrawals after the first two week of class
Students may withdraw from courses up to the end of the 7th week of the session. The graduate student must have approval of the course instructor, respective advisor, and program director to withdraw from a course that has begun. A signed course withdrawal form must be submitted to the Graduate College Office by the withdrawal deadline specified in the Graduate College Academic Calendar. The official date of withdrawal is determined by the receipt of the official drop/add form from the student. Withdrawal forms are available from the Registrar’s Office and on the Registrar’s website.

Students who drop/withdraw from individual classes after the first week of class without completely withdrawing from Siena Heights University will NOT receive monetary credit for any charges. Add/Drops that will not change the total number of enrolled hours, within your campus, need to be completed on the same Add/Drop form on the same calendar day.

The percentage of refund for charges for a complete withdrawal from Siena Heights University is determined by the following refund chart.

REFUND PERCENTS

<table>
<thead>
<tr>
<th>Refund at the</th>
<th>15</th>
<th>10</th>
<th>8</th>
<th>6</th>
<th>5</th>
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<td>End of Week</td>
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At no time may student withdrawals exceed one-third of the courses for which they have registered. Students whose withdrawals exceed one-third of all successfully completed courses will be suspended from the Graduate College and are ineligible for financial aid (student loans). (See failure to make academic progress section below).
Course Load Registration
Graduate student registration for full-time, half-time or part-time is reflected in the table below. Generally, graduate students register for one to two 3-credit hour courses in Fall, Winter 1, Winter 2 and Summer, as required in their program degree plan. Registration for more than six (6) credit hours in the fall or summer semesters requires the approval of the respective program director. Registration for more than 12 credit hours in the winter semester (across the Winter 1 and Winter 2 sessions) requires the approval of the respective program director.

(Note: Winter 1 and Winter 2 constitute one semester)

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Student</th>
<th>Half-Time Student</th>
<th>Less than Half-Time Student</th>
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<tbody>
<tr>
<td>All Semesters</td>
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<tr>
<td>Winter term – 9+ credit hours</td>
<td>4.5 – 8.0 credit hours</td>
<td>Less than 4.5 credit hours</td>
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</tbody>
</table>

Second Master’s Degree Requirements
Students who desire to pursue a second master’s degree at Siena Heights University shall have completed all requirements for the first master’s degree at Siena or other accredited college or university. The same requirements for admission to a graduate program and other conditions relative to the pursuit of the first master’s degree are applicable to the second master’s degree, except a maximum of six (6) semester hours of completed graduate work from the first master’s degree may be applied toward the second master’s degree if such courses are appropriate for the second program and are approved by the respective program director for inclusion in the program. In most cases, for graduate students whose first master’s degree is from Siena Heights University, those six (6) semester hours are from the common core courses, GRS 601 History and Philosophy of Ideas and GRS602 Introduction to Research/GRS 605 Methodology of Research, providing these two courses have been taken within the seven (7) year limit for completion of degree requirements for the second master’s degree.

Second Concentration Requirements
Students who desire to pursue a second concentration in a given Master of Arts program (Clinical Mental Health Counseling, Leadership, or Education) must complete the required courses for that program concentration. Elective courses cannot be counted twice. (For example; a student who has completed the Organizational Leadership program and wishes to complete the requirements for the Healthcare Leadership program does not have to retake the common core courses, but must take the required courses for the new concentration.)

When applying for the second concentration, students must submit an on-line application, transcripts, updated resume/CV and a criminal conviction disclosure form. If the time lapse between the original degree award and the application for a second concentration is greater than three years, two professional letters of reference must also be submitted. When the second concentration is completed, students must submit an application for graduation, marked “major only” to the Registrar for the nearest upcoming graduation. Students do not participate in commencement for second majors nor are they awarded additional diplomas.

Grading Policies
The responsibility for determining grades rests with the course instructor and reflects the graduate student's level of achievement of the learning outcomes, goals, and objectives established for each course. Grades are filed with the Office of the Registrar at the conclusion of each term according the following scale:
A (91 – 100%) – Outstanding (4 grade points for each semester hour; noted as 4.0 on transcript)

B (81 – 90%) – Average (3 grade points for each semester hour; noted as 3.0 on transcript)

C* (71 – 80%) – Below Graduate Standards (2 grade points for each semester hour; noted as 2.0 on transcript)

E* (0 – 70%) – Failure (No grade points; noted as 0.0 on transcript)

*Any course grade below a “B” must be re-taken for application towards a Master of Arts degree.

I – An Incomplete is a temporary grade which the instructor may give to a student for extenuating circumstances such as illness, death in the family, or other reasons beyond the student’s control, with advisor’s approval and required documentation. **Beyond extenuating circumstances, the graduate student must have completed 80% of the coursework, as detailed in the course syllabus, at a “B” or better average, by the date an Incomplete is requested.** The unfinished coursework must be completed independently by the conclusion of the following term, or a shorter period of time as designated by the instructor. The Incomplete will automatically be converted to an “E”, resulting in immediate suspension (ref. pg. 19), (or “NC” if the student selected a CR/NC grading system at the start of the term, in which case the student would need to register for the course again and complete the course as a “repeat” to receive credit.) If a student has two or more Incomplete grades, s/he will not be allowed to register for further coursework until at least one is completed.

W – Official withdrawal; no effect on the graduate student’s grade point average.

CR – Credit equal to letter grade of “A” or “B” (not used in the calculation of the graduate student's grade point average). No more than six (6) semester hours of the credit (CR) option may be applied toward the Master of Arts degree.

NC – No credit; equal to letter grade of "C" or below (not used in the calculation of the grade point average; not acceptable toward Master of Arts degree).

AU – Audit (no credit earned; no grade points); course requirements extend beyond the term of initial registration for the course (practicum, internship, and thesis).

**Class Attendance**

Attendance in and of itself is not to be regarded as a requirement for the successful completion of any course. However, students must follow the standards established by each instructor. At the beginning of each semester, each instructor will announce his/her requirements concerning class attendance within their respective syllabus. It is the student's responsibility to note these requirements and follow them. Class attendance is expected. Students who are frequently absent can expect to have grades adversely affected by those absences. Faculty members are strongly encouraged to specify their attendance policies (including penalties) in their syllabus.

**Academic Progress**

Satisfactory academic progress includes the maintenance of at least a 3.0 cumulative grade point average (GPA). A graduate student whose cumulative GPA falls below 3.0 or who receives a grade of "C" in any course is placed on academic probation for the next six (6) semester hours. In addition, a graduate student whose GPA falls below 3.0 more than one term or receives more than one grade of "C" in any course is
automatically suspended from the program, and is therefore ineligible for graduation. A graduate student who receives an "E" is immediately suspended from the program.

**Satisfactory Academic Progress Policy - All Campuses**

To be eligible for student financial aid, a student must be making “satisfactory academic progress”. The Financial Aid Office standards for satisfactory academic progress may not be exactly the same as academic standards of the University, or any academic department or school. The Financial Aid Office standards may be the same or stricter than what has been established by the academic department for students who are not receiving Title IV assistance. The established guidelines (based on federal regulations) for evaluating a student’s progress take into consideration cumulative Siena Heights grade point average and the number of semester hours or terms attempted and completed.

According to the Federal Financial Aid guidelines, students, at all times, must have successfully completed two-thirds of all courses taken.

**Probation Based on Academic Progress**

The academic progress of a graduate student on probation will be monitored by his/her academic advisor for no less than the next six (6) semester hours. While on academic probation, students may be limited in the number and selection of courses they may take (e.g., not being allowed to register for research courses, thesis courses, or any field experiences) and/or may be required to undergo certain experiences (e.g., tutoring through the SHU Writing Center) intended to strengthen their academic skills. Once a student’s GPA has risen to at least 3.0, by repeating courses until a grade of a B or better (on a 3.0 – 4.0 scale) is earned in each, the student’s status may be upgraded to regular academic status.

**Suspension**

A graduate student who is placed on academic suspension is informed, in a letter from the Dean, of deadlines and procedures for an appeal of the suspension. All suspensions last at least one (1) academic session (i.e., Fall, Winter 1, Winter 2, Summer). During suspension, the student must submit a written appeal to the Graduate Council for reinstatement. Written appeals must be received within one month of the onset of the suspension. Upon the timely receipt of a request for reinstatement, the Dean will ask the Academic Suspension Subcommittee of the student’s respective program to review the appeal letter and relevant evidence, and make a recommendation to the Graduate Council. The Graduate Council reviews the request and makes a decision regarding reinstatement within a reasonable time frame so the entire appeal process does not exceed one ten-week semester after the notification of suspension. The Graduate Council may vote to dismiss a student, may reinstate the student, or may delineate conditions for reinstatement. A student who is suspended a second time will be dismissed from the University permanently.

International students should recognize that suspension may have serious consequences in relation to their immigration visa status. International students facing suspension should immediately contact both the International Office and their graduate college advisor. (Also refer to International student registration – page 15).

Graduate Assistants in Athletics should be advised that a suspension may affect the status of their assistantship. Students should work closely with the Dean of Students if they experience a suspension.

**Grade Appeal**

A graduate student may appeal a grade (final grade or other) if the student has verifiable evidence that the grade received is not indicative of the level of achievement in accordance with the requirements and grading criteria established by the course instructor. The written appeal process must be initiated no later than the two weeks immediately following the grade posting. Other third parties (lawyers, friends, parents, significant others) are not permitted to participate in any meetings regarding grade appeals,
unless this is mutually agreeable to the student and whichever faculty/administration are involved in the process.

1. The student writes an appeal to the course instructor who issued the grade to discuss the level of achievement as compared to the established criteria. The faculty member writes a response, either supporting or denying the appeal. If the appeal to the faculty member is denied, the next step in the process may be taken.

2. The student writes a detailed appeal, with supporting evidence, to the Dean of the Graduate College. The Dean of the Graduate College informs the instructor and respective program director that the appeal is continuing. The Dean considers the appeal and writes a recommendation to the course instructor of record. **However, only the course instructor of record may change the grade.**

**Grade Changes**
Faculty may change student grades only when there has been a calculation or recording error, or as a result of a grade appeal process. Faculty may not change grades simply because a student modified assignments and/or completed additional assignments once the grades have been submitted to the Registrar. All grade changes need to be approved by the faculty member and the program director.

*A suspension appeal and a grade appeal may occur concurrently and the suspension continues until the grade appeal is resolved.*

**Graduation and Commencement**
A graduate student may complete degree requirements for graduation at three times during the academic year, May (winter term), August (summer term), and December (fall term). However, the university holds only one commencement ceremony per year, in May, at the conclusion of the winter term. Graduate students who have completed the degree requirements at the end of the previous fall term, during the winter term, or anticipate completion during the upcoming summer term (with only 1-6 semester hours to complete during the summer term, excluding all GRS 694 requirements which must be completed no later than the winter term in which the commencement ceremony occurs), are eligible to participate in the commencement ceremony. Diplomas are issued after the program director, the Dean of the Graduate College, and the Board of Trustees of the university approve the candidates for graduation based on completed degree requirements.

The process of applying for graduation occurs only at the student's initiation. Thus, graduate students must register for graduation, indicating their participation in the commencement ceremony, by the deadlines established by the Office of the Registrar and provided on the Siena Heights University website.

Deadlines for applying for graduation are as follows: for graduation in December the deadline is September 15; for graduation in May the deadline is December 15; and for graduation in August the deadline is June 15. The student who applies for graduation but does not complete the requirements as anticipated must submit a new graduation application for the term when the degree actually is to be awarded.

- Of note, students who are finishing course work at the end of the Winter 2 (spring) session, which ends in late May, are not eligible to graduate until August.
- Students graduating in December, May or August may participate in Commencement in May, provided that they submit an application for graduation no later than December 15.
To be approved for graduation, the graduate student must:

- Successfully complete all courses required in the degree program.
- Have a cumulative grade point average of 3.0 in all graduate work to be applied toward the degree.
- If electing the thesis track, have approval of the thesis (GRS 694) instructor, noting a satisfactory level of performance for the process, and satisfactory submission of hard copies of the finished product for inclusion in the SHU Library collection. Graduate Education students who elect the non-thesis track must have completed the non-thesis project and have submitted an electronic copy of it to the program director.
- School counselor students must have passed the guidance counselor component of the Michigan Test for Teacher Certification.
- Register for graduation by the established deadlines.

**Academic Dishonesty Policy**

**Student Responsibility**

Students should familiarize themselves with the Siena Heights University Academic Dishonesty Policy, which can be obtained from the instructors. Students are not excused from adherence to the policy even if they have not read it (Instructors may include this policy in their syllabi).

**Definition**

Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, unapproved collaboration, plagiarizing (deliberately or unintentionally), submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy. Graduate students must also follow the ethical and legal guidelines established for copyrighted materials. The faculty is encouraged to explain why academic dishonesty is critical to scholarly endeavor and to provide examples of academic dishonesty that are relevant to their classes.

Plagiarism is the failure to give credit for the use of any material from outside sources, including the Internet. It includes, but is not limited to: verbatim use of a quote without quotation marks and adequate documentation; submission of a paper, prepared by another person, as one’s own work; using the ideas, facts, words, photographs, pictures, graphics, or data of someone else and claiming them as your own; or not documenting ideas, facts, words or data gathered during research. Graduate College faculty and students will utilize source verification software (such as Turnitin) in order to identify source origin of student’s written assignments.

Siena Heights University expects its students to use resources with consideration for ethical concerns and legal restrictions. The principles of truth and honesty are recognized qualities of a scholar and of a competent, purposeful, and ethical individual. Siena Heights University expects its students to honor these principles. Academic and professional integrity refers to the representation of one's self and one's work honestly, while demonstrating respect for the accomplishments and contributions of other

Graduate students are also expected to be familiar with the policies and practices governing the use of resources and references as set forth by the American Psychological Association in its *Publication Manual*. Graduate students are expected to purchase the latest edition of the *Publication Manual* prior to their first course and use it throughout their program.
The course instructor who has documentation of academic dishonesty by a graduate student is required to assign a failing grade for the assignment in question. All such incidences must be reported to the program director. In consultation with the program director, the course instructor may also decide to assign a failing grade for the course, which will result in automatic suspension of the student from the Graduate College. (See the “Suspension” section for information on the length of suspension and appeal process.) When this occurs, the Dean of the Graduate College is notified in writing.

The Dean of the Graduate College, in collaboration with the faculty, will review all such reports. In extreme cases, or when multiple offenses of academic dishonesty (i.e., plagiarism) by the student have been documented, the Dean is authorized to dismiss the student from the University.

Confidentiality
Several graduate courses, especially those in the Clinical Mental Health Counseling Program, incorporate components of skill development through the integration of personal and other potentially confidential information. Students must respect the ethical considerations of the process and demonstrate the respect for confidentiality. Students who are suspected of breaching confidentiality are interviewed by the respective program director, who is responsible for determining the nature of the suspected offense and reporting it to the Dean of the Graduate College. The Dean of the Graduate College determines the penalty for the offense if documentation substantiates the accusation. Possible penalties include suspension or permanent dismissal.

Course Cancellation Because of Low Enrollment and Closed Classes
Siena Heights University reserves the right to cancel any course which has insufficient enrollment, and to cap enrollment in classes.

Bad Weather Class Cancellation Policy
Decisions to cancel evening classes because of bad weather are usually made by 2:00 PM. Decisions to cancel weekend classes are made by 6:00 AM. The Adrian campus and the off-campus centers make independent decisions to cancel classes. Due to variation in local weather conditions, it is not uncommon for one site to close while the others remain open. Students should consult their local campus for radio & TV stations that will be broadcasting cancellations. Students may also sign up to receive free electronic alerts from Siena Heights University about potential, developing, or existing emergencies at the following website: http://www.sienaheights.edu/CampusSafety/SHUAlertsSignUp.aspx


Tuition, Fees, and Financial Aid

Tuition
Current tuition rates, fees, and payment policies are listed on the Siena Heights University website, www.sienaheights.edu/TuitionAndFees.aspx.

Financial Aid
To be eligible for federal and state sources of financial aid, students must be officially accepted to a graduate program as a regular status, degree seeking student and must file the Free Application for Federal Student Aid (FAFSA) by the necessary deadlines. Students must be enrolled in at least 4.5 credit hours per semester to be eligible for federal aid. Financial aid is processed through the Financial Aid Office at the Adrian campus and all questions or concerns are to be directed there. See: http://www.sienaheights.edu/FinancialAid.aspx.

Refund Policy
Financial obligations for a course may be adjusted or terminated with the processing of a drop/add form. The effective date of withdrawal is the date that the withdrawal form, signed by the instructor and advisor, is received and stamped in the Graduate College office. Even with a drop from a class or the withdrawal from the university, the payment agreement made at the time of registration remains in effect. If full payment has not been made, any unpaid balance on the full amount owed shall be due at the time of the drop/withdrawal. Siena Heights University complies with the United States Department of Education Federal Guidelines.

The percentage of tuition refund is determined by dividing the number of remaining full weeks in the term or class periods by the total number of weeks or class periods. The resulting percentage is rounded down to the nearest whole percentage. After 60% of the enrollment period has passed, no refunds are available. For example, a prorata student withdraws during the second week of a term. The remaining weeks would be 13. The percentage of refund is 13 weeks divided by 15 weeks. Since 13/15 is 86.66%, the percentage is rounded down to 80%.

The portion of financial aid that cannot be retained by the school is returned in the following order: Unsubsidized Stafford Loans, other Title IV aid, other federal sources, state, private, and institutional aid, and student payments.

Graduate Assistantships
To qualify for a graduate assistantship, the student must be fully admitted as a degree-seeking student in an SHU Graduate College program at the time of appointment.

Veterans’ Benefits
The State Approving Agency (SAA) has imposed the following requirements of Siena Heights University in order for students to receive veterans’ benefits.

Satisfactory Grade (Cumulative Grade Point Average and Probation)
All graduate students receiving veterans’ benefits must maintain a cumulative grade point average (GPA) of 3.00 on a 4.00 scale. Failure to maintain a 3.00 cumulative grade point average will result in the student being placed on probation or being suspended. A student who is placed on probation may not continue on probation more than one term in order to raise the cumulative GPA to that required for graduation and come off probation. If the student fails to come off probation, the U.S. Department of Veterans Affairs (USDVA) is notified in writing.
Failing Grade and Last Date of Attendance
A student receiving veterans’ benefits who receives one or more failing or non-punitive grades (a non-punitive grade is an "I" or a "No Credit") must inform the Siena Heights University Veterans Certification Office in writing of the last date of attendance in that class or classes. Veterans Certification is prepared in the Office of the Registrar.

Withdrawal and Last Date of Attendance
A student receiving veterans’ benefits who withdraws from a class or classes must officially inform the Veterans Certification Office of the withdrawal from the class(es).

If a student who is receiving veterans’ benefits fails to withdraw officially from one or more classes, the Veterans Certification Office will inform the USDVA that the last date of attendance was the first day of the class.

Credit for Previous Training
All students who are requesting veterans’ benefits when enrolling at Siena Heights University are given credit for previous training, when appropriate. The total length of the training program is reduced proportionately. The student and USDVA are advised in writing of the credit given to the student and the appropriate reduction in the total length of the program. All students receiving veterans’ benefits must have transcripts and other documents showing credit for previous training on file in the Office of the Registrar by the end of the first term of enrollment.
University Policies and Procedures

Student Code of Conduct
Siena Heights University has long recognized students as mature individuals and as such allows for substantial freedom. As citizens, students enjoy freedom of speech, peaceful assembly, and the right to petition. Thefts and damage to property and persons are not tolerated. Anyone who violates these rights is subject to disciplinary action. Penalties range from a warning to expulsion. For additional rules and regulations, consult the Saints Guide and the Student Code of Conduct found on the Siena Heights website.

Other Important Student Code of Conduct Policies
Other Code of Conduct University Policies are updated annually. Such policies include alcohol and drug use, on campus housing policies, and student organization policies. To review these policies in the most up-to-date state, please visit http://www.sienaheights.edu/StudentLife/StudentConduct.aspx

Drug Policy
Siena Heights University does not condone the use of any illicit drug. Therefore, the possession, consumption, sharing or sale of marijuana, narcotics, or other illegal drugs is prohibited.

There are reasons other than legal implications that warrant the University’s concern about drugs. The availability of drugs in any large group setting subjects members to potentially serious security risks. The potential for drug use will continue to attract to the campus people who are not members of the University community and are interested in drugs for reasons of personal profit. Student involvement in such matters is of concern to the University, whether it occurs on or off the campus and irrespective of any action of civil authorities. Involvement may subject the student to disciplinary action. Siena Heights reserves the right to confiscate illegal drugs or drug paraphernalia that are on open display in public areas of the campus. If drugs or drug paraphernalia are found, the incident will be documented. All documented incidents of illegal drug use or possession will be processed internally through the Siena Heights University judicial system.

Statement of Ethics and Responsibilities in the Use of Computer Resources
In keeping with the mission statement of Siena Heights University, all users of computer resources, including students, faculty, staff, and guests, in their quest to become more purposeful and competent, are expected to use such resources with strong ethical considerations as well as within all legal restrictions. The following policies outline basic ethical and legal use of all computer resources within the University’s jurisdiction. Computer resources include, but are not limited to, the central computer, networks, microcomputers, software, data, and all associated documentation and equipment.

Siena Heights University specifically prohibits the following:

1. Any and all infringements of copyrights;
2. Unauthorized use, copying, alteration, destruction or disclosure of computer resources;
3. Unauthorized access or attempts to gain unauthorized access to any computer resource;
4. Any use which inhibits or attempts to inhibit the normal and efficient operation of any computer resource.

E-Communications Policy
Electronic Communications (e-communications) including the Internet, e-mail, newsgroups, LMS, social networking sites and computer facilities of SHU combine to form an online extension of Siena Heights. The use of e-communication is a privilege, not a right, and may be revoked, with additional sanctions, by the University for non-compliance with the e-communications policy and guidelines.
The E-Communications Policy, in its entirety, is available on the Siena Heights website. Individuals found to be in violation of this policy will be subject to sanctions, which may include denial of access to University computer resources, restitution, suspension or expulsion from the institution, and/or termination of employment. Cases which result from any violation of this policy may be forwarded to the appropriate Dean, the Dean of Students or others for deliberation and action. In addition, criminal charges may also be applied in cases where violations of local, state, or federal law are found to exist.

**Acceptable Use Policy**
The Acceptable Use Policy is a guide to the acceptable use of Siena Heights University Network facilities and services. Any Partner or Vendor organization or individual connected to Siena Heights University’s network in order to use it directly, or to connect to any other network(s), must comply with this policy and the stated purposes and Acceptable Use policies of any other network(s), or host(s) used. The Acceptable Use Policy, in its entirety, is available on the Siena Heights website.

**Website Privacy & Security Policy**
Siena Heights University is committed to ensuring the privacy and accuracy of your confidential information. We do not actively share personal information gathered from our Web servers. However, some information collected from our website, including the summary server login information, e-mails sent to the website, and information collected from Web-based forms, may be subject to review to meet Federal and State reporting requirements.

To view the website privacy and security policy in its entirety, visit Siena Heights University at www.sienaheights.edu/About/privacypolicy.aspx.

**Americans with Disabilities Policy**
Siena Heights University welcomes students with disabilities who meet academic admission requirements, and will work toward meeting their needs by providing reasonable and appropriate accommodations to those students with documented disabilities. These disabilities may include, but are not limited to, impaired vision, hearing, or mobility; learning disabilities; Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD).

Students with documented Learning Disabilities must contact the Office for Students with Disabilities to discuss the Siena Heights University Policy.

An individual with a disability is a person who

1. Has a physical or mental impairment which substantially limits a major life activity such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks;
2. Has a documented record of having an impairment; or
3. Is regarded as having such an impairment.

To ensure the provision of reasonable and appropriate accommodations within a timely manner, students who request accommodations from the University must provide current (to three years) written documentation of their disability. (Students are strongly urged to provide documentation at the time of registration so that accommodations can be in place at the start of the semester). This documentation should be signed by a licensed physician, psychologist, or other mental health professional with experience in diagnosing the disability for which the student is requesting accommodations. A complete Individualized Education Plan (IEP) signed by the student’s school psychologist may also be considered documentation of a disability.

Professional documentation of learning disabilities, ADD, and ADHD should be done in accordance with the criteria outlined in the current Diagnostic and Statistical Manual published by the American Psychiatric Association. The documentation provided by the student’s physician, psychologist, or school
psychologist should include information regarding the onset, longevity and severity of symptoms, as well as the specifics describing how it has interfered with educational achievement.

Students with disabilities that are eligible for assistance and/or services from a social service agency such as Michigan Rehabilitation and Michigan Commission for the Blind are encouraged to apply for those services.

**Accommodations**

To request accommodations, it is the student’s responsibility to provide the Office for Students with Disabilities with the following:

1. Written documentation as outlined above;
2. A completed “Accommodations Request Form” listing the specific accommodations requested for each class;
3. A signed “Information Release Form” authorizing the Office for Students with Disabilities to discuss the student’s accommodations and academic progress with their parents/guardians, advisor, and instructors.

The following accommodations are available to Siena students with documented needs:

1. Special testing conditions such as extended time for exams, distraction-free exam locations, oral exams, a scribe or someone to write answers.
2. Permission to tape record lectures and discussions.
3. Permission to use a calculator on math tests.
4. Permission to use a personal laptop computer for tests.
5. Note takers.
6. Readers.
7. Peer tutoring.
8. Study skills classes and workshops.
9. Class substitution for degree completion, as long as the substitution does not substantially alter the requirements of the student’s degree program, as determined by the program coordinator.

Letters of Verification describing accommodations that are to be provided for each class may be picked up by the student from the Office of Students with Disabilities within two weeks after the Office for Students with Disabilities receives proper documentation and a completed Accommodations Request Form signed by the student. It is the student’s responsibility to deliver the Letters of Verification to each instructor of a class for which accommodations have been requested.

**Sexual Harassment Policy and Procedures**

Central to the mission of Siena Heights University is providing a healthy environment for all its members, which includes maintaining a climate conducive to learning for its students, as well as a positive work environment for its employees. Students and employees have a responsibility to treat each other with appropriate respect and deference to personal dignity. We are committed to take all reasonable steps to prevent sexual harassment and to discipline those who do harass.

This policy applies to all administrators, faculty, staff, agents and students at all times and places in any connection with the University. This policy applies for and to those who conduct business here. Compliance with this policy is a term and condition of employment with the University. The terms “employee” or “employment” include, but are not limited to, faculty, staff, administrators, agents and contractors.
Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition for instruction, employment, or participation in other University activity; and/or 2) submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; and/or 3) such conduct has the purpose or effect of unreasonably interfering with the individual’s performance or creating an intimidating, hostile, or offensive University environment. Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964, under Title IX of the Elementary/Secondary Education Act of 1972 and the Michigan Elliott-Larsen Civil Rights Act. The Elliott-Larsen Civil Rights Act also prohibits discrimination based on sexual orientation.

Sexual harassment includes, and is not limited to:

- Requests for dates with a student by faculty when that student is in his or her class or is his or her advisee.
- Persistent, unwanted or unwelcome requests for a date.
- Unwelcome requests for sexual favors or acts.
- Continued expression of sexual interest after being informed that the interest is unwelcome.
- Non-consensual or unwelcome physical contact.
- Nude or semi-nude posters, photos, cartoons, or graffiti in the workplace or public place that are demeaning or offensive.
- Unwelcome sexual contact, such as leering or staring at another person.
- Comments or statements that are demeaning, humiliating, suggestive, insulting, vulgar or lewd.
- Harassment by non-employees, such as visitors, vendors or contractors.
- Failure to provide assistance that is usual under same or similar circumstances.
- Retaliation, retribution, or reprisals in any form or manner for complaints about harassment or for requests that harassing conduct stop or for assisting a person with a complaint of harassment.
- Physical interference with job performance.
- Preferential treatment or promise of preferential treatment for submitting to sexual conduct.

This list is not intended to be nor should it be construed as all inclusive of prohibited acts under this policy. Any of the prohibited conduct described here is sexual harassment of anyone at whom it is directed or who is otherwise subjected to it.

Sanctions

In the event of the determination of harassment, employee discipline may include, but is not limited to, any of the following:

- Oral reprimand.
- Written reprimand.
- Suspension, with or without pay.
- Termination or expulsion.

If the respondent is a student, discipline may involve any sanction from reprimand to dismissal from resident, co-curricular and/or academic participation at the University. The University further reserves the right to insist, as a condition of continued attendance or employment, that the respondent participate in other remedial measures such as counseling, professional therapy or related educational or employment assistance.

The final discipline shall be determined exclusively by the employee’s supervisor, based on the recommendation of the University’s Director of Human Resources. In the event of student to student harassment, the determination shall be made by the Dean of Students. A determination of sexual harassment under this policy shall be placed in the harasser’s personnel file.
Complaint Process
Because of the sensitive nature of situations involving sexual harassment and to assure speedy and confidential resolution of these issues, the University has established informal procedures and formal procedures for handling complaints. Individuals are encouraged to use the informal procedures, but are not required to do so prior to the formal procedures. Use of internal procedures does not foreclose subsequent legal action. If a complaint is directed against an individual who would otherwise play a role in responding to and attempting to resolve the complaint, the function assigned to that person by these procedures will be assigned to another person designated by the President. The University may utilize the services of an outside consultant or investigator if circumstances of the complaint so warrant.

Due to the private nature of sexual harassment incidents, and the emotional and moral complexities surrounding such issues, every effort will be made to resolve problems on an informal basis. All records of the informal proceedings will be maintained in the human resource office. The decision of the formal proceedings will be included in the respondent’s personnel or student file.

The use of an electronic recording device is prohibited in any stage of the complaint procedure.

The confidentiality of the reporting party will be observed provided it does not interfere with the University’s ability to investigate or take corrective action.

Individuals who believe that they have been victims of sexual harassment are encouraged to report the alleged incident as soon as possible and strongly encouraged to file a complaint no more than 180 days after the incident.

Informal Procedures
A student or an employee who believes that he/she has been the object of prohibited harassment is encouraged to report this conduct to appropriate individuals at Siena Heights University. Appropriate individuals include administrators, division/department heads, faculty ombudsman, supervisors and the Director of Human Resources. He/she may be accompanied by a supportive student or employee from the Siena Heights community.

Individuals who are approached by a co-worker or student alleging sexual harassment, and who are not administrators or supervisors, are strongly urged to refer the concern to an appropriate administrator for investigation.

When administrators or supervisors receive a complaint of sexual harassment, they will:

1. Listen to the complaint and assist the complainant in clarifying his/her experiences and feelings.
2. Advise the complainant on his/her options, informal, formal and legal.
3. At the request of the complainant, proceed with the informal procedures.
4. Notify the Director of Human Resources that they are involved in investigating a claim of sexual harassment.
5. Receive from the complainant written consent to speak with the respondent.
6. Talk to the respondent without revealing the identity of the complainant to the extent possible, in an attempt to work out a satisfactory solution, and convey to the complainant the results of that discussion.
7. Receive from the complainant a written statement acknowledging that he/she is satisfied with the outcome of the informal mediation process or otherwise desires to discontinue the process.
8. If the complainant is not satisfied with the outcome, he/she may take the matter through the formal procedures.
Formal Procedures

Formal procedures may be initiated by the complainant or a third party witness. A formal grievance relating to a complaint of sexual harassment may be initiated by any employee or student either in lieu of the informal process or where efforts at the informal process have not succeeded.

Specific Procedures

1. The Director of Human Resources will convene a hearing panel. The panel for the hearing shall consist of a member of the Executive Committee of Administration (ECA) and two other employees. The purpose of the panel is to adjudicate complaints. No students will serve on this panel. Any individual who has participated in the particular case as a counselor, advisor, or witness may not participate as a member of the panel. All proceedings are closed.

2. The respondent will be informed, in writing, of the reasons for the hearing with sufficient specificity, and in sufficient time, to insure opportunity to prepare for the hearing. The respondent’s supervisor will also be informed.

3. Individuals appearing before the hearing panel have the right to be supported by a student or employee of his/her choice from the Siena Heights community. These proceedings are not those of a court of law. The presence of legal counsel is prohibited.

4. Each individual will be given the opportunity to present to the panel his/her view of the incident. While every effort will be made to allow the respondent to face his/her complainant, if, in the judgment of the panel, the complainant’s safety or physical and/or emotional welfare could be jeopardized, the complainant and respondent may appear separately at the hearing. In no case will the panel consider statements against the respondent unless he/she has been advised of their content and the names of those who made them, and unless he/she has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn. Only the panel may ask questions of any individual appearing before them.

5. The panel may adjourn for good cause.

6. After the presentation of all relevant information, everyone, except the hearing panel, is dismissed.

7. All matters upon which the panel’s recommendation is based must be presented at the hearing.

8. The panel will review all of the information presented and reach a recommendation.

9. The respondent’s supervisor will be notified of the allegation and the recommendation of the hearing panel. The supervisor will determine the appropriate discipline under the “Sanctions” described previously.

10. The Director of Human Resources will inform the complainant and the respondent, in writing, of the recommendation.

11. All records will be maintained in the Office of Human Resources.

12. Should complainants wish to appeal the outcome of a formal hearing, they should file a written request with the Director of Human Resources within five business days of their receipt of the outcome. They will receive a written response from the Director of Human Resources within ten business days of their appeal. To appeal the response of the Director of Human Resources, they must file a written appeal with the President of the University within five business days of their receipt of the response from the Director of Human Resources. They will receive a written response from the President within ten business days. The decision of the President is final.

13. The respondent may be immediately removed from the Siena Heights community if, in the opinion of the Director of Human Resources, or the appropriate ECA member, the safety of the University, the students, the faculty or other employees is jeopardized by the respondent’s continued presence. In the case of employees or faculty members, this may result in a suspension.
with or without pay at the University’s discretion. Respondents who are the subject of corresponding criminal charges may likewise be suspended pending a resolution of those charges by the court.

Use of the University’s internal complaint procedure, while highly recommended, does not preclude the filing of complaints with outside agencies for resolution. Depending on the nature of the complaint, complainants have the right to approach local law enforcement agencies, the Michigan Office of Civil Rights or the United States Equal Employment Opportunity Commission or state and federal courts.

Retaliation
This policy seeks to encourage students, staff, and faculty to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of sexual harassment. Any act of reprisal, interference, restraint, discrimination, coercion or harassment--overtly or covertly--against a student or an employee for using this policy and its procedures interferes with free expression and openness. Accordingly, such acts violate this policy and will result in appropriate and prompt disciplinary action. Encouraging others to retaliate also violates this policy.

Any individual who has used this policy and feels retaliation has occurred should seek assistance from the Director of Human Resources. The Director of Human Resources will discuss the alleged retaliation with the complainant. At the request of the complainant, the Director of Human Resources will proceed with the informal procedures or will guide and assist the complainant who chooses to bring the alleged retaliation to the attention of the ECA member who made the decision in the particular case. The ECA member will address the alleged retaliation in order to resolve the situation.

Frivolous Charges
This policy shall not be used to bring frivolous charges against students or employees. Any person who files a complaint, whether informal or formal, which is found to be frivolous, malicious or made in bad faith shall be subject to the same discipline as outlined in the Sanction section above.

Recordkeeping, Training and Responsibilities
The existence of a policy and procedures addressing sexual harassment is not the sole response to this issue. Careful recordkeeping, awareness of the University’s intolerance for sexual harassment and training are also necessary. It is the responsibility of the Director of Human Resources to maintain accurate records, monitor policy compliance and provide adequate and timely training for those affected by this policy. It is the responsibility of supervisors to monitor their workplaces for behaviors that may be contrary to this policy and address them effectively. It is the responsibility of everyone on campus to be committed to a positive work environment for employees and a climate conducive to learning for its students.

Smoking and Tobacco Policy
Siena Heights University recognizes the negative risks associated with the use of tobacco and other smoking related products and became a smoke-free campus July 1, 2011. Smoking and use of any tobacco product is prohibited in all University buildings. Sales or advertising of smoking and/or tobacco products are prohibited on Siena Heights University property. Smoking is prohibited in all University owned or operated vehicles. Siena Heights University appreciates the cooperation from all smokers and non-smokers to observe and follow this policy. Cessation program information is available through the University Health Center and the Human Resource Department.

Non-Discrimination Policy
It is the policy of Siena Heights University not to discriminate on the basis of race, color, national origin, age, disability, sex, religion, or sexual orientation in the admission or access to or treatment in any University programs and activities or any aspects of employment by the University.
To maintain the University’s commitment to the policy of non-discrimination on the basis of disability and to ensure the University’s continuing compliance with the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, Siena Heights University has designated the Director of Human Resources as the coordinator of University compliance.

**University Liability**
The University assumes no liability or responsibility for the personal property of students. This includes damage or loss due to fire, theft, flooding, vandalism, etc.

**Social Security Privacy Act**
Siena Heights University follows the regulations of the “Social Security Privacy Act” passed on March 1, 2005 by the State of Michigan.

Social Security numbers are confidential information and they must be protected from public access. University administration, staff, and faculty are responsible for all documents that contain Social Security numbers. Any document that contains a social security number must be stored in secure locations and shredded when no longer needed.

Social Security numbers will not be:
1. Used as the primary account number for any individual.
2. Printed on any piece of identification, membership cards, permits, or licenses.
3. Included in internet or computer systems without a secure or encrypted connection.
4. Used to gain access to an internet website or computer system network unless the connection is secure, encrypted, or a password or other authentication device is required.
5. Printed on any third party documents without the permission of the individual involved.

**Adrian Campus Facilities and Services**

**Facilities Use by Graduate Students**
All of the facilities and services on the Adrian campus are available to graduate students from all of the university's locations. These facilities include: the library, computing resources (including the internet and e-mail), the counseling center, the career planning and placement center, the campus store, campus ministry, campus security, the health clinic, the residence halls, the McLaughlin Center and the Fieldhouse.

**Identification Cards**
Students are required to have a Siena Heights University Identification Card if they wish to use the Adrian library or the computing center. ID cards can be obtained in the Office of Residence Life at no charge for the original card. There is a fee for a replacement. The office hours are 8am – 5pm, Monday – Friday.

**Parking Permits**
Parking permits are required for students, faculty, and staff. In 2013-2014, student parking permits cost $50 per term, or $100 per year. Parking permits are free of charge for faculty and staff members. The Siena Heights website, [www.sienaheights.edu/CampusSafety.aspx](http://www.sienaheights.edu/CampusSafety.aspx), provides information about obtaining a parking permit and parking regulations. (Parking permits are also required on the Lansing campus, through an arrangement with Lansing Community College; for details, please contact email lansing@sienaheights.edu).
The Graduate College

Clinical Mental Health Counseling Program

Courses offered in Adrian, Lansing & Metro Detroit
Clinical Mental Health Counseling Program

Siena Heights University offers the Master of Arts degree in Clinical Mental Health Counseling. The Clinical Mental Health Counseling program is comprised of 60 semester hours, including a practicum of 100 clock hours (with 40 contact hours) and an internship of 600 clock hours (with 240 contact hours.)

Students completing the Clinical Mental Health Counseling program are eligible for the Michigan Limited Licensed Professional Counselor (L.L.P.C.) credential immediately upon receiving the Master of Arts degree and completing the application process with the Board of Counseling. The Michigan Licensed Professional Counselor (L.P.C.) credential can be obtained after achieving a passing score on the National Counselor Examination and gaining 3000 hours of professional counseling experience under the supervision of an L.P.C. Supervision must be completed in no less than two years and in no greater than 10 years.

Requirements for Clinical Mental Health Counseling credentials vary among the states. Students intending to seek counseling credentials in states other than Michigan should consult with their adviser early in the program so that appropriate planning may occur.
Professional Roles and Responsibilities of Counselors

Clinical Mental Health Counseling Counselors
Clinical mental health counselors are employed by a variety of agencies and organizations to deliver counseling and consultative services. Graduates of Siena Heights University's Clinical Mental Health Counseling program have positions with public and private community mental health agencies, hospices, hospitals, specialized clinics (such as eating disorders), substance abuse centers, churches and parishes, state and local governments agencies, rehabilitation services, detention facilities, nursing homes, residential youth facilities, employee assistance programs, and community and four-year colleges. Many graduates also enter private practice.

Managed care in the medical and mental health care industry is changing the employment possibilities for Clinical Mental Health Counseling graduates. Students and potential students are encouraged to participate in a variety of counseling settings and to engage in dialogue with counselors active in the profession. These interactions will assist the student in setting realistic school and career goals. Many insurance companies recognize licensed professional counselors for third-party payment for counseling treatment.

Expectations of Students
Counseling is a profession. It demands specialized education and training, and continual learning. Its professional association, the American Counseling Association, has established legal and ethical standards expected of persons practicing in the field. These standards are to be followed by all Clinical Mental Health Counseling students at Siena Heights University. Counseling students need to be especially aware of ethics concerning confidentiality and roles and relationships.

The Clinical Mental Health Counseling faculty, with the approval of Graduate Council, have established general personal and professional expectations of the students in the Clinical Mental Health Counseling Program. Additional expectations are set for specific courses and experiences throughout the program.

The student must maintain the required grade point average for continuation in the Clinical Mental Health Counseling Program. If a student earns a “C” grade in any courses, the student must repeat the course and earn a “B” grade or better. A graduate student who receives a grade of “C” in any course is placed on academic probation for the next six (6) semester hours. The grade transcript of each Clinical Mental Health Counseling student is reviewed by the Clinical Mental Health Counseling Program Director at the completion of each term. At the end of each academic year, program faculty will assess the progress of all students in three domains: academic achievement, clinical skill and professionalism.

The student is required to meet all deadlines associated with successful progress through the Clinical Mental Health Counseling Program.

The student is expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Clinical Mental Health Counseling Program and the awarding of the Master of Arts degree.

The student is required to hold student membership in the American Counseling Association. Student membership in the professional state-level counseling association is strongly encouraged. The student files evidence of membership (i.e., photocopy of membership card) with the Clinical Mental Health Counseling Program Director no later than the second semester or session of study in the Clinical Mental Health Counseling Program.
The student is required to obtain professional liability insurance prior to beginning practicum. The student files evidence of the insurance with the Clinical Mental Health Counseling Program Director at the same time as the application forms for practicum are filed.

The student is required to develop a portfolio to illustrate professional development as a counseling student. Evidence and reflection of the knowledge, skills, attitudes, and values associated with the counseling profession are to be included in the portfolio.

The student is expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/conventions, use of technology as a learning resource, and sharing of professional information with colleagues.

Failure to adhere to all of these expectations may lead to suspension from the Clinical Mental Health Counseling Program.

**Admission**

Persons interested in making application for admission to the Clinical Mental Health Counseling Program must file the appropriate completed application with the Graduate College by the due date as specified on the Graduate College website.

Before any admissions consideration, each applicant's file must contain the completed application form, the application essay, three letters of reference pertinent to the applicant's desire and ability to perform graduate-level work and to meet the expectations of the counseling profession, a current resume, a completed Criminal Conviction Disclosure form, and official transcripts from each educational institution the applicant has attended.

**Prerequisites**

Although applicants for the Clinical Mental Health Counseling Program do not need to have specific undergraduate majors or minors, specific kinds of courses are considered advantageous for success and progress in the program. Undergraduate courses in the areas of psychology, sociology, research, education, and oral and written communication are beneficial in gaining acceptance to the program and also for success in the program.

Life and work experience are of benefit to professional counselors and therefore to students in the Clinical Mental Health Counseling programs. All applicants to the Clinical Mental Health Counseling Program are expected to demonstrate a minimum of two years experience, paid or volunteer, in working with people.

**The Portfolio**

The portfolio is developed throughout the course of the program. It provides evidence of the student’s reflections on his or her accomplishments and progress related to the established Clinical Mental Health Counseling Program Learning Outcomes. To do this reflection, the student compares the levels of achievement and progress at various points in the program. The portfolio is presented in a web-based electronic format for ease of portability, revision, and dissemination.

The student begins the development of the portfolio in CMH 620 – Foundations of Clinical Mental Health by producing the basic organization of the portfolio as well as introductory documents. Ideas and examples of portfolios are discussed with students enrolled in CMH 620. Evidence and reflections from every course in the Clinical Mental Health Counseling Program are added to the portfolio as the student progresses through the curriculum. During Practicum (CMH 680), the portfolio is examined and the
contents evaluated by the program director. The student is provided written feedback concerning the completeness of the portfolio.

As part of the graduation requirements, the student is required to present to program faculty and other students an exit portfolio according to deadlines posted on the pages. This presentation is usually done during the Internship (CMH 682) seminar. The exit portfolio is the developmental portfolio, with information relevant to potential employers or doctoral program faculty should the student wish to continue his or her graduate education. By continuing the portfolio process after graduation from Siena, the counselor has a means of substantiating effectiveness, professional development, professional identity, and goal attainment. The portfolio also provides a method of self-assessment for the purpose of developing, implementing, and assessing a continuous improvement plan.

The Graduate College retains access to the electronic document(s) of the student’s portfolio for the purpose of accreditation review by the Higher Learning Commission (HLC) and other accrediting bodies.

The organization of the portfolio is according to the ten broad categories of the Clinical Mental Health Counseling Program Learning Outcomes. The evidence and reflections for each Clinical Mental Health Counseling Program Learning Outcome should be current at the presentation of the exit portfolio.

The development of the portfolio during the program assists the student in self-assessment and professional development planning. It assists the program faculty in determining the preparedness of the student for Internship. As the student approaches graduation, the developmental portfolio may be used as a means of demonstrating competencies, skills, and abilities to employers and other professionals. In the profession, the portfolio provides the means of accountability and assessment. Each portfolio is individualized to reflect the uniqueness of the counseling student. Although every student engages in similar course work and experiences, the internalization of the learning and its meaning is unique to the individual.

**Clinical Mental Health Counseling Learning Outcomes**

The emphasis of the Clinical Mental Health Counseling Program is skill development. While the counseling student should possess the qualities of empathy, openness, tolerance, acceptance of self and others, genuineness, and self-growth, the entry-level counselor is expected to demonstrate a core of professional competencies and skills based on theory and practice.

The Clinical Mental Health Counseling faculty have developed learning outcomes deemed critical for the graduate of Siena's Clinical Mental Health Counseling Program to demonstrate prior to program completion and the receipt of the Master of Arts degree. These learning outcomes are the focus for the development of each course and experience in the Clinical Mental Health Counseling Program. There are two sets of “Cores” in the Clinical Mental Health Counseling degree plan: the professional counseling core and the clinical mental health core.

The professional core sequence for the Clinical Mental Health Counseling major is: CMH 620 Foundations of Clinical Mental Health Counseling; CMH 623 Psychology Over the Lifespan; CMH 626 Relationship Skill-Building; CMH 629 Counseling Theories and Procedures; CMH 632, Ethics and Legal Issues in Counseling; CMH 635 Group Procedures in Counseling; CMH 638 Counseling Diverse Populations, CMH 641 Career Development, CMH 644 Analysis and Appraisal in Counseling, and CMH 665 Consulting Theory and Practice. The student must receive a grade of "B" or better (on a 3.0 – 4.0 scale) in each of these core courses.

The clinical mental health counseling core consists of: CMH 647 Psychopathology and Resilience, CMH 650 Diagnosis and Psychopharmacology, CMH 653 Prevention and Intervention with Adults, CMH 656
Prevention and Intervention with Children, CMH 659 Neuroscience, Hope and the Spirit and CMH 662 Advanced Evaluation and Conceptualization. The student must earn a grade of “B” (based on a 3.0-4.0 scale) or better in each of these core courses.

The learning outcomes for the Clinical Mental Health Counseling Program are defined as follows:

**The Entry-Level Counselor:**

Knows, Applies, and Communicates Professional Counseling Standards of Practice
- practices ethical and legal behaviors in accordance with ACA code and state regulations
- understands counselor’s roles, functions, and relationships with other human service providers
- continues personal and professional growth by participating in meetings, workshops, and seminars
- systematically evaluates counseling performance; seeks supervision or consultation when appropriate

Understands the Client and the Context
- demonstrates openness and tolerance for diverse clienteles’ ideas and values
- understands the student/client from a normative and individual framework of human growth and development
- understands various situational and environmental factors and the impact on the client/student
- advocates for social justice and conflict resolution on behalf of clients or students

Engages in a Variety of Consulting Tasks
- works collaboratively with family members, other professionals and community organizations on behalf of the client/student
- develops, plans and implements change programs to meet the needs of individuals, organizations, and systems
- participates in case conferences and service planning meetings
- exhibits skills in making referrals so that students/clients are linked to needed services

Knows and Applies Strategies of Career Development and Life Planning
- employs current and relevant educational, occupational, and labor market information and resources
- is able to plan, organize and implement career development programs
- understands interrelationships of work, family, cultural roles, relationships and values
- utilizes technology-based career development applications and strategies

Demonstrates Entry-Level Counseling Skills and Interpersonal Skills
- develops therapeutic relationships through the use of core counseling skills, values and attitudes
- utilizes theoretical models to conceptualize client/student presentation and selects appropriate counseling interventions
- assists students/clients in developing and implementing change strategies to achieve goals
- manages counseling procedures effectively

Demonstrates Entry-Level Group Leadership Skills
- designs and implements small groups for counseling purposes
- is knowledgeable of group dynamics, processes and developmental stages
- demonstrates effective group leadership and facilitation
- is comfortable with managing conflict and emotions.
**Utilizes a Variety of Assessment and Evaluation Approaches**
- selects, administers and interprets appropriate standardized instruments for groups and individuals
- utilizes behavioral observation, testing and interview skills to formulate diagnostic statements
- considers culture, age, language and other relevant factors in the process of assessment
- explains evaluation results to clients and families in understandable terminology

**Utilizes Research and Evaluation in Practice**
- reads and evaluates current research to stay informed of best practices in counseling
- finds and utilizes research to improve counseling effectiveness
- designs and implements action research, needs, assessments and program evaluations
- is knowledgeable about current issues and trends in counseling

**Field Experiences**
The student in the Clinical Mental Health Counseling Program participates in numerous field experiences associated with specific courses throughout the program. Two specific field experiences are included in the Master of Arts degree program: CMH680 Counseling Field Practicum, offered in Fall of the third year of study, and CMH682 Counseling Internship, offered in Winter and Summer of the third year of study. The practicum is comprised of 100 clock hours (40 contact hours) of supervised experience in a counseling setting, while the internship is an intense experience comprised of 600 clock hours (240 contact hours) of supervised experience in a counseling setting. Practicum must be completed at one site, and internship at no more than two sites. The student may or may not do the practicum and internship at the same counseling site.

The Clinical Mental Health Counseling student is supervised at the site by a qualified counselor (preferably with the licensed professional counselor credential) familiar with the roles and responsibilities of counselors at the site and with the dynamics of counseling supervision.

The practicum and internship require the student to file the appropriate application forms and proof of liability insurance. Failure to comply with documentation requirements result in postponing the registration for the participation in the practicum and/or internship. Clinical Mental Health Counseling faculty determine the student's readiness for the practicum and internship experiences. The student who does not satisfy the expectations for beginning the practicum meets with an assigned faculty member to design and implement a professional development plan, which includes a timeline. When the professional development plan has been fulfilled, the student may again reapply. **The student is not guaranteed permission to register for and participate in the practicum and/or the internship.**
Clinical Mental Health Counseling

Graduate Studies Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>GRS 602</td>
<td>Introduction to Research or</td>
<td>3</td>
</tr>
<tr>
<td>GRS 605</td>
<td>Research Methodology (thesis track)</td>
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CMHC Courses

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMH 620</td>
<td>Foundations of Clinical Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CMH 623</td>
<td>Psychology Over the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CMH 626</td>
<td>Relationship-building Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMH 629</td>
<td>Counseling Theories and Procedures B/T</td>
<td>3</td>
</tr>
<tr>
<td>CMH 632</td>
<td>Ethics and Legal Issues in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CMH 635</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CMH 638</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>CMH 641</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CMH 644</td>
<td>Analysis and Appraisal (14 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>CMH 647</td>
<td>Psychopathology and Resilience</td>
<td>3</td>
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<tr>
<td>CMH 650</td>
<td>Diagnosis and Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CMH 653</td>
<td>Prevention /Intervention with Adults</td>
<td>3</td>
</tr>
<tr>
<td>CMH 656</td>
<td>Prevention/Intervention with Children</td>
<td>3</td>
</tr>
<tr>
<td>CMH 659</td>
<td>Neuroscience, Hope and the Spirit</td>
<td>3</td>
</tr>
<tr>
<td>CMH 662</td>
<td>Advanced Evaluation/Conceptualization</td>
<td>3</td>
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<tr>
<td>CMH 665</td>
<td>Consulting Theory and Practice</td>
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Counseling Field Experiences

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CMH 680</td>
<td>Counseling Field Practicum (14 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>CMH 682</td>
<td>Counseling Internship (21 weeks)</td>
<td>3</td>
</tr>
<tr>
<td>CMH 682</td>
<td>Counseling Internship Audit (if needed)</td>
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Counseling Electives (students may take 3 hours)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>CMH 670</td>
<td>Addictions Counseling</td>
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</tr>
<tr>
<td>CMH 671</td>
<td>Family Counseling</td>
<td>1</td>
</tr>
<tr>
<td>CMH 672</td>
<td>Relationship Counseling</td>
<td>1</td>
</tr>
<tr>
<td>CMH 673</td>
<td>Counseling Women</td>
<td>1</td>
</tr>
<tr>
<td>CMH 674</td>
<td>Counseling Men</td>
<td>1</td>
</tr>
<tr>
<td>CMH 675</td>
<td>Counseling in Corrections/Military</td>
<td>1</td>
</tr>
<tr>
<td>CMH 676</td>
<td>Group Leadership Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CMH 698</td>
<td>Special Topics: Global Setting</td>
<td>3</td>
</tr>
<tr>
<td>CMH 699</td>
<td>Special Topics</td>
<td>1</td>
</tr>
<tr>
<td>GRS 601</td>
<td>History and Philosophy of Ideas</td>
<td>3</td>
</tr>
<tr>
<td>CMH 694</td>
<td>Thesis/Project Seminar</td>
<td>3</td>
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57 required credits
3 elective credits
TOTAL = 60 credits

CMHC Curriculum - Final
Clinical Mental Health Counseling Degree: 60 hours
All courses require a grade of “B” or better to continue in program.
Graduate College Core (3 hours)

GRS 602 Introduction to Research or  
GRS 605 Research Methodology (Thesis Track)  (3 s.h.)

Clinical Mental Health Counseling Courses

CMH 620 Foundations of Clinical Mental Health Counseling  (3 s.h.)
A survey course designed to present the history, philosophy, core values and trends in the counseling profession and, specifically, in Clinical Mental Health Counseling. Explores counselor roles, functions and relationships with other human service providers, including those related to advocacy, social justice, outreach and emergency response. Discusses differences between prevention and intervention. Examines mental health delivery and managed care systems. Overviews credentialing, licensure and professional organizations pertinent to counseling specialties, including mental health counseling. Explores the expanding role of technology, including social networking, in counseling. Course may be repeated.

CMH 623 Psychology Over the Lifespan  (3 s.h.)
Explores a variety of perspectives on individual and family development including: cognitive, psychodynamic, existential, systems and neurobiological. Surveys personality theory. Explores situational and environmental factors that affect development, including transitional crises and trauma. Explores theories for facilitating optimal development and resilience across the lifespan. Explores the impact of exceptionality and disability on human development. Course may be repeated.

CMH 626 Relationship-building Skills  (3 s.h.)
This competency-based laboratory course focuses on acquiring and developing counseling skills fundamental to the relationship-building and exploratory phases of the counseling process. Students explore the impact of counselor characteristics and behaviors on the counseling process. Students engage in reflective activities designed to strengthen counselor resilience, to heighten awareness of personal values and to enhance appreciation of client strengths and potentials. Pre-requisites include CMH 620 and 623. Course may be repeated.

CMH 629 Counseling Theories and Procedures  (3 s.h.)
A survey of major counseling theories: historical, contemporary and emergent. This course is designed to help students appreciate the theoretical grounding and research behind various counseling techniques and procedures and to help them begin to develop an integrated personal theory of counseling. Discusses the use of research to inform evidence-based practice. Course may be repeated.

CMH 632 Ethics and Legal Issues in Counseling  (3 s.h.)
This course addresses the wide array of ethical and legal issues faced by contemporary counselors. Students will become familiar with the codes of ethics of the American Counseling Association and the Association of Clinical Mental Health Counseling Counselors. They will learn frameworks for making ethical decisions and will apply an understanding of ethical and legal issues to case scenarios. Students will become familiar with both HIPPA and FERPA, as well as with legislation and case law related to counseling in Michigan. They will explore the developing body of work on ethics for counselors in the digital age. Prerequisites: CMH 620 and 626.

CMH 635 Group Procedures in Counseling  (3 s.h.)
An applied approach to counseling with groups, in this course experiential and laboratory methods are utilized to develop group skills. Participants learn about group theories, group processes and dynamics, and about facilitation styles. Methods of evaluating group effectiveness are covered. Course may be repeated.
CMH 638  Counseling Diverse Populations  (3 s.h.)
Designed to explore theories, models and research related to identity development in a diverse world and to multicultural counseling. Incorporate experiential activities to foster understanding of self and culturally diverse clients. Explores the counselor’s role in social justice and advocacy for diverse populations. Explores counselor’s role in eliminating bias, prejudice, oppression and discrimination. A grade of “B” or better required to continue in program. Course may be repeated.

CED 641  Career Development  (3 s.h.)
This course addresses: 1) the history and future of career counseling in a diverse, global economy, 2) career development theories, 3) measurement instruments and processes for work-related preferences, abilities and special needs, 4) career information databases related to job market and labor trends, 5) skills related to career decision making and planning across the lifespan, 6) contemporary work-life balance issues, 7) career counseling processes and 8) the development and administration of career guidance programs. Prerequisites: CMH 620, 623, 626 661 and 632, or permission of course instructor. Course may be repeated.

CMH 644  Analysis and Appraisal  (3 s.h.)
A survey of formal and informal methods of individual analysis and appraisal available to the counselor in the clinical decision-making process. Explores methods of data-gathering including the clinical interview and symptom/strength checklists. Emphasis is placed on developing introductory skills in the use of standardized tests; specifically test selection, administration, interpretation and reporting of results. Students learn the use of basic intelligence, ability, and personality measurements. Includes a brief overview of basic relevant statistical methods and concepts. Students explore the ethics of assessment. Prerequisites: CMH 620, 623, 626, 629, 632 or permission of instructor. Course may be repeated.

CMH 647  Psychopathology and Resilience  (3 s.h.)
Explores definitions of and continuum between mental health and mental illness. Explores manifestations of abnormal behavior, including organic conditions and personality problems in childhood, adolescence, adulthood and old age. Considers data from commonly utilized personality measurements. Explores models, both traditional and strengths-based, for promoting wellness and resilience across the continuum of mental health and mental illness among individuals, families and communities. Pre-requisites include CMH 620, and 623. Course may be repeated.

CMH 650  Diagnosis and Psychopharmacology  (3 s.h.)
Utilizing theoretical and case study approaches, students will study the evolution and application of the DSM and ICD in clinical practice. Students will develop a framework for recognizing and identifying symptoms and dynamics of mental and emotional disorders. Students differentiate between diagnosis and developmentally appropriate reactions during crises, disasters and events perceived as traumatic. Course surveys common medications utilized by medical professionals to treat mental and emotional symptoms across diagnostic categories. Pre-requisites include CMH 620, 629, 641 and 647 or permission of instructor. Course may be repeated.

CMH 653  Prevention/Intervention with Adults  (3 s.h.)
Students will study prevention strategies for supporting optimal mental and emotional functioning in adults. Students will study common, empirically-supported intervention strategies in the treatment of adults in area such as: depression, anxiety, crisis, suicide, bereavement, sexuality, ADHD, trauma, addiction, and co-occurring disorders. Using case studies, students will develop treatment plans, consider progress reporting, referral processes and outcome measurements. Pre-requisites include: CMH 620, 623, 626, 629, 632, 641, 644, 647 permission of the course instructor.
CMH 656  Prevention/Intervention with Children  (3 s.h.)
Students will study prevention strategies for supporting optimal mental and emotional functioning in children, adolescents and families. Students will explore common, empirically-supported intervention strategies in the treatment of childhood and adolescent depression, behavioral disorders, ADHD, anxiety, crisis, suicide, bereavement, sexuality, trauma, addiction and co-occurring disorders. Using case studies, students will develop treatment plans; consider progress reporting, referral processes and outcome measurements. Pre-requisites include: CMH 620, 623, 626, 629, 632, 641, 644, 647 or permission of course instructor. Course may be repeated.

CMH 659  Neuroscience, Hope and the Spirit  (3 s.h.)
Students will explore the contributions of neuroscience, epigenetics and spirituality to understanding the human experience within the context of the counseling relationship and process. In this course, students will learn brain structure and function. They will explore recent advances in understanding the psychological ramifications of neuroplasticity. Students will consider the implications of the placebo effect, the power of imagery and imagination, energy-based approaches to counseling, mindfulness and other holistic, transpersonal approaches to counseling that integrate mind, body and spirit. Pre-requisites include: CMH 620, 623, 626, 629, 632, and 647 or permission of the course instructor. Course may be repeated.

CMH 662  Advanced Evaluation/Conceptualization in Counseling  (3 s.h.)
Utilizing a problem-based learning model, students will practice the process of integrating data from tests (diagnostically-keyed screens, substance abuse screens, mental status exams, intellectual, ability, and personality measurements) and interview assessment with developmental, psychological, family systems and counseling theories. The aim of the capstone course is to help students utilize assessments and a coherent case conceptualization model to understand client concerns and to guide the selection of levels and types of treatment. Pre-requisites include: CMH 620, 623, 626, 629, 632, 641, 644, 647, 656 and 659 or permission of course instructor. Course may be repeated.

CMH 665  Consulting Theory and Practice  (3 s.h.)
An examination of the theories and procedures of consulting and the change process. Introduces consultation as a concept used to inspire conceptual thinking for helping individuals, groups and organizations function more effectively and efficiently. Explores effective program evaluation and needs assessment strategies. may be repeated.

Field Experiences (6 hours)

CMH 680  Counseling Field Practicum  (3 s.h.)
The refinement and practice of basic counseling skills in a professional setting (school or community) under supervision. Enhancement of individual and group counseling skills and integration of theory and practice. Requires 100 clock hours, with 40 hours of direct client contact accompanied by a weekly campus seminar focusing on case discussion and on refining documentation skills, exploring the principles, models and methods of supervision and on helper wellness/resilience. Prerequisites: A grade of B or better in CMH 620, 523, 626, 629, 632, 635, 641, 644, 647, 650, 656, and 659 and approval of Counselor Education Program Director. Application required. Portfolio will be presented for the first time during Practicum Seminar. Course may be repeated one time.
CMH 682 Counseling Internship (3 s.h.)
An individualized, on-the-job, intensive counseling experience requiring 600 clock hours, with 240 hours of direct client contact under professional supervision. Opportunity to perform all activities expected of a regularly employed counselor in a clinical or school setting. Requires attendance at a regularly scheduled campus seminar focusing on processing the internship experience. Pre-requisites: a grade of “B” or better in CMH 680 and approval of Counselor Education Program Director. Application required. Final presentation of portfolio required. A grade of B or better required to continue in program. Course may be repeated one time.

Electives: 3 hours

(For thesis track students must take GRS 694) All other Clinical Mental Health Counseling students may choose from the following 1-hour electives:

CMH 670 Addiction Counseling
CMH 671 Family Counseling
CMH 672 Relationship Counseling
CMH 673 Counseling Women
CMH 674 Counseling Men
CMH 675 Counseling in Corrections/Military
CMH 676 Group Leadership Laboratory
CMH 699 Special Topics

Or 3 hour electives:

CMH 698 Special Topics: Global Studies
GRS 601 History and Philosophy of Ideas
GRS 694 Thesis/Project Seminar
The Graduate College

Master of Arts in Leadership
with concentrations in

Health Care
Higher Education
Organizational

Adrian • Battle Creek (online) • Benton Harbor (online)
Lansing • Metro Detroit • Monroe (online)
Master of Arts in Leadership

The Master of Arts degree in Leadership (MAL) program at Siena Heights University is designed to help adult professionals more effectively utilize critical thinking skills by integrating theory into practice. The core curriculum provides students an in-depth analysis of past and current leadership theory, ethical reasoning, cultural awareness, organizational development, and strategic planning. Each course is designed to provide multiple opportunities for practical application of knowledge and competency in students’ personal and professional lives. In addition, students complete an electronic graduate portfolio which highlights the competencies and skill sets learned during the Master of Arts in Leadership program.

The Master of Arts in Leadership program has been developed for the student who is a working professional with a unique set of skills built upon knowledge and concepts obtained from education and experience. It is a 36-credit-hour program consisting of 6 common required courses (18 credit hours) for all concentrations and 6 courses (18 credit hours) specific to each concentration. With an awareness of the busy lifestyles so many lead today, courses are offered in a blended 7/3 or 5/5 format (7 classes online and 3 in the classroom or 5 classes online and 5 in the classroom), as well as totally online. The classroom meetings are usually held from 6:00pm to 9:30pm on weekday evenings or on weekends. This format allows students to complete two courses during each semester of the academic year, if they wish; alternatively, students may choose to take just one course per semester.

Leadership Program Capstone Experience

The capstone experience for the Master of Arts in Leadership program is for students to create an electronic graduate portfolio.

The electronic portfolio contains artifacts demonstrating the student’s professional competencies, and is based on the leadership program learning outcomes (see below). Such a portfolio is required of students in order to graduate from any of our M.A. programs. Leadership students usually begin to assemble their portfolio during the LDR 601 Leadership course. Students are required to have the following documents in their graduate portfolio:

1. Table of contents
2. Current professional resume
3. Transcripts
4. Training certificates
5. Specialized awards or certificates
6. List of competencies
7. Three competency documents developed during the “first year of study”
8. Relevant projects from LDR courses such as final projects, research papers, or presentations
9. Prior learning credit awards (if applicable)

Final Project or Thesis

Only those Leadership students seeking to earn the GRS 694 Thesis/Project seminar credits (3) are required to complete a research thesis or a research-based non-thesis project in order to graduate. Students are expected to identify an area of their professional work that could benefit from quantitative and/or qualitative research, and to investigate and propose possible solutions for existing problems they face. This work is begun in GRS 602 Introduction to Research or GRS605 Methodology of Research and completed in GRS 694 Thesis/Project Seminar, usually toward the end of the program. Their completed work is stored in the University Library and is made available to other SHU students and faculty as appropriate. Non-thesis track Leadership students are not required to complete GRS 694 Thesis/Project Seminar as an elective course.
Leadership Program Learning Outcomes

1. **Communication.** The student will enhance existing skills in oral and written communication. Oral communication includes public speaking and platform skills. Interpersonal skills, the art of collaboration, and the development of a professional network to offer and receive professional assistance are components of communication.

2. **Ethics.** The student will demonstrate high regard for the professional ethics of the chosen field of study through discussion and action.

3. **Research/Inquiry.** The student will demonstrate an interest in and challenge of questioning observations, exploring "truths", and building a reputation for credibility and integrity through questioning and exploration.

4. **Lifelong Learning.** The student will participate in practices illustrative of the lifelong learner, one who seeks to further an understanding and integration of theory and practice formally and informally.

5. **Technology.** The student will demonstrate proficiency in the use of current technology as an enhancer to study, contemplation, and sharing of information.

6. **Spirituality.** The student will explore personal aspects of spirituality, the essence of life, in the development of a personal philosophy of life. Spirituality includes maintaining a balance among the roles and responsibilities of personal and professional life.

7. **Work Habits, Attitudes, and Values.** The student will demonstrate the work practices and routines necessary to fulfill the expectations of a professional. The expectations of a professional include behaviors based on positive attitudes toward the profession, the work setting, professional and work colleagues, and others with whom the professional comes in contact. The values of the professional include a high degree of respect for self and others, integrity, responsibility, and accountability.


Master of Arts in Leadership
Degree Requirements
Common Core Courses and Concentration Areas and Courses

The Master of Arts in Leadership program is offered in five concentrations—Health Care, Higher Education, and Organizational—that share a common required core intended to ensure that participants will possess the fundamental elements of ethical leadership. During the first year of study, Leadership students are expected to complete the six basic core courses (18 credits total):

- GRS 601 History and Philosophy of Ideas
- GRS 602 Introduction to Research [Non-thesis track] or
- GRS 605 Methodology of Research [Thesis track]
- LDR 601 Leadership
- LDR 630 Organizational Culture and Communication
- LDR 640 Financial Systems Management
- LDR 660 Strategic Planning

Then, students are expected to complete the remaining 18 credits in the program according to the required and elective courses specific to their chosen concentration area, as detailed in the following program plans.

See also the Graduate College MySiena pages at: [https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/Leadership_M.A._Program.jnz](https://mysiena.sienaheights.edu/ICS/Departments_and_Offices/Graduate_College/Leadership_M.A._Program.jnz) for program plans and two-year course rotation guides.
Health Care Leadership M.A.  
Degree Requirements  
(36 sem. hrs. total; 12 required courses)

The Health Care Leadership program is intended for individuals who have five or more years of professional work experience. The focus of the program is the personal and professional development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

**Common Required Courses** [18 hours; program directors in consultation with the dean can make course substitutions]
- GRS 601 History and Philosophy of Ideas
- GRS 602 Introduction to Research [Non-thesis track] or GRS 605 Methodology of Research [Thesis track]
- LDR 601 Leadership
- LDR 630 Organizational Culture and Communication
- LDR 640 Financial Systems Management
- LDR 660 Strategic Planning

**Required:** [18 credit hours]
- LDR 609 Health Care Systems Management
- LDR 614 Contemporary Issues in Health Care Administration
- LDR 620 Information Systems Management
- LDR 625 Human Resource Management in Health Care
- LDR 650 Medical Law
- LDR 678 Practicum
Higher Education Leadership M.A.
Degree Requirements
(36 sem. hrs. total; 12 required courses)

The Higher Education Leadership program is designed to provide high-quality professional education to students who are currently employed in, or pursuing a career in, higher education. The focus of the program is the personal and professional development of the individual as a leader in post-secondary education. The curriculum is based on addressing the most important issues facing higher education institutions today. Specific emphasis is placed on student development, effective instruction and assessment, and using technology in higher education to support instructional and administrative tasks. Furthermore, policies and procedures will be examined, along with the planning and evaluation of programs, to ensure organizational and student success. The practicum is an individually-designed experience to facilitate an application-based project that will demonstrate the student’s ability to integrate higher education theory into practice.

Common Required Courses [18 hours; program directors in consultation with the dean can make course substitutions]

GRS 601 History and Philosophy of Ideas
GRS 602 Introduction to Research [Non-thesis track] or
GRS 605 Methodology of Research [Thesis track]
LDR 601 Leadership
LDR 630 Organizational Culture and Communication
LDR 640 Financial Systems Management
LDR 660 Strategic Planning

Required: [18 credit hours]
LDR 612 Higher Education Law
LDR 622 Student Development Theory
LDR 623 Teaching and Technology in Higher Education
LDR 624 Organization and Administration in Higher Education
LDR 635 Program Planning and Evaluation
LDR 678 Practicum or
GRS 694 Thesis/Project Seminar
Organizational Leadership M.A.
Degree Requirements
(36 sem. hrs. total; 10 required courses and 2 elective courses)

The Organizational Leadership program is intended for individuals who have five or more years of professional work experience. The focus of the program is the personal and professional development of the individual as a facilitator and manager of change in self, others, and organizations. These skills are becoming increasingly critical as organizations seek to remain relevant and competitive in a rapidly changing world. The curriculum incorporates multidisciplinary concepts from the social sciences, business, communications, and education.

Common Required Courses [18 hours; program directors in consultation with the dean can make course substitutions]
- GRS 601 History and Philosophy of Ideas
- GRS 602 Introduction to Research [Non-thesis track] or GRS 605 Methodology of Research [Thesis track]
- LDR 601 Leadership
- LDR 630 Organizational Culture and Communication
- LDR 640 Financial Systems Management
- LDR 660 Strategic Planning

Required: [12 credit hours]
- LDR 610 Career Development and Mentoring
- LDR 621 Organizational Psychology
- LDR 686 Organizational Design and Development
- LDR 696 Consulting Theory and Practice

Electives: [6 credit hours]
- LDR 616 Training and Performance
- LDR 626 Project Management
- LDR 636 Team Building
- LDR 655 Negotiations as a Process
- LDR 678 Practicum
- GRS 694 Thesis/Project Seminar
- Other electives with permission of program director
Leadership
Course Offerings & Descriptions

GRS 601 History and Philosophy of Ideas 3 s.h.
An introduction to the nature of ideas and their consequences for the quality of life; particular attention given to the analysis and synthesis of ideas in daily life. Students attend to theoretical considerations through several in-depth writing assignments and apply the course content by taking action on ideas that would change their professional and personal worlds.

GRS 602 Introduction to Research [Non thesis track] 3 s.h.
An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation. Prerequisite: Completion of a minimum of 6 semester hours, including GRS 601. Intended for those students who elect not to complete a thesis as part of their Master’s degree.

GRS 605 Methodology of Research [Thesis track] 3 s.h.
An introduction to the process of planning, conducting, and reporting the results of research to appropriate audiences. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer and library/informational resource competencies, presentation skills, and the development of a research proposal. Prerequisite: Completion of a minimum of 15 semester hours, including GRS 601. Intended for those students who elect to complete a thesis as part of their master’s degree.

GRS 694 Thesis/Project Seminar 3 s.h.
Definition and development of a thesis growing out of the personal and professional experiences in the individual’s graduate program. Requires a formal presentation of the completed research study to a pertinent audience. The seminar facilitates completion of thesis/research. Prerequisites: A final grade of "B" or better in GRS 605 and an approved research proposal or literature review. Note: The graduate student registered for thesis/project seminar who does not complete the course requirements within the term of the original registration must register the next term for audit (1) credit until successful completion, or until the 7-year limit for degree completion is reached.

LDR 601 Leadership 3 s.h.
An interdisciplinary overview of program topics including relevant concepts from business, psychology, education, ethics, and career development. Reviews historical approaches to organizational leadership as well as recent innovations in managing the change process.

LDR 609 Health Care Systems Management 3 s.h.
A critical analysis and evaluation of health service delivery in various settings. This course explores the history, organization, roles and relationships of consumers and providers, as well as the various health service delivery systems functioning today. Students discuss current trends, issues and market dynamics which impact health service systems and integrate them into their leadership and management mental models.
LDR 610 Career Development and Mentoring 3 s.h.
An examination of factors affecting the selection and development of professional roles. Explores career development methods. Each student develops an individualized career action plan and learns techniques to assist individuals and organizations with career development programs.

LDR 612 Higher Education Law 3 s.h.
Important legal and ethical issues facing higher education institutions are explored during this course. Includes review of policy issues related to student rights, academic freedom, and intellectual property. In addition, the role of federal, state, and local governments in public education is explored. Using a case study approach, students are to develop an understanding of administrative law pertaining to students, faculty, administrators, and boards of trustees at institutions of higher education.

LDR 614 Contemporary Issues in Health Care Administration 3 s.h.
This course will expose students to the trends and contemporary issues of the health care delivery system. It will examine the issues pertaining to the organization, roles, and relationships of consumers and providers of health care services, as well as the various types of facilities and organizations, and current issues which impact the health care system.

LDR 616 Training and Performance 3 s.h.
Developing and sustaining competitive advantage may well be the last remaining way for an enterprise to survive and succeed in today’s global economy. To be fully competitive, companies must maximize the contribution of corporate training function. This course offers approaches for meeting the challenges: supporting and participating in the systematic analysis of human performance problems, identifying root causes of those problems, and unintended consequences of corrective action. Emerging concepts will be developed and integrated into the development of an annual training plan, course development and delivery.

LDR 620 Information Systems Management 3 s.h.
An introduction to the strategic management of information technology in the health service industry. Students examine in-depth the issues faced by managers of information systems. Areas of focus include clinical and financial information systems, community health information systems networks, and analysis of need, systems acquisition, operational challenges, and information systems planning and system/network integration strategies.

LDR 621 Organizational Psychology 3 s.h.
Topics of current interest in Organizational Psychology from an individual, group or systems perspective are covered. Understanding the workplace in today’s global market requires administrative, managerial and leadership insight and awareness from multiple dimensions. Focus areas will include Job Analysis, Performance Appraisal, Training, Motivation, Job Attitudes, Antecedents and Consequences, and Stress and Worker Well-Being among others.

LDR 622 Student Development Theory 3 s.h.
Using a comprehensive overview of college student development theory, this course focuses on the historical and contemporary approaches to college student growth and development to promote positive outcomes. This course examines the fundamental theories regarding the diversity and culture of the adult student, as well as effective teaching principles and practices for adult students.
LDR 623 Teaching and Technology in Higher Education 3 s.h.
An overview of current trends in higher education that impact teaching and learning, such as instructional methodologies, evaluation methods, and classroom culture. Developing an understanding of how contemporary technology can enhance the adult learning experience is vital to student success. Strategies, software, and other educational technology tools are explored and used during this course. Instructors model a best practices approach to teaching, learning and technology.

LDR 624 Organization and Administration in Higher Education 3 s.h.
An exploration of administrative roles, governance, and management functions of postsecondary institutions. Students are to develop an understanding of academic and student service policies and procedures, and to review and analyze organizational theory related to institutions of higher education.

LDR 625 Human Resource Management in Health Care 3 s.h.
The student will see how today’s world shapes both human resource management issues and needs. The course will also examine the roles that individuals, team members, managers, staff generalists and specialists play in human resource management (HRM). Our focus is on HRM functions as they relate to one another and to organizational performance strategy. The student will experience and evaluate a variety of training and development techniques as well.

LDR 626 Project Management 3 s.h.
Increasingly, business, governments and nonprofit organizations are consciously organizing their activities as projects. There is nothing new about undertaking projects in organizations. What is new is the deliberation with which projects are being introduced and executed today. At the same time that projects have been moved to the forefront of human activity, there has been a parallel focus on identifying competence in organizations.

LDR 630 Organizational Culture and Communication 3 s.h.
An in-depth study of the impact communication has on organizational culture, and how culture influences individual and organizational behavior. Students will examine communication and the impact it has on individual performance, organizational structure and cultural environment. This course will also examine different theories and methods of communication linked to a variety of leadership models and the development of technical competencies. Students are required to demonstrate basic computer-based competencies.

LDR 635 Program Planning and Evaluation 3 s.h.
An introduction to the concepts of curriculum, program planning, outcomes and instructional improvement strategies in higher education. Institutional assessment in higher education, as required by national, regional, or local accrediting agencies is explored. Evaluation and assessment are emphasized as providing guidance for making informed decisions regarding academic programs and student services. A variety of evaluation tools related to student achievement and organizational performance are explored.

LDR 636 Team Building 3 s.h.
An introduction to team building processes, characteristics of high performance teams, group decision-making techniques, methods to enhance team effectiveness, and individual assessment of team style. Students develop a team-based organization, which is organized around their individual competencies.
LDR 640 Financial Systems Management 3 s.h.
Organized around the understanding and application of maximizing the value of the firm for its shareholders. The areas of financial engineering, institutional characteristics and valuation models, time value of money concepts, cash flow analysis, options in capital investments, and the use of new financial instruments and strategies are explored.

LDR 650 Medical Law 3 s.h.
An introduction to the legal relationships and dynamics among health service providers, health care organizations, regulatory agencies, and society. Selective dimensions of the legal and regulatory systems and their impact on the delivery of health services are reviewed. Students develop an understanding of the legal dynamics affecting governmental institutions at every level and the regulatory process impacting the delivery of health services.

LDR 655 Negotiations as a Process 3 s.h.
An analysis of the negotiation process, as well as, the behavior and actions of individuals and groups within an organization involved in them. A focus on various strategies to conduct successful negotiations and build relationships in an organizational setting.

LDR 660 Strategic Planning and Implementation 3 s.h.
An in-depth examination of strategic planning, organizational development, and change management from a continuous improvement perspective. Students understand the connection between strategic planning and change management process. Additionally, examination will demonstrate how this connection affects organizational alignment, cultural transformation, and financial viability. Students develop planning and implementation strategies with emphasis on methods to best develop individuals, enterprises and community.

LDR 678 Practicum 3 s.h.
Students are expected to engage in an individually approved, application-based project to apply theories explored throughout the leadership program/concentration area. Students may complete this practicum requirement in a new or their own work setting under the direct supervision of a pre-approved facilitator. [200 hours are required.] At the culmination of this experience, students are expected to submit a comprehensive product, which documents the outcome of this practicum requirement. Prerequisites: Completion of a minimum of 24 semester hours, including GRS 601 and approval of program director.

LDR 686 Organizational Design and Development 3 s.h.
An examination of the basic attributes of organizations, including structures and communications. Also covers leadership theory, decision-making methods, conflict management and negotiation techniques, employee motivation, systems thinking, change management and economic development. The vision is to integrate contemporary thinking about organizational development and design with the classic ideas and theories in a way that has application as well as being productive - Ideas, that is, not just theories, that work for organizations today while providing a vehicle towards their development in the future. The mission is to integrate the concepts and models from organizational theory with the changing events in the real world to provide direct application of organizational design and development.

LDR 696 Consulting Theory and Practice 3 s.h.
The front-end analysis approach used to identify improvement opportunities at the organizational and process level. This course examines a variety of organizational development techniques. Also includes change management procedures, internal and external consulting, and ethical issues.
The Graduate College

Master of Arts in Education
Master of Arts Early Childhood Education
Master of Arts Early Childhood Education: Montessori-based
Master of Arts Elementary Education with K-12 Reading
Master of Arts Secondary Education with K-12 Reading
Master of Arts Special Education (K-12 Learning Disabilities)
Master of Arts Special Education (K-12 Cognitive Impairment)
Master of Arts in Educational Leadership: Principal (ELP)
Specialist of Arts in Educational Leadership (ELS)

Programs On Moratorium:
Elementary Education
Middle Level Education
Secondary Education
Mathematics Education with Emphasis on Technology
Teaching of English to Speakers of Other Languages

Courses offered on the Adrian Campus


**Education Program**

*Philosophy of the Graduate Education Program*

The Graduate Education Program at Siena Heights University offers opportunities to satisfy varying levels and kinds of needs regarding teacher certification and graduate-level education. The Director of Education and concentration-area advisors work with students to develop programs that allow for additional endorsements and the Master of Arts (M.A.) degree in teaching, in addition to M.A. and Specialist of Arts (Sp.A.) degrees in educational leadership for building principal and central office administrators, respectively.

The Graduate Education Program requires students to examine the teaching-learning environment. This environment is one in which the teacher is also a learner. The focus of each concentration, comprised of both specific and general courses, is the development of a positive and non-threatening climate in which teachers and students may interact for mutual understanding and the appreciation of others. In this kind of climate, learning occurs. The Graduate Education Program also requires students to integrate their learning throughout the program and to reflect on their own learning in the practice of being educators.

The goals of the Graduate Education Program are to: 1) provide opportunities for educators to explore the research-base of the qualities associated with excellence in teaching and administration; 2) encourage self-directed professional development; 3) enhance reflective teaching processes for self-assessment and self-improvement; and 4) encourage the educator to become a change agent and leader in the profession. The graduate courses incorporate pedagogy, curriculum, and assessment, technology tools, classroom management, developmental psychology, and reflection and metacognition. Successful students in the Graduate Education Program are individuals who have accepted the concept of teaching as a continuous process of learning and are prepared to commit their energies to support this belief.

The Master of Arts degree majors for certified teachers, if seeking additional certification in the Graduate Education Program are:
- Early Childhood Education (General and Montessori-based*)
- Elementary Education (General and with K-12 Reading)
- Secondary Education (General and with K-12 Reading)
- Special Education (Learning Disabilities and Cognitive Impairment)
- Educational Leadership: Principal

The Specialist of Arts degree in Educational Leadership for central office administration also requires teacher certification (not necessarily current) for admission.

*Degrees can be offered without certification*
**The Purposes of Graduate Education at Siena Heights University**

For current educators:

1. To provide programs designed to focus practicing educators on the improvement and enhancement of the learning/teaching environment in areas of interpersonal skills and communication, teaching effectiveness, logistical functions, and professionalism.  
   (Goal: Educators will impact the educational lives of their P-16 students in positive ways.)

2. To provide guidance and programming suitable and authorized by the Michigan Department of Education and the Council for the Accreditation of Education Preparation (CAEP) for the addition of endorsements to valid teacher certificates.  
   (Goal: Educators will retain the recognized credentials for their positions and responsibilities.)

3. To provide professional development opportunities for P-16 educators.  
   (Goal: Educators will satisfy state, national-mandated and locally-preferred professional development requirements while building and strengthening a repertoire of current "best" practices.)

**Definitions**

To maintain the integrity and reputation for quality of the Graduate Education Program at Siena Heights University, policies and practices reflect rigorous standards, particularly relating to the kinds of offerings acceptable for graduate-level credit. The Graduate Education Program adheres to the guidelines and standards established and evaluated by the Higher Learning Commission of the North Central Association of Colleges and Schools, the Michigan Department of Education and the Council for Accreditation of Educator Preparation (CAEP). The Graduate Education Program uses specific definitions for some common terms in the education field to illustrate its commitment to high quality education.

**In-service**

*In-service* education and training is considered to be short-term, one-time-only instruction pertinent to expectations of the school or school district. In-service opportunities usually have little, if any, follow up. They serve to disseminate information necessary for the operations of the school or district, or to satisfy requirements placed upon the school or district by the Michigan Department of Education and other accrediting bodies. In-service education and training are not provided for graduate-level credit through Siena Heights University.

**Professional Development**

*Professional development* is designed as continuous study and practice of a particular area related to the profession of teaching or the field of education. Generally, the individual educator is considered the best source for the development, implementation, and evaluation of a professional development plan that satisfies individual needs and interests. Professional development activities may or may not be related or dependent on each other. Learning from professional development activities is expected to be implemented in the classroom or educational setting in the short-term. In addition, CAEP defines professional development as, “opportunities for educators in EPP’s to develop new knowledge and skills through activities such as in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P-12 schools.
Graduate-level Education
According to the Higher Learning Commission of the North Central Association, "a graduate program characteristically consists of a coherent and intensive course of study designed by the institution to prepare students in a specialized area...Graduate credit is granted only for demonstrated learning at a level substantially beyond the baccalaureate level."

At Siena Heights University, graduate-level education is focused in content and purpose. Graduate-level education is expected to be intellectually engaging and challenging. Scholarship, research, and practice are components of graduate-level education. Siena strives for a high degree of student-faculty interaction through intellectual discussion.

Graduate-level education at Siena Heights University is considered a program of related courses which delve into the area of specialization selected by the student.

Graduate Education Program
At Siena Heights University, individuals who apply for admission to the Graduate Education Program must be certified teachers, seeking additional endorsement. Master’s degrees can be obtained without seeking certification.

Admission
Prospective students must apply for admission to Siena Heights University as a graduate student and consult with the Director of the Graduate Education Program. All applicants seeking to earn an additional teaching endorsement must hold a Michigan teacher certificate, a copy of which must be submitted with the student's application for admission. All Siena admission and residency requirements must be fulfilled for the university to serve as the authorizing institution for endorsements.

Transfer Credit
Occasionally, Graduate credit earned at an institution other than Siena Heights University since the issuance of the teacher certificate, but before the program has been designed, may be applied toward the endorsements. For the credit to be considered, the student must supply the original transcript, the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Credit earned at institutions other than Siena Heights University after the student has designed the program for the endorsement must be approved by the Director of Graduate Education prior to the student's enrollment in the course. The student is responsible for providing the course description (and syllabus, if possible), and an explanation of the ways in which the credit is suitable for the purposes outlined in the program and its relationship to the learning outcomes of Siena's Graduate Education Program.

Residency Requirement
A student must fulfill the minimum residency requirement of nine (9) post-baccalaureate semester hours at Siena Heights University and be a graduate student in good standing for Siena Heights University to serve as the authorizing institution for the endorsements.

A student may not request an independent study or a directed study until the minimum residency requirement of nine semester hours has been satisfied. Also, a student may not register for TED 678/690 Reflective Teaching Practicum and Seminar until the residency requirement has been satisfied.
Adrian Dominican Montessori Teacher Education Institute (ADMTEI) and Other Transfer Credit

Graduate credit from the Adrian Dominican Montessori Teacher Education Institute (ADMTEI) is converted to semester hours and transferred to the Siena Heights University transcript only after the student satisfies the minimum residency requirement of nine (9) semester hours of graduate credit at Siena Heights University. Requests to transfer graduate-level credit from any institution cannot be processed until the minimum residency requirement of nine (9) semester hours of graduate credit at Siena Heights University is satisfied.

Expectations of Students

Teaching is a profession. It demands specialized education and training, and continual learning. The Graduate Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Graduate Education Program. Additional expectations are set for specific courses and experiences throughout the program.

The Graduate Education student is expected to maintain the required grade point average for continuation in the Graduate Education Program. If a student earns a “C” grade in any of the professional core or specialization courses, the student must repeat the course and earn a “B” grade or better. A graduate student who receives a grade of “C” in any course is placed on academic probation for the next six (6) semester hours. The grade transcript of each student is reviewed by the Graduate College at the completion of each term.

The student is expected to meet the deadlines associated with successful progress through the Graduate Education Program.

The student is expected to demonstrate proactive social advocacy for the profession and for the individuals and organizations served by the profession. Examples of advocacy are identified on the student's resume prior to the completion of the Graduate Education Program and the awarding of the Master of Arts degree.

The Graduate Education student is expected to hold membership in at least one national, state, or local professional organization or association pertinent to his or her teaching areas or to the field of education in general. Membership in the National Education Association and the American Federation of Teachers and their state and local affiliations do not satisfy this requirement.

The Graduate Education student is expected to demonstrate professional and lifelong learning habits through the reading of professional journals and books, attendance and participation at professional meetings, seminars, and conferences/convocations, use of technology as a learning resource, and the sharing of professional information with colleagues.

No later than two weeks before the end of the term in which the Graduate Education student intends to graduate, the student is expected to present for review by the Graduate Education faculty a reflective, professional teacher portfolio developed using the eight learning outcomes of the Graduate Education Program; or, if a Special Education major, the nine special education program outcomes.

Organization of the Reflective Professional Portfolio of Continuous Progress

One requirement for graduation from the Graduate Education Program is completion and presentation of a “Reflective Professional Portfolio of Continuous Progress” documenting how the graduate student is highly qualified to teach a given subject area and/or grade level. In general, the portfolio is completed in electronic format, for ease of portability, revision, and dissemination. It is evaluated based on the Graduate Education Program Learning Outcomes, or the Special Education program outcomes.
**Graduate Education Program Learning Outcomes**

The Education Program Learning Outcomes reflect the desired knowledge, understandings, skills and dispositions of students who complete the education program at Siena Heights University. Consistent with a view of teaching as an art and science, the program highlights the following outcomes with the realization that valuable, but unanticipated, outcomes will also emerge. These are overall outcomes; no single course necessarily addresses every outcome. Students at the graduate and undergraduate levels demonstrate these outcomes in ways consistent with their varied levels of academic coursework, teacher candidate/certification status, and work experiences.

1. **Mission**: The education student demonstrates:
   - qualities consistent with the mission of the university to assist students in becoming more competent, purposeful, and ethical
   - the qualities of a reflective practitioner and a commitment to lifelong learning

2. **Theory into Practice**: The education student demonstrates:
   - the ability to analyze situations in classrooms and other educational settings, in light of current educational research
   - the ability to apply principles of best practice and use technology in preK-12 classrooms

3. **Politics, Ethics, and Professionalism**: The education student demonstrates:
   - an understanding of the political nature of educational institutions
   - an understanding of the demands that are placed on educators
   - the personal integrity, professionalism, and ethical behavior essential to the role of teacher.

4. **External Social Forces**: The education student demonstrates:
   - an understanding of the influence of major social forces on the lives of preK-12 students
   - partnership with families, specialists, and the larger community
   - preparation and willingness to address and accommodate the educational needs of students
   - an awareness of the social and emotional aspects of teaching and learning

5. **Diversity, Culture, and Climate**: The education student demonstrates:
   - an understanding of the diverse social and cultural factors that influence, challenge, and provide opportunities for enriching the teaching/learning process
   - the ability to identify characteristics of the educational community and how these characteristics impact the teaching/learning climate.

6. **Teaching/Learning Styles**: The education student demonstrates:
   - an understanding of the impact of multiple intelligences and teaching/learning styles on the teaching/learning process
   - the ability to identify his/her personal strengths and limitations
   - the ability to incorporate alternatives to his/her preferred teaching/learning style in curriculum and instruction

7. **Developmentally Appropriate Curriculum and Design**: The education student demonstrates:
   - an understanding of the intellectual, social, physical, and emotional stages of development of preK-12 students
   - the ability to plan, select, and design developmentally appropriate learning activities, materials, and assessments
   - an understanding of the content and methodology in various disciplines
   - the ability to identify meaningful learning outcomes consistent with national and state standards

8. **Leadership**: The education student demonstrates:
   - the ability to initiate change in the classroom or other educational settings for the improvement of learning and teaching
   - the ability to work collaboratively with other educators to develop communities of learning
The Special Education Program Learning Outcomes

**Philosophical, Historical, & Legal Foundations**
The candidate will be able to articulate philosophical, historical, and legal foundations of special education that are consistent with national, state, and local standards.

**Causes & Characteristics**
The candidate will demonstrate knowledge of research-based causes & characteristics of individuals with learning disabilities & cognitive impairments (mild to severe).

**Assessment & Evaluation**
The candidate will be able to select, design, use, & interpret appropriate assessment, diagnosis, and evaluation techniques that are consistent with research-based information.

**Instructional Content & Practices**
The candidate will be able to use instructional content and practices to include assistive technology that are based on research and “Best Practices.” Areas include, but not limited to: reading skills, language arts skills, math skills, study skills, problem-solving skills, transition, pre-vocational skills, employability, social skills, daily living, & leisure/ recreation.

**Design, Implement, & Manage Learning Environments**
The candidate will be able to design, implement, & manage teaching and learning environments inclusive of early childhood through adulthood that stimulate learning in all areas including academic, social, daily living, and prevocational/vocational.

**Data Collection**
The candidate will be able to collect, organize, analyze, and transmit data using appropriate management and ethical skills.

**Collaboration**
The candidate will develop a sound understanding & application of appropriate communication & collaboration using a number of models in the IFSP/RTI/IEP/ITP/504 process, parent interactions, collaboration, and consultation in school and community settings and situations.

**Ethics & Professionalism**
The candidate will consistently demonstrate professionalism and ethical practices in classes and in field setting; recognizing the critical importance of how equity and diversity play in a productive professional setting.

**Social Interactions**
The candidate will demonstrate the ability to manage and teach appropriate social behavior and social interaction skills to students with learning disabilities and cognitive impairments.
Information for Teachers Certified by the Michigan Department of Education
Teacher Certificate Endorsements and Degrees

Substantial revisions to the Teacher Certification Code administrative rules are in process at the time of
the printing of this catalog. These changes to Michigan law impact the requirements for teaching
certificate renewals and upgrades to professional certification. The Education program continues to
monitor these changes and will advise students to the best of our ability of issues relating to compliance
with these changes. Teachers can also monitor developments on the Michigan Department of Education
website (http://www.michigan.gov/mde/0,4615,7-140-6530_5683_14795---,00.html).

As of February 8, 2011, an individual teacher applies directly to the Michigan Department of
Education for all certificate renewals, upgrades, and endorsements through the MOECS
online system (http://www.michigan.gov/moecs).

Endorsements
Endorsements are teaching areas and/or grade levels added to the elementary or secondary teacher
certificate. Some graduate courses and majors lead to endorsements on an existing teacher
certificate in the State of Michigan. Endorsements for K-12 reading, early childhood education and
special education (learning disabilities and cognitive impairment) are available through the
Graduate Education program at Siena Heights University. Other endorsements are available by
completing planned programs of undergraduate courses. All endorsements require that a planned
program be designed and on file at the university prior to enrollment in the first course to be
applied toward the endorsement. The student applies for admission to the university as a graduate
student and consults with the Director of Graduate Education.

All endorsements are dependent on the successful passage of the pertinent subject area
components of the Michigan Test for Teacher Certification, or MTTC (required by Public Act
282) and the meeting of requirements related to the Criminal Conviction Disclosure Form
registration for the MTTC. All admission and residency requirements must be fulfilled for Siena
Heights University to serve as the authorizing institution for the endorsement.
**Master of Arts in Early Childhood Education**  
*Degree Requirements (36 sem. hrs. total)*

**Prerequisites:** Master of Arts Degree Only  
CDV 115 Child Growth and Development or equivalent course  
TED 522 Methods and Materials of Early Childhood Education or equivalent course

**Prerequisite for those seeking Early Childhood endorsements (ZS)**  
Elementary Teacher Certificate  
CDV 115 Child Growth and Development or equivalent course  
TED 522 Methods and Materials of Early Childhood Education or equivalent course

**COMMON CORE:**  
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GRS 601</td>
<td>History and Philosophy of Ideas</td>
<td>3</td>
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<tr>
<td>GRS 602</td>
<td>Introduction to Research [non-thesis track] OR</td>
<td>3</td>
</tr>
<tr>
<td>GRS 605</td>
<td>Methodology of Research [thesis track]</td>
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**PROFESSIONAL CORE:**  
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<tbody>
<tr>
<td>TED 617</td>
<td>Perspectives on Diversity</td>
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<tr>
<td>TED 601*</td>
<td>Professional Reading and Writing in Teacher Education</td>
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**SPECIALIZATION:**  
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<tr>
<td>TED 610</td>
<td>Foundations of Early Childhood Education</td>
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<tr>
<td>TED 620</td>
<td>Individualizing Early Math Curriculum</td>
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<td>TED 621</td>
<td>Individualizing Language Curriculum in Early Childhood</td>
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<tr>
<td>TED 622</td>
<td>Individualizing Early Science &amp; Cultural Studies Curriculum</td>
<td>1</td>
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<tr>
<td>TED 623</td>
<td>Observation, Analysis &amp; Affective Learning Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>TED 625</td>
<td>Administration &amp; Supervision in the Early Childhood Setting</td>
<td>3</td>
</tr>
<tr>
<td>SED 544</td>
<td>Early Childhood Special Education</td>
<td>3</td>
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Select one from the following (Required):  
**OR**

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<tr>
<td>TED 512**</td>
<td>Exceptional Children &amp; Youth in the Regular Classroom (Early Childhood)</td>
<td>3</td>
</tr>
<tr>
<td>TED 612</td>
<td>Exploration of the Special Needs of Exceptional Children &amp; Youth (Early Childhood)</td>
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**INTEGRATIVE EXPERIENCE:**  
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<tbody>
<tr>
<td>TED 690</td>
<td>Reflective Teaching Practicum and Seminar (Early Childhood)</td>
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**SUMMATIVE EXPERIENCE:**  
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<th>Credits</th>
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<tbody>
<tr>
<td>GRS 694</td>
<td>Thesis/Project Seminar (Early Childhood)</td>
<td>3</td>
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</table>

**NOTE:** Completion of 24 semester hours of courses from the specialization and TED 690 Reflective Teaching Practicum (Early Childhood)—27 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Early Childhood (ZS) Endorsement on an existing elementary teacher certificate in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credits hours are earned.*

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.*
**Master of Arts in Early Childhood Education/Montessori-based**  
*(Pre-K – primary)*

**Degree Requirements (36 sem. hrs. total)**  
*Students who have an undergraduate major in Montessori education are not eligible to pursue this major.*

**Prerequisites:**  
CDV 115 Child Growth and Development 3  
EDU 322/TED 522 Methods and Materials of Early Childhood Education 3  
**OR**  
Equivalent Courses

**COMMON CORE:**  (6 s.h.)
- GRS 601 History and Philosophy of Ideas 3  
- GRS 602 Introduction to Research [non-thesis track] 3  
**OR**  
- GRS 605 Methodology of Research [thesis track] 3

**PROFESSIONAL CORE:**  (6 s.h.)
- TED 601* Professional Reading and Writing in Teacher Education 3  
- TED 617 Perspectives on Diversity 3

**SPECIALIZATION:**  (15 s.h.)
- TED 623 Observation, Analysis, and Affective Learning Experiences for Young Children 3  
- TED 625 Administration and Supervision in the Early Childhood Setting 3  
*Select one from the following (Required):*
- TED 512** Exceptional Children and Youth in the Regular Classroom (P-12) 3  
**OR**  
- TED 612 Exploration of the Special Needs of Exceptional Children and Youth (P-12) 3  

**Required:**
- Adrian Dominican Montessori Teacher Education Institute Credit by Transfer: 6  
- Educational Philosophy and History 1  
- Early Childhood Development 1  
- Everyday Living Curriculum 1  
- Sensorial Curriculum 1  
- Math Curriculum (TED 620) 1  
- Language Curriculum (TED 621) 1

**INTEGRATIVE EXPERIENCE:**  (6 s.h.)
- Adrian Dominican Montessori Teacher Education Institute by Transfer: Montessori Student Teaching 6

**SUMMATIVE EXPERIENCE:**  (3 s.h.)
- GRS 694 Thesis/Project Seminar (Early Childhood) 3

*TED 601 must be scheduled as the first course or before 9 credit hours are earned.  
**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other institution.  
NOTE: Completion of this program does NOT lead to the Early Childhood (ZS) Endorsement on a teacher certificate in the State of Michigan.*
Master of Arts in Education
Degree Requirements (36 sem. hrs. total)

Prerequisites: None

**COMMON CORE:** (6 s.h.)
- GRS 601  History and Philosophy of Ideas  3
- GRS 602  Introduction to Research [non-thesis track]  3

**PROFESSIONAL CORE:** (27 s.h.)
- TED 551  Advanced Educational Psychology  3
- TED 601*  Professional Reading and Writing in Teacher Education  3
- TED 607  Traditional and Alternative Models of Assessment  3
- TED 612  Exploration of the Special Needs of Exceptional Children & Youth  3
- TED 615  Improving Classroom/School Discipline  3
- TED 617  Perspectives on Diversity  3
- TED 635  Advanced Diagnosis & Remediation of Reading Difficulties  3
- TED 650  Second Language Acquisition  3
- TED 690  Reflective Teaching Practicum and Seminar  3

**SUMMATIVE EXPERIENCE:** (3 s.h.)
- GRS 694  Thesis/Project Seminar  3

NOTE: Completion of this program does not lead to a teaching certificate or additional endorsement in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credit hours are earned.
# Master of Arts in Elementary Education with Reading/K-12

## Degree Requirements (36 sem. hrs. total)

### Prerequisites:
- EDU 330/TED 530  Developmental Reading (or equivalent course) 3
- EDU 334/TED 534  Strategies for Teaching Reading in Elementary School 3
- ENG 225 or 226  Children’s Literature or Adolescent Literature 3

### COMMON CORE: (6 s.h.)
- GRS 601  History and Philosophy of Ideas 3
- GRS 602  Introduction to Research [non-thesis track] 3
- OR
- GRS 605  Methodology of Research [thesis track] 3

### PROFESSIONAL CORE: (6 s.h.)
- TED 617  Perspectives on Diversity 3
- TED 651  Legal and Ethical Issues for Educators 3
- OR
- TED 551  Advanced Educational Psychology 3

### SPECIALIZATION: (18 s.h.)
- TED 535  Strategies for Teaching Reading through the Content Areas in the Secondary School 3
- TED 601*  Professional Reading and Writing in Teacher Education 3
- TED 635  Advanced Diagnosis & Remediation of Reading Difficulties 3
- TED 636  Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School 3
- TED 644  Integrated Language Arts/Reading Curriculum in the Middle Level 3

*Select one of the following (Required):*
- TED 512**  Exceptional Children and Youth in the Regular Classroom (Elem.) 3
- OR
- TED 612  Exploration of the Special Needs of Exceptional Children and Youth (Elementary) 3

### INTEGRATIVE EXPERIENCE: (3 s.h.)
- TED 678  Reading Practicum and Seminar 3

### SUMMATIVE EXPERIENCE: (3 s.h.)
- GRS 694  Thesis/Project Seminar (Reading) 3

**NOTE:** Completion of 18 semester hours from courses in the specialization and TED678 integrative experience in reading—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Reading Specialist (BR) Endorsement on an existing elementary teacher certificate in the State of Michigan.

*TED 601 must be scheduled as the first course or before 9 credits hours are earned.

**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.
### Master of Arts in Secondary Education with Reading/K-12

#### Degree Requirements (36 sem. hrs. total)

**Prerequisites:**
- EDU 330/TED 530  Developmental Reading (or equivalent course) 3
- EDU 335/TED 535  Strategies for Teaching Reading in Secondary School 3
- ENG 225 or 226  Children’s Literature or Adolescent Literature 3

**COMMON CORE:** (6 s.h.)
- GRS 601  History and Philosophy of Ideas 3
- GRS 602  Introduction to Research [non-thesis track] 3
  **OR**
  - GRS 605  Methodology of Research [thesis track] 3

**PROFESSIONAL CORE:** (6 s.h.)
- TED 617  Perspectives on Diversity 3
- TED 651  Legal and Ethical Issues for Educators 3
  **OR**
  - TED 551  Advanced Educational Psychology 3

**SPECIALIZATION:** (18 s.h.)
- TED 534  Strategies for Teaching Reading in the Elementary School 3
- TED 601*  Professional Reading and Writing in Teacher Education 3
- TED 635  Advanced Diagnosis & Remediation of Reading Difficulties 3
- TED 636  Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School 3
- TED 644  Integrated Language Arts and Reading Curriculum in the Middle Level 3

Select one of the following (required):
- TED 512**  Exceptional Children and Youth in the Regular Classroom (Secondary) 3
  **OR**
  - TED 612  Exploration of the Special Needs of Exceptional Children and Youth (Secondary) 3

**INTEGRATIVE EXPERIENCE:** (3 s.h.)
- TED 678  Reading Practicum and Seminar 3

**SUMMATIVE EXPERIENCE:** (3 s.h.)
- GRS 694  Thesis/Project Seminar (Reading) 3

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**NOTE:** Completion of 18 semester hours from courses in the specialization and TED 678 integrative experience in reading—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Reading Specialist (BR) Endorsement on an existing secondary teacher certificate in the State of Michigan.

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*TED 601 must be scheduled as the first course or before 9 credit hours are earned.
**This course is not an option for the student who has previously completed as an undergraduate at Siena Heights College/University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other post-secondary institution.
Master of Arts in Special Education (Learning Disabilities, K-12)
Degree Requirements (43-44 sem. hrs. total)

Prerequisite:
TED 512  Exceptional Children & Youth in the Regular Classroom (or equivalent)  3

COMMON CORE:  (6 s.h.)
GRS 601  History and Philosophy of Ideas  3
GRS 602  Introduction to Research [non-thesis track]  3
OR
GRS 605  Methodology of Research [thesis track]  3

SPECIAL EDUCATION CORE:  (14-15 s.h.)
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<tr>
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</thead>
<tbody>
<tr>
<td>SED 521</td>
<td>Educational/Assistive Technology for Students with Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>SED 541</td>
<td>Procedures in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SED 542</td>
<td>Parent-School Partnership: Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SED 543</td>
<td>Assessment and Evaluation of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SED 549</td>
<td>Special Education in an Urban Setting</td>
<td>1</td>
</tr>
<tr>
<td>SED 551</td>
<td>Behavior Management in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>TED 571</td>
<td>Elementary Core Methods</td>
<td>4</td>
</tr>
<tr>
<td>OR*</td>
<td>TED 572  Secondary Methods</td>
<td>3</td>
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SPECIALIZATION (LEARNING DISABILITIES):  (15 s.h.)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SED 545</td>
<td>Collaboration in Special Education</td>
<td>4</td>
</tr>
<tr>
<td>SED 561</td>
<td>Introduction to Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SED 562</td>
<td>Methods &amp; Strategies for Teaching Children with Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SED 534</td>
<td>Strategies for Teaching Reading to Students with Learning Disabilities</td>
<td>4</td>
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<tr>
<td>TED 534</td>
<td>Strategies for Teaching Reading in Elementary School</td>
<td>1</td>
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<tr>
<td>OR*</td>
<td>TED 535  Strategies for Teaching Reading through the Content Areas in the Secondary School</td>
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INTEGRATIVE EXPERIENCE:  (5 s.h.)
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<tbody>
<tr>
<td>SED 580</td>
<td>Directed Teaching (in elem. &amp; secondary special education classroom)</td>
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<tr>
<td>SED 595</td>
<td>Directed Teaching Seminar</td>
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SUMMATIVE EXPERIENCE:  (3 s.h.)
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GRS 694</td>
<td>Thesis/Project Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*This depends on your certification area. You take the course in your non-certified area.

NOTE: Completion of 34-35 semester hours of courses in the specialization and special education core, plus successful completion of the Michigan Test for Teacher Certification, leads to the Learning Disabilities (SM) K-12 Endorsement on an existing general education teacher certificate in the State of Michigan. Completion of 20 semester hours of courses in the specialization leads to the Learning Disabilities (SM) K-12 Endorsement on an existing special education teacher certificate in the State of Michigan.
### Master of Arts in Special Education (Cognitive Impairment, K-12)

**Degree Requirements (44-45 sem. hrs. total)**

**Prerequisites:**

- EDU 312/TED 512  Exceptional Children and Youth in the Regular Classroom  3

**COMMON CORE:** (6 s.h.)

- GRS 601  History and Philosophy of Ideas  3
- GRS 602  Introduction to Research [non-thesis track]  3

**OR**

- GRS 605  Methodology of Research [thesis track]  3

**SPECIAL EDUCATION CORE:** (14-15 s.h.)

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<thead>
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<th>Hours</th>
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<tr>
<td>SED 541</td>
<td>Procedures in Special Education</td>
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<td>SED 542</td>
<td>Parent-School Partnership: Special Education</td>
<td>2</td>
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<tr>
<td>SED 543</td>
<td>Assessment and Evaluation of Students with Disabilities</td>
<td>3</td>
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<tr>
<td>SED 549</td>
<td>Special Education in an Urban Setting</td>
<td>1</td>
</tr>
<tr>
<td>SED 551</td>
<td>Behavior Management in Special Education</td>
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<tr>
<td>SED 521</td>
<td>Educational/Assistive Technology for Students with Disabilities</td>
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<tr>
<td>TED 571</td>
<td>Elementary Core Methods</td>
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**OR**

- TED 572  Secondary Core Methods  3

**SPECIALIZATION (COGNITIVE IMPAIRMENT):** (16 s.h.)

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<tr>
<td>SED 545</td>
<td>Collaboration in Special Education</td>
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<tr>
<td>SED 581</td>
<td>Nature and Need of Individuals with Cognitive Impairment</td>
<td>3</td>
</tr>
<tr>
<td>SED 582</td>
<td>Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment</td>
<td>2</td>
</tr>
<tr>
<td>SED 583</td>
<td>Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment</td>
<td>2</td>
</tr>
<tr>
<td>SED 584</td>
<td>Transition and Career Education for Individuals with Cognitive Impairment</td>
<td>3</td>
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<tr>
<td>SED 585</td>
<td>Strategies for Fundamental Reading and Functional Reading</td>
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**INTEGRATIVE EXPERIENCE:** (5 s.h.)

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<td>SED 680</td>
<td>Directed Teaching (secondary special education classroom)</td>
<td>4</td>
</tr>
<tr>
<td>SED 695</td>
<td>Directed Teaching Seminar</td>
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</tbody>
</table>

**SUMMATIVE EXPERIENCE:** (3 s.h.)

- GRS 694  Thesis/Project Seminar  3

*This depends on your certification area. You take the course in your non-certified area.*

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**NOTE:** Completion of 35-36 semester hours from courses in the specialization and special education core, plus successful completion of the Michigan Test for Teacher Certification, leads to the Cognitive Impairment (SA) K-12 Endorsement on an existing special education teacher certificate in the State of Michigan.
Master of Arts in Educational Leadership: Principal (ELP)  
Degree Requirements (36 sem. hrs. total)

The Educational Leadership: Principal Master of Arts (ELP) program is designed for educators who are already in formal or informal leadership positions and for those who seek school principal or other leadership roles in public or private secondary and elementary schools. This 36-credit hour program emphasizes the practical and cultural aspects of effective school leadership, including curricular, technological, finance, personnel, and other issues critical to successful leadership in today’s school environment. The program content is based on the Educational Leaders Constituent Council (ELCC) and National Policy Board for Educational Administration (NPBEA) National Standards for Educational Leadership and the Michigan Standards for School Principal Preparation.

Prerequisite:
Teacher certification

Common Core: (6 s.h.)
GRS 601 History and Philosophy of Ideas
GRS 602 Introduction to Research [Non-thesis track] or GRS 605 Methodology of Research [Thesis track]

Professional Core: (24 s.h.)
ELP 603 Curriculum, Instruction, and Assessment (3 cr.)
ELP 606 Orientation to School Principalship (3 cr.)
ELP 610 Supervision and Evaluation in School Settings (3 cr.)
ELP 618 PreK-12 Educational Finance (3 cr.)
ELP 630 Organizational Culture and Communication (3 cr.)
ELP 651 Legal and Ethical Issues for Educators (3 cr.)
ELP 662 Issues in Educational Technology (3 cr.)
ELP 665 Community Development (3 cr.)

Integrative Experience: (3 s.h.)
ELP 678 Practicum in Educational Leadership

Summative Experience: (3 s.h.)
GRS 694 Thesis/Project Seminar

NOTE: For those already holding a Master’s degree, completion of 24 semester hours of courses from the specialization and ELP 678 Practicum in Educational Leadership—27 credits total in the box above—leads to School Principal (AE) Administrator Certification in the State of Michigan.
**Education**

**Course Offerings & Descriptions**

**ELP 603  Curriculum, Instruction, and Assessment** (3 s.h.)
This course attempts to identify societal trends and predictive criteria for establishment of school curriculum and the relationship of sound assessment practices as related to the overall instructional process.

**ELP 606  Orientation to School Principalship** (3 s.h.)
This course provides an overview of the positions, roles, and responsibilities associated with leadership in educational settings. It includes analysis and self-assessment of leadership knowledge, skills, abilities, and work habits leading to the formation of professional development plans. Study of the context in which educational leaders develop and work is examined and technology is incorporated as an instructional methodology. Interviews and job shadows are required.

**ELP 610  Supervision and Evaluation in School Settings** (3 s.h.)
This course examines the criteria for and development of effective instruction, the implications of personnel and resource development, and the skills necessary to effectively supervise personnel to improve learning and the school environment.

**ELP 618  PreK-12 Educational Finance** (3 s.h.)
This course is an introduction to the broad scope of school finance issues. The course will focus on the budget process of both financial and human resources for the effective operation of an educational building. Students will study the tactical and strategic planning necessary for the decision-making associated with efficient and effective allocation of human and material resources. Aspects of projecting revenue and needs, budgeting, responses to changing economic, social, and political conditions, staff negotiations, establishing priorities and sources of funding, and other issues related to planning and resource allocation will be examined.

**ELP 630  Organizational Culture and Communication** (3 s.h.)
This course is an in-depth study of the impact communication has on organizational culture, and how culture influences individual and organizational behavior. Students will examine communication and the impact it has on individual performance, organizational structure and cultural environment, and different theories and methods of communication linked to a variety of leadership models and the development of technical competencies.

**ELP 651  Legal and Ethical Issues for Educators** (3 s.h.)
This course provides an overview of the legislation and regulations governing education, including those related to IDEA and special education services. It examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. The roles of educational leaders, including school board members, in school governance are discussed.

**ELP 662  Issues in Educational Technology** (3 s.h.)
This course provides an overview of technology in K-12 education. It includes exploration of educational technology research, resources, security, privacy, copyright, and other issues that affect K-12 educators. State and national technology standards and an exploration of emerging hardware and web-based technology that can be integrated into the instructional process are examined.
ELP 665 Community Development (3 s.h.)
This course is an introduction to the nature and process of community development. It examines elements such as community assessment, developing community-building skills, identifying stakeholders and potential partners, how communities learn to change, and the process of “preferred futuring.” The course blends theory and application and includes case studies and a group project.

ELP 678 Practicum in Educational Leadership (3 s.h.)
Students engage in an individually approved, applications-based project to apply theories explored throughout the educational leadership program. Students may complete this practicum requirement in a new or their own work setting under the direct supervision of a pre-approved facilitator. A minimum of 150 clock hours in the field are required. At the culmination of this experience, students are expected to submit a comprehensive product which documents the outcomes of this practicum requirement.

GRS 601 History and Philosophy of Ideas (3 s.h.)
An introduction to the nature of ideas and their consequences for the quality of life; particular attention given to the analysis and synthesis of ideas in daily life. Students attend to theoretical considerations through several in-depth writing assignments and apply the course content by taking action on ideas that would change their professional and personal worlds.

GRS 602 Introduction to Research (3 s.h.)
An introduction to the effective selection, analysis, and use of qualitative and quantitative research for professional purposes. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the application of research to a real-life issue or situation. Prerequisite: Completion of a minimum of 15 semester hours, including GRS 601. Intended for those students who elect not to complete a thesis as part of their Master’s degree.

GRS 605 Methodology of Research (3 s.h.)
An introduction to the process of planning, conducting, and reporting the results of research to appropriate audiences. Information and activities presented from the perspective of both the consumer and the producer of research. Requires demonstration of computer competencies and library/informational resource competencies, presentation skills, and the development of a research proposal. Prerequisite: Completion of a minimum of 15 semester hours, including GRS 601.

GRS 694 Thesis/Project Seminar (3 s.h.)
Definition and development of a thesis growing out of the personal and professional experiences in the individual’s graduate program. Requires a formal presentation of the completed research study to a pertinent audience. Book-talks of selected readings from the Graduate Studies Reading List begun in GRS 605 are completed. The seminar facilitates completion of thesis/research. Prerequisites: A final grade of "B" or better in GRS 602/605 and an approved research proposal.
Note: The graduate student registered for thesis/project seminar who does not complete the course requirements within the term of the original registration must register the next term for audit (1) credit until successful completion, or until the 7-year limit for degree completion is reached.

SED 521 Educational Technology and Assistive Technology for Students with Disabilities (1 s.h.)
This is a course designed to help students acquire the necessary skills to use educational technology and assistive technology in the classroom to facilitate the learning of students with disabilities. Graduate students are involved in developing, adapting, and modifying the standard curricula through educational technology and assistive technology. In addition, the graduate students develop skills in adapting software and hardware to meet individual needs, selecting appropriate material, and implementing the usage of assistive technology as indicated on IEP’s.
SED 534 Strategies for Teaching Reading to Students with Learning Disabilities (1 s.h.)
This is a course designed to help graduate students acquire the necessary skills in reading instruction for teaching reading to students with learning disabilities. Three models for reading are emphasized: developmental, remedial, and specific problems. Activities span the age range from early childhood to young adult. In addition, the graduate students develop skills in adapting standard curricula and materials to meet individual needs. Ten hours of field experience in a K-12 setting is required. 
Co-requisite: SED562

SED 541 Procedures in Special Education (2 s.h.)
The purpose of this course is to present the underlying structure and procedures in special education. The procedures regulated by laws and standards are covered in detail. Graduate students rehearse leading and participating in program development (IEP, 504, RTI/SAT, transition) meetings. The skills needed to be an effective team member, transmit information, and manage data in a professional, ethical, and efficient manner are focal points of this course. Prerequisite: TED 512 or equivalent.

SED 542 Parent-School Partnership: Special Education (2 s.h.)
This course provides theories and strategies for effective parent and professional partnerships in the field of disabilities. The impact of a child with disabilities on the family is a focus of this course. Interpersonal communication skills, legal issues, differences in cultures, values, and family expectations are discussed. Attention is given to family systems, family functions, and family life cycles. Graduate students develop skills managing both formal and informal meetings and conferences with parents of children with disabilities. Graduate students locate and assess local services for parents of children with disabilities. Ten hours of field experience with parents or guardians of children with disabilities are required. Prerequisite: SED 512 or equivalent.

SED 543 Assessment and Evaluation of Students with Disabilities (3 s.h.)
This course is designed to introduce graduate students to the role assessment plays in the field of special education. The focus is on selection, administration, and interpretation of instruments as they relate to program design and implementation. Included is a study of assessment instruments used by school psychologists and special education teachers. The Michigan assessment programs are discussed and reviewed for the implications for special education. In addition, test construction and test adaptation for a diverse population are presented. Alternative assessments are discussed in detail. Ten hours of face-to-face administration of assessment instruments are required. Prerequisite: SED 512 or equivalent.

SED 544 Early Childhood and Special Education (3 s.h.)
Typical and atypical development of young children (ages 0-8) is examined. Family centered and developmentally appropriate early intervention strategies in home, school, and specialized environments, as well as inclusion programs serving children with developmental delays and disabilities, are addressed. Curriculum models that facilitate the cognitive/language, social, emotional, physical, and self-help skills of children with disabilities in preschools and early elementary school are examined. Twenty hours of field experience in a special needs or inclusion program are required. Prerequisite: TED 512 or equivalent.

SED 545 Collaboration in Special Education (4 s.h.)
This course equips graduate students with the skills of collaboration with professionals, parents, students, and friends. A variety of models of collaboration are examined for usage and matching to the appropriate situation. Competencies in collaboration are developed, implemented, and evaluated. Candidates have the opportunity to rehearse models of collaboration. In addition, the graduate students are required to instruct others in appropriate collaboration. Co-requisite: SED580/680 or SED595/695
SED 549 Diversity in Special Education (1 s.h.)
This course is designed to provide an experience of working with students with disabilities in an urban setting. The candidates are introduced to the impact of an urban setting on disabilities. Issues such as culture, ethnicity, and socio-economics are considered in their influence on persons with disabilities and their families. Differences in the cultural definitions of various disabilities are studied. The quality and quantity of resources in an urban setting are examined and analyzed. 40 clock hours of field experience in an urban setting are required. Activities such as journal writing and interviewing school personnel are required. Prerequisite: TED 512 or equivalent.

SED 551 Behavior Management in Special Education (2 s.h.)
This course is designed to provide the graduate student with a foundation in the psychological impact of a disability on the cognitive, emotional, behavioral, social, and linguistic development of students. In addition, potential behavioral expressions are examined. Graduate students learn techniques and strategies for managing behavior, for pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students self-management. Ten hours of field experience are required.

SED 561 Introduction to Learning Disabilities (3 s.h.)
This course provides theories and strategies in the area of learning disabilities, with attention being given to the history and legal aspects of this field. A variety of research-based models are discussed in relation to the development of educational programs. The impact of a learning disability on the social and emotional development of a student is explored in detail. Aspects of receiving services, including the continuum of services, as well as community services, are discussed. Thirty clock hours in a setting with children with learning disabilities are required. Prerequisite: SED 512 or equivalent.

SED 562 Methods & Strategies for Teaching Children with Learning Disabilities (4 s.h.)
In this course, graduate students examine research-based learning programs and identify matches between student needs and program strengths. Modifications and accommodations to the basic skill areas in standard curricula in K-12 settings are studied. In addition, the graduate student develops skills at designing, implementing, and evaluating remedial programs, adaptation techniques, and activities for students with learning disabilities. Norm-referenced, criterion-referenced, and curriculum-based assessments are explored. The construction of age-appropriate environments that facilitate growth and learning are discussed. The candidate explores various factors related to the IEP, RTI, and 504 processes, learns how the teacher as researcher functions in a classroom, and applies this knowledge during the field experience. Thirty clock hours in a setting with children with learning disabilities are required. Prerequisite: SED 561 or equivalent.

SED 580/680 Directed Teaching (Special Education) (4 s.h.)
Supervised observation, participation, and teaching in local public and private K-12 schools are experienced. This is an eight (8) week, full-time placement. Depending on the candidate’s prior certification and teaching experience, the field placements are divided between elementary, middle, and secondary settings. All candidates must complete directed teaching in two different school-level settings. University supervisors observe and evaluate candidates at least three (3) times during this semester. There are two (2) evaluations in each setting and one culminating evaluation. Evaluation criteria are based upon the Michigan Department of Education Professional Standards for Teachers and special education standards. Credit/No Credit grading only. Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director Co-requisite: SED 595/69, SED 545
SED 581 Nature and Need for Students with Cognitive Impairment (3 s.h.)
This course provides an introduction in the area of cognitive impairment with attention being given to the
nature and needs aspects of this field. Research based models are discussed in relation to the
development of educational programs. The impacts of a cognitive impairment on the social/emotional
development and daily living skills of a student are explored in detail. All aspects of receiving services
are included in the continuum of services. There is a focus on community services as well as post school
services. Thirty clock hours in a setting with children with cognitive impairments are required.
Prerequisites: Acceptance into the Teacher Education Program, SED 512 or equivalent

SED 582 Educational Methods and Strategies For Working With Persons With A Mild Cognitive Impairment (2 s.h.)
During this course, the student will examine research-based instructional learning programs appropriate
for students with mild cognitive impairment, K-adult. In addition, students will design, implement and
evaluate age-appropriate individual and small group interventions for students with mild cognitive
impairments based on best practices and research. These interventions will include, but not be limited to,
academic, daily living skills, prevocational skills, and personal care skills. Modifications to standard
curricula for students with mild cognitive impairments in K-12 settings will be studied and practiced.
Communication of these to other professionals will be studied and practiced. Assessments (norm
referred, criterion referenced, and curriculum based) will be explored and implemented. Discussed in
this class will be the construction of age-appropriate environments (school, work, living, recreation) that
facilitate growth and learning. Students will explore all factors related to the IEP, RTI, ITP and 504
processes. Twenty clock hours in a setting with children with mild cognitive impairment are required.
Prerequisites: SED 581

SED 583 Educational Methods and Strategies for Working with Persons with Moderate and Severe
Cognitive Impairment (2 s.h.)
During this course, the candidate will examine research-based instructional learning programs for
students with moderate and severe cognitive impairment. Health and medical issues will be examined
and the candidate will design and implement a study of age appropriate individual interventions for
students with moderate and severe cognitive impairment based on best practices and research. Age-
appropriate modifications to standard curricula for students with cognitive impairments in K-12 settings
will be studied and practiced. The candidate will communicate these to other professionals. In addition,
the candidate will, based on research models, develop skills at designing, implementing, evaluating
programs and adaptation techniques and activities for students with moderate and severe cognitive
disabilities. These programs will include. but not be limited to, academic, daily living skills,
prevocational skills, and personal care skills. Assessments, (norm referenced, criterion referenced, and
curriculum based) will be explored and implemented. Discussed in this class will be the construction of
age-appropriate environments that facilitate growth and learning. Students will learn how the teacher as
researcher functions in a classroom. Students will explore all factors related to the IEP, ITP and 504
processes. Thirty clock hours in a setting with children with moderate and severe cognitive impairment
are required.
Prerequisites: SED 581
SED 584 Transition and Career Education for Students with Cognitive Disabilities (3 s.h.)
The purpose of this course is to provide the pre-service teacher the information and requirements that focus on transition and career development of individuals with cognitive disabilities. The focus is from high school to successful independent community work. The development of required career and transition plans and programs are stressed and a requirement of the course. The programs include employable skills, work skills, and work experience in both the school environment and the community environment. The student will learn how to create work environments. Students will also develop ideas to incorporate prevocational skills and independent living skills into daily lesson plans for all grade levels.
Prerequisites: SED 581

SED 585 Strategies for Fundamental Reading and Functional Reading (2 s.h.)
During this course, the candidate will examine research-based instruction in fundamental and functional reading. Functional and fundamental reading in all domains is covered and practiced. Age appropriate modifications will be implemented. The candidate will communicate these to other professionals. In addition, the candidate will, based on research models, develop skills at designing, implementing, evaluating programs and adaptation techniques and activities related to fundamental and functional reading for students with moderate and severe cognitive disabilities. These reading instructions will include, but not be limited to, academic, daily living skills, prevocational skills, and personal care skills. Assessments, (norm referenced, criterion referenced, and curriculum based) will be explored and implemented. Discussed in this class will be the construction of age-appropriate environments that facilitate growth and learning in reading. Students will explore all factors related to the IEP, ITP and 504 processes related to reading. Fifteen clock hours in a setting with children with moderate and severe cognitive impairment are required.
Prerequisites: SED 581

SED 595/695 Directed Teaching Seminar (Special Education) (1 s.h.)
Group discussion and analysis of problems and challenges encountered during directed teaching with a focus on comparison and contrast of teaching experience involving students with and without disabilities. Requirements include completing a case study, updating credential file and portfolio, and participating in an oral comprehensive interview based on the Graduate Teacher Education Program Learning Outcomes. Prerequisite: Completion of all other additional endorsement program requirements.
Co-requisite: SED 580/68, SED 545

TED 512 Exceptional Children and Youth in the Regular Classroom (3 s.h.)
(Early Childhood, Secondary)
An overview of students' diverse needs as represented in the regular classroom. Examines attitudes and adaptations to enhance instruction and the learning environment for children and youth with special needs. Describes the various disabilities and their specific impacts on learning. Also considers contemporary issues in educating exceptional students in a full inclusion environment.

TED 522 Methods and Materials of Early Childhood Education (3 s.h.)
Examines current theory regarding the education of young children (pre-kindergarten and kindergarten), with emphasis on the importance of early-enriched environment and critical periods for learning. Includes observation of children in a Montessori environment, as well as pre-schools and day care settings.
TED 530 Developmental Reading (3 s.h.)
Students will gain an understanding of the reading process and how it differs across the content areas. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the intermediate grades. Attention will be given to designing lessons which meet the needs of learners with diverse reading abilities. Students will demonstrate knowledge of integrating technology with instruction. Twenty (20) clock hours of field experience tutoring a Third, Fourth, or Fifth Grade general education delayed reader is required.
Prerequisite: TED 534

TED 534 Strategies for Teaching Reading (3 s.h.)
The purpose of this course is for students to gain an understanding of the reading process. Emphasis is placed on assessment, data analysis, and implementation of best practices in reading instruction in the primary grades. Lessons will be designed to meet the needs of all learners. Students will demonstrate knowledge of the components essential to a child’s learning to read as evidenced by research: oral language, phonemic awareness, word Study (phonics and vocabulary), fluency, comprehension and writing about reading. Ideas for ongoing communication and collaboration with parents will also be incorporated. Twenty (20) clock hours tutoring a Kindergarten, First, or Second Grade general education delayed reader is required. Course is offered: Fall Every Year

TED 535 Content Area Reading (3 s.h.)
This course deals with secondary content area reading instruction. Emphasis is placed on reading to learn with a goal of assisting secondary students in becoming more independent learners. Students will define the reading process and articulate a personal philosophy of reading to learn. There will be an emphasis on literacy across the curriculum as students create, modify, and adapt lessons to address the needs of various learning styles and explore assessment strategies for use in the content area classroom. Integration of technology will also be explored. Twenty (20) clock hours of field experience working with content area reading are required.

TED 549 Practicum in Urban Education (2-3 s.h.)
Designed to provide students with an opportunity to examine, participate in, and experience teaching in an urban setting. One hundred (100) clock hours in either an elementary or secondary classroom are required. Seminar sessions required. Supervision by classroom teachers provides students with many opportunities for teaching and evaluation. Requirements include keeping a journal, reading educational periodicals, doing a case study, and meeting with the university supervisor the week before and after the experience.

TED 551 Advanced Educational Psychology (3 s.h.)
Study of theories of learning as they developed historically and their practical application to contemporary elementary, middle level, and high school classrooms. Includes consideration of motivation, individual differences, classroom management, assessment and evaluation, multicultural issues, developmentally appropriate curriculum, and exceptional students. Field experience required.

TED 571 Elementary Core Education Methods (4 s.h.)
Analysis and application of basic teacher competencies: question-asking skills, assessing and evaluating creativity, human interaction skills, developing performance objectives, evaluation skills, sequencing instruction, and assessing cognitive development. Considers major subject areas taught in elementary school and middle level as well as multicultural issues, the needs of exceptional students, and the needs of special needs students.
TED 572 Secondary Education Methods (3 s.h.)
Identification and illustration of effective teaching techniques at the secondary (middle and high school) level through microteaching on television, planning lessons and instructional units, and writing behavioral objectives. Also considers classroom management, motivation, evaluation, textbook analysis, multicultural issues, the needs of exceptional students and special needs students.

TED 599 Special Topics (1-3 s.h.)
Workshops and seminars dealing with current topics.

TED 601 Professional Reading and Writing in Teacher Education (3 s.h.)
This course is an introduction course to the skills and concepts needed in the Master of Arts in Teacher Education program. The course content will include units on reading, writing, and critical analysis related to educational research; technology; skill development; organization of the Professional Portfolio; resume writing; research skills for students K-12; teacher leadership skills; research and thesis orientation; program planning and course selection. (Must be taken before 9 credits are completed.)

TED 603 Curriculum Futures (Early Childhood, Elementary) (3 s.h.)
Going beyond the level of trends, the course attempts to locate predictive criteria for establishment of curriculum needs in the future and to provide a variety of alternative structures for future curriculum development as implemented by administrators and teachers.

TED 607 Traditional and Alternative Models of Assessment (3 s.h.)
Analysis of standardized tests and non-standardized assessment procedures used with groups and individuals in the educational process and for career life planning. Examines issues pertinent to testing and assessment, including the interpretation and use of data. Incorporates commonly used statistical procedures.

TED 610 Foundations of Early Childhood Education (3 s.h.)
Examination of historical trends in early childhood education and care with a focus on key theorists and their influence on current early childhood methodology. Readings highlight original works of theorists and their contributions to our understanding of how young children learn, grow and develop. Considers a variety of approaches including developmental, constructivist, behavioral, and socio-cultural theories. Includes application of theories to current teaching and learning practices and development of a personal philosophy.

TED 612 Exploration of Special Needs of Exceptional Children and Youth (Early Childhood, Secondary) (3 s.h.)
Focus on the individual and unique cognitive, social, emotional, behavioral, physical, health, and sensory characteristics representing the diversity of students identified as "exceptional". An examination of assessment, instruction, and placement options through the review of legislation and research. Also considers research, theory, and practice related to the development, the implementation, and the evaluation of multidisciplinary/interdisciplinary approaches supportive of the teaching and learning environment.

TED 615 Improving School/Classroom Discipline (3 s.h.)
Assumes that teachers and administrators can reduce the number and severity of discipline problems by modifying the nature of their classrooms and schools. Identifies characteristics and strategies that assist in improving classroom and school discipline.
TED 617 Perspectives on Diversity (3 s.h.)
An examination of the complexity of what constitutes "diversity" in today's classrooms. While exploring specific aspects of diversity, focuses on using students' and teachers' diverse experiences and characteristics to expand and enhance the teaching-learning environment, including the climate, curriculum, and methodology necessary for global understanding and appreciation.

TED 620 Individualizing Early Math Curriculum (1-2 s.h.)
Workshop format with a hands-on approach to learn the rationale behind the development and use of Montessori math materials from the concrete to the abstract. Presentation of concepts in a very concrete fashion with materials. Students are helped to design materials to support their math programs.

TED 621 Individualizing Language Curriculum in Early Childhood (1-2 s.h.)
Workshop format with a hands-on approach to learn to develop, equip, and manage a logical, step-by-step language curriculum for the pre-primary child as well as the primary student that ensures the child's success in reading, writing, and self-expression. Whole language as well as phonics explored.

TED 622 Individualizing Early Science and Cultural Studies Curriculum (1-2 s.h.)
Workshop format with a hands-on approach to learn how to set up interesting activities to encourage children to explore concepts in science and cultural studies. Samples of workable curriculum in science and cultural studies are presented with an opportunity to explore many activities.

TED 623 Observation, Analysis, and Affective Learning Experiences for Young Children (3 s.h.)
This course focuses on the developmental abilities of young children from birth to 8 years of age. Skills are developed in observational techniques, recording developmental skills and abilities, and related analysis and interpretation. Based on these skills, students will explore a variety of ways to support self-concept development, create wholesome and integrated learning experiences, apply theory and research in the classroom to assist young learners in the curious, positive, creative pursuit of lifelong learning.

TED 625 Administration and Supervision in the Early Childhood Setting (3 s.h.)
A review of the basic principles of administration, organization, evaluation, and operation of early childhood programs. Examines supervision strategies, principles of management, and the importance of collaboration and professionalism. The course prepares students for organizing and operating a quality pre-primary program, school-age program, or childcare center. It offers theory on developing good interpersonal communication skills and relationships, parent/community involvement, program promotion and management, licensing regulations, child advocacy, accreditation and finances. The course links the theory to ways that can be useful for the student in elementary education as well as the field of early childhood education and childcare. Independent center observations and interviews facilitate an understanding of various methods of environmental and programmatic consideration and policies. Attendance at one outside professional conference is required. Students are responsible for conference fees and class related transportation. **Five hours of field experience required.**

TED 635 Advanced Diagnosis and Remediation of Reading Difficulties and Differentiated Instruction (3 s.h.)
This advanced course provides an in-depth study in the domains addressed in diagnostic assessment and the principles and practices of diagnosis and remediation of reading disabilities and differentiated instruction. In consultation and collaboration with a reading specialist, special education teacher, school psychologist, literacy coach, or related personnel who have the responsibility for providing literacy support, students examine and/or administer and compile a variety of formal and informal diagnostic tools used with individuals with reading difficulties. These must be suitable to their certification levels and endorsements and include the following: interest inventories, English language learning screening tools, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools. Students analyze
diagnostic profiles of struggling readers and examine various research-based reading intervention programs designed to match varied degrees of reading difficulty. Instructional intensity and programming are addressed. Students are required to complete 30 hours of field experiences in a classroom setting and in collaboration with parents. They are involved in implementing a reading intervention focused on instructional strategies that help students develop learning strategies.

TED 636 Imaginative Reading and Writing through Trade Books and in Content Areas in the Elementary School
(3 s.h.)
Consideration is given to the language development of the child and adolescent and to expanding awareness of the multiple intelligences through reading across the curriculum. This course will also explore the curriculum in terms of incorporating a literature based curriculum, implementation, solutions, management, assessment and evaluation using trade books. Prerequisite: EDU 330 or TED 530.

TED 641 Context and Development of the Middle Level Student
(3 s.h.)
A thorough examination of the physical, social, emotional, intellectual, and moral development of young adolescent learners. Extensive investigation of historical and contemporary research accompanied by observations and analysis, case studies (action research) of learners, and the study of the characteristics and preparation of the teachers who are dedicated to providing an appropriate learning environment for middle level students.

TED 644 Integrated Language Arts and Reading Curriculum in the Middle Level
(3 s.h.)
Focuses on the transitional phase of middle level students from the development of skills and appreciation of reading and language arts at the primary/elementary levels to the reading required in content areas of the secondary classroom. Uses a holistic view of the language arts and reading curriculum to enhance the ability of middle level students to integrate the aspects of the curriculum specifically and the environment in general.

TED 651 Legal and Ethical Issues for Educators
(3 s.h.)
An overview of the legislation and regulations governing education, including those related to NCLB, IDEA, and special education services. Examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. Discusses the roles of the educational leaders, including school board members, in school governance.

TED 678 Reading Practicum and Seminar
(3 s.h.)
A supervised experience in tutoring reading disabled students at the elementary, middle, or secondary level. Requires completion of a case study and/or action research project that may include administration of a variety of assessments, interpretations of the results, development and implementation of appropriate programs.
Prerequisites: TED 635 or permission of the instructor.

TED 690 Reflective Teaching Practicum and Seminar
(3 s.h.)
(Early Childhood, Secondary)
Designed to enable and encourage currently practicing teachers to reflect, in an organized and insightful way, on the ordinary and extraordinary aspects of the teaching-learning environment. Requires completion of reflective and analytical projects such as case studies, action research, professional development activity analysis, classroom observation and analysis, and a Professional Portfolio.
Prerequisite: Completion of a minimum of 15 semester hours in the Graduate Teacher Education Program
Adrian Dominican Montessori Teacher Education Institute (ADMTEI)

Credit by Transfer

Educational Philosophy and History (1 s.h.)
A thorough examination of Maria Montessori's philosophy and methodology with an emphasis on the Montessori learning environment. Examines the popular principles and techniques of education in current society and the educators and philosophers of the past and their impact on education.

Early Childhood Development (1 s.h.)
An in-depth study of the child's development from conception to the early elementary years. Examines the significance of the learning environment, parent/child and teacher/child interactions, the integration of children with special needs into the regular classroom environment, and the association between theories and data of early child development and early childhood educational methods.

Everyday Living Curriculum (1 s.h.)
The introduction to the most basic of the curriculum areas in the Montessori environment. Presents theory and practice of the intricacies of the lesson plan for the prepared environment as well as methods and materials.

Sensorial Curriculum (1 s.h.)
An exploration of the sensorial (visual, tactile, auditory, olfactory, and gustatory) curriculum as a developmental means by which the child integrates experiences for the development of abstract thinking. Provides opportunities to design and make activities and materials that are "strategies for observation" by the child.

Math Curriculum (1-2 s.h.)
The development of activities, strategies, and materials which provide the framework for implementing the mathematics curriculum sequence. Includes the examination of the developmentally appropriate curriculum for numeration, the decimal system, linear counting, static operations, dynamic operations, and fractions.

Language Curriculum (1-2 s.h.)
A holistic approach to language development, including listening, talking, reading, writing, and thinking. Presents the development of language from the child's early days through young childhood as a precursor to reading and writing.

Montessori Student Teaching (6 s.h.)
A yearlong experience in a Montessori classroom-setting working in the capacity of a supervised teacher. Requires a minimum of 725 contact hours, accompanied by seminars.
The Graduate College

Specialist of Arts in Educational Leadership (ELS)

PreK-12 Central Office Administration

Courses offered at the Adrian Campus
Educational Leadership
Educational Specialist of Arts (Sp.A.) Degree

The Educational Leadership Specialist of Arts (ELS) Program is designed for educators who have, or aspire to assume, leadership roles as professional practitioners (e.g., central office personnel, curriculum coordinators, school improvement coordinators and team members, reading specialists, grant-writers) in education. The Educational Leadership Specialist Program offers current educational leaders the opportunity to expand their knowledge base, while integrating the theory and research into their immediate reflective practice. For educators aspiring to leadership and responsibilities, the program offers the knowledge base and experiences with supervision and mentoring to help develop the skills and decision making for initial leadership positions. Although the program has expectations of all the students in the area of research and inquiry, the application is focused on the immediately accessible and desirable educators for full-time faculty positions in higher education.

The Educational Leadership Specialist Program is designed with a minimum of 30 semester hours for the degree. A master’s degree in an educational field is a prerequisite to acceptance into the specialist degree program. The total number of semester hours for the prerequisite master’s program and the Educational Leadership Specialist Program is no fewer than 66. Students entering the program are expected to have completed master’s level coursework in curriculum, assessment, educational psychology and/or human growth and development, and research.

The curriculum of the Educational Leadership Specialist Program is based on the standards, recommendations and the guidelines of several educational bodies and learned societies, including the Council of Chief State School Officers, Department of Education of the United States Catholic Conference (Formation and Development for Catholic School Leaders, 1993), Educational Leaders Constituent Council (ELCC), and the Michigan Department of Education Standards for the Preparation of Central Office Administrators (2009), and the Council for the Accreditation of Educator Preparation (CAEP). Using these guidelines and the model of Siena’s existing graduate programs, the Educational Leadership Specialist Program is comprised of a common core in foundations (6 semester hours); a professional core (12 sem. hrs.); a concentration selected and developed by the student (minimum 6 sem. hrs.); and an integrative experience (internship and mentorship, with seminar, for 3 sem. hrs.); and a summative experience (project and seminar for 3 sem. hrs.) which should relate directly to the student’s concentration. Possible concentrations may include:

- Administration of services and systems
- Instructional leadership (curriculum and instruction)
- Public policy
- Community and public development
- Spiritual leadership in Catholic education
- Community and educational partnerships
- Informational technology
- Development of human talent

Two integrating strands throughout the program are instructional technology and decision-making. Every course includes the extensive use of online dialogue and electronic information resources and some type of application, practicum, or field experience. Due to the program’s distinctive one-night-per-week “blended” online format, the degree program may be completed in less than two years of part-time study. Students are expected to move through the program in a cohort, taking the same courses at the same time, thus forming important networks for collaboration and support both during and after the program.

This degree is approved by the Higher Learning Commission of the North Central Association, the Michigan Department of Education, and the Council for Accreditation of Educator Preparation (CAEP).
Specialist of Arts in Educational Leadership
Degree Requirements (30 sem. hrs. total)

Prerequisite:
Master’s degree in an educational field

Common Core: (6 s.h.)
- ELS 701 Orientation to Educational Leadership 3
- ELS 703 Curriculum Process 3

Professional Core: (12 s.h.)
- ELS 710 Assessment and Development of Human Talents 3
- ELS 712 Financial Planning and Resource Allocation 3
- ELS 730 Communication and Information Management 3
- ELS 740 Legal and Ethical Issues in School Governance 3

Concentration: (6 s.h.)
- ELS 760 The Process of Change 3
- ELS 762 Technology Issues in Educational Leadership 3

Integrative Experience: (3 s.h.)
- ELS 790 Internship and Mentorship 3

Summative Experience: (3 s.h.)
- ELS 794 Project and Seminar in Educational Leadership 3

NOTE: Completion of 30 semester hours of courses from the program plan above will lead to Central Office (AC) Administrator Certification in the State of Michigan, pending Michigan Department of Education program approval.

NOTE: One requirement for graduation from the Educational Leadership Specialist Program is completion and presentation of a “Reflective Professional Portfolio of Continuous Progress” documenting how the candidate is highly qualified to serve as an educational leader in his/her chosen area of specialization. In general, the portfolio is completed in electronic format, for ease of portability, revision, and dissemination. It is organized and evaluated based on the Michigan Department of Education Standards for the Preparation of Central Office Administrators.


**Educational Leadership**

**Course Offerings & Descriptions**

**ELS 701 Orientation to Educational Leadership**
3 s.h.
An overview of the positions, roles, and responsibilities associated with leadership in educational settings. Includes analysis and self-assessment of leadership knowledge, skills, abilities, and work habits leading to the formation of professional development plans. Provides the study of the context in which educational leaders develop and work. Incorporates technology as an instructional methodology. Requires interviews and job shadows.

**ELS 703 Curriculum Process**
3 s.h.
An investigation of the needs and intent of curriculum to facilitate student learning and application and preparation for the future. Examines the components of existing curricula and the historical context in which they have developed as a means for implementing change for future curricula. Focuses on design, development, and evaluation of curricula, as well as instructional delivery and assessment models, including the incorporation of technology as a tool.

**ELS 710 Assessment and Development of Human Talents**
3 s.h.
An introduction to the recruitment and selection, orientation and mentoring, supervision, and appraisal of staff necessary for positive and productive operations in the educational setting. Includes career planning and development and staff development as aspects of the human resource function within the educational organization.

**ELS 712 Financial Planning and Resource Allocation**
3 s.h.
An exploration of the tactical and strategic planning necessary for the decision-making associated with efficient and effective allocation of human and material resources. Considers aspects of projecting revenue and needs, budgeting, responses to changing economic, social, and political conditions, staff negotiations, establishing priorities and sources of funding, and other issues related to planning and resource allocation.

**ELS 730 Communication and Information Management**
3 s.h.
An examination of communication theories and their application in the educational organizational system and with external constituencies. Presents ethics in communication and the collection, analysis, and communication of information; human and public relations theories and application; and the consequences of various communication approaches, styles, modalities, and techniques on morale, motivation, and effectiveness. Also deals with operational matters such as planning and conducting efficient and productive meetings.

**ELS 740 Legal and Ethical Issues in School Governance**
3 s.h.
An overview of the legislation and regulations governing education, including those related to IDEA, NCLB, and special education services. Examines the ethical dilemmas associated with the implementation of legislation, the decision-making process and its consequences, and the making, implementation, and monitoring of policies at the district and building levels. Discusses the roles of the educational leaders, including school board members, in school governance.

**ELS 760 The Process of Change**
3 s.h.
An examination of change theory and related modes, strategies, and approaches to change and transformation in education. Students are expected to develop an understanding of how to apply such theories and concepts to guide institutional change in the direction of continuous improvement.
ELS 762 Technology Issues in Educational Leadership  3 s.h.
A seminar to support self-designed and self-directed study of research and practices associated with effective application and management of technology for district-level educational leadership and continuous improvement. Class readings, discussion, and assignments address various aspects of technology and educational leadership, such as services and systems, security and policy, instructional and assessment data, and state and national standards regarding educational technology.

ELS 790 Internship and Mentorship  3 s.h.
This course deals with the application and reflective practice of principles and approaches in educational leadership. Requires the student of educational leadership to work with and assume some responsibilities of a current educational leader in the specialization to which the student aspires, and/or serve as a mentor to another educator or educator-in-training. The student is expected to work with the assigned educational leader for a full school year (for ELS 790 and 794) in an adjunct capacity, with documentation of a minimum of 216 clock hours. In conjunction with the ELS794 course, provides an opportunity for the student of educational leadership to devise and conduct a project associated with the chosen area of specialization, and to begin documenting this and other work in an electronic professional portfolio. Seminar participation is required; some seminar sessions are conducted online.

ELS 794 Project and Seminar in Educational Leadership  3 s.h.
This course deals with the application and reflective practice of principles and approaches in educational leadership. Requires the student of educational leadership to work with and assume some responsibilities of a current educational leader in the specialization to which the student aspires, and/or serve as a mentor to another educator or educator-in-training. Expects the student of educational leadership to work with the assigned educational leader for a full school year (for ELS 790 and 794) in an adjunct capacity, with documentation of a minimum 216 clock hours over the course of six months. In conjunction with the ELS790 course, provides an opportunity for the student of educational leadership to complete a project(s) associated with the chosen area of specialization and to document this and other work in an electronic professional portfolio, and present the completed project for an appropriate audience. Seminar participation is required; some seminar sessions are conducted online.
CAMPUS LOCATIONS

ADRIAN CAMPUS
1247 East Siena Heights Drive
Adrian, MI 49221
877-438-1596 / 517-264-7665

BATTLE CREEK CAMPUS ● KELLOGG CENTER
450 North Avenue
Battle Creek, MI 49017-3397
800-203-1560
battlecreek@sienaheights.edu

BENTON HARBOR CAMPUS ● LAKE MICHIGAN CENTER
2755 East Napier Avenue
Benton Harbor, MI 49022
800-252-1562
bentonharbor@sienaheights.edu

METRO DETROIT CAMPUS
19675 West 10 Mile Road, Suite 400
Southfield, MI 48075
800-787-7784 / 248-799-5490

LANSING COMMUNITY COLLEGE ● UNIVERSITY CENTER
210 West Shiawassee
Lansing, MI 48901
517-483-1326
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MONROE CAMPUS ● MONROE COUNTY COMMUNITY COLLEGE CENTER
1555 South Raisinville Road
Monroe, MI 48161
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