The Graduate College

Master of Arts in Counselor Education

Community & School Counseling

Master of Arts in Leadership

Emergency Management, Health Care, Higher Education, Homeland Security, Not-for-Profit, Nuclear Power, Organization, & Public Service

Master of Arts in Teacher Education

Early Childhood Education (General or Montessori-Based),
Elementary, Middle School, or Secondary Education,
Elementary or Secondary with K-12 Reading,
Special Education (Learning Disabilities & Cognitive Impairment),
Teaching of English to Speakers of Other Languages (TESOL),
Mathematics Teaching with Emphasis on Technology

Master of Arts in Educational Leadership: Principal

Specialist of Arts in Educational Leadership

Adrian• Battle Creek• Benton Harbor•Lansing• Metro Detroit• Monroe

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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
2010-2012 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, Battle Creek, Benton Harbor, Lansing, Monroe, and Southfield, Michigan.

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 Counselor Education satisfies the requirements set forth by the Michigan Board of Counseling. The Graduate Teacher Education and Graduate Counselor Education programs are governed by guidelines and standards set forth by the Michigan Department of Education. Siena Heights University's Teacher Education Program holds affiliate membership in the Teacher Education Accreditation Council, a national accreditation body.

Student Responsibilities

Graduate students are expected to be familiar with and to follow the program requirements and policies described in this catalog. Information to update and supplement deadlines, program requirements, and policies are provided on the Graduate College Website, **http://www.sienaheights.edu/CPShome.aspx?CampusID=20**. Failure to read this catalog does not excuse students from following the requirements and regulations listed therein.

Fall 2010
Revised Bi-Annually

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 university offers extensive evening course schedules at the main campus in Adrian, and at its graduate and undergraduate off-campus centers in Southfield, Michigan; at Lake Michigan College in Benton Harbor, Michigan; at Lansing Community College in Lansing, Michigan; at 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 Counselor Education, Leadership, Teacher Education, and Educational Leadership. The Metro Detroit Center, in Southfield, offers master’s degrees in Leadership and Counselor Education. The master’s degree in Leadership also is offered at the Lake Michigan College, Lansing Community 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, systemic 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 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.

The mission of the Graduate College is to help students integrate theory into practice.

General Information

Locations

The following is list of the locations and graduate programs offered by Siena Heights University. The university offers Master of Arts degree programs in Teacher Education, Counselor Education (community and school), 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 Counselor Education, Leadership, and Teacher Education (including Mathematics with Emphasis on Technology, School Principal Preparation, Special Education, and TESOL) and a Specialist of Arts degree in Educational Leadership. Teachers also can 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

Lake Michigan College Center in Benton Harbor
2755 East Napier Avenue, D-201
Benton Harbor, MI 49022
Phone: 269-927-6711
Offering the Master of Arts degree in Leadership

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 degree in Leadership

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 Master of Arts degrees in Counselor Education and Leadership

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

Summary of Admissions Requirements
(See the Admissions section in this catalog for more details)

- Undergraduate degree from an accredited institution, with minimum 3.00 grade point average (on a 4.00 scale).
- Official sealed transcripts from all previous institutions of higher learning. Must be mailed directly to Siena.
- Current professional resume
- Completed online application (including essay)
- Completed Criminal Conviction Disclosure Form
- Three letters of professional 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 Counselor Education and Leadership. Students interested in Teacher Education should refer to that section of this catalog for additional admissions information.

Overview of Degree Programs
Because most graduate students work during the day, classes at all locations are offered during evenings and on weekends. 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.

All graduate programs are based on professional competencies recognized by external authorities. The Teacher Education Program complies with standards set by the Michigan Department of Education. The Counselor Education Program complies with standards set by the Michigan Board of Counseling and the Michigan Department of Education.

In addition to coursework, the master's degree programs in Counselor Education, most concentrations in Teacher Education and Educational Leadership, the Health Care and Homeland Security 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 class for 6 to 37 hours and require an additional 75 to 100 hours of out-of-class learning activities, or 12 to 15 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 Teacher Education and Leadership, and should plan on taking at least three years to complete the

48-credit-hour master's degree program in Counselor Education.

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 and partly online); highly qualified and experienced faculty; affordable price; free and 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. 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/, which also contains the schedule located under "Available Classes."

Academic Calendar

The current academic calendar 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 early September. 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 for each term provides location, starting and ending dates for classes, course format (traditional, blended, online, etc.), and other information.

Health Insurance Plan for Students

A group health insurance policy is available to all students attending Siena Heights University. The cost of the plan is borne by the individual student. Coverage begins in September and continues for 12 months. Policy information and applications are available in the Business Office on the Adrian campus.

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 Administrators.

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.

2010-2012 Graduate Council Members

Anne M. Hooghart, Ph.D., Dean of the Graduate College

Patricia L. McDonald, O.P., Ed.D., LPC, COI, Professor of Counselor Education and Leadership

Linda M. Brewster, Ph.D., Director of Counselor Education

Kelly Cichy, Ph.D., Director of Graduate Teacher Education

John W. Fick, Ed.D., Co-Director of Leadership Program

Cynthia Jones, M.A., Co-Director of Leadership Program

Timothy H. Husband, Ph.D., Professor of Mathematics

Jennifer Hanson, Ph.D., Director of International Studies

Jennifer Ermiger, Ph.D., Graduate College Admissions Representative

Brenda Doremus, M.A., University Registrar

Elizabeth (Betsy) Brooks, Administrative Assistant

Mary Schaale, Office Systems Administrator, Metro Detroit Center

Dan Morris, M.A., Leadership Program Alumnus

Academic Policies and Practices

Admission Policies and Procedures

In addition to the general requirements for admission, students in the Graduate Teacher Education Program and in Counselor Education 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 high school diploma and 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 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.***

- ***Response to essay questions*** (typed, double-spaced, not to exceed four pages) that demonstrates the motivation, academic potential, and ability to undertake work at Siena Heights University.

- ***Three letters of reference***. Two of these references must relate to the potential graduate student's ability, motivation, and education and experiential preparation to pursue the chosen graduate program. One reference must attest to the level of the potential graduate student's affective skills in personal and professional relationships/interactions. These letters must be sent on letterhead directly from the referrer to the Graduate College Office at Siena Heights University. They must be original signed letters; copies, emails or faxes are not acceptable.

- ***An interview*** with the director of the program or faculty member for which the potential graduate student is applying.

- For teachers, a copy of ***teacher's certificate.***

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, the satisfactory completion of a minimum of six semester hours, and a progress review meeting with the respective program director, the program director may make a recommendation to Graduate Council concerning a change in the student's admission status.

Provisional Admission
Provisional admission may be granted for a student 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 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 will apply toward the Master of Arts degree if the student is given regular admission status.

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 by the American Association of Collegiate Registrars and Admissions Officers (AACRAO). The applicant is responsible for demonstrating the baccalaureate degree equivalency.

- Applicants whose native language is not English must provide evidence of proficiency in the English language by presenting a score of 550 or higher on the Test of English as a Foreign Language (TOEFL) and a score of 4 or higher on the Test of Written English (TWE). Scores must be sent directly to Siena Heights University from the Educational Testing Service, Princeton, New Jersey.

- 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 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.

Readmission
When enrollment is interrupted for more than one (1) year, the graduate student must initiate the process for readmission to the program with the submission of a new application, a revised resume, a completed Criminal Conviction Disclosure Form and one current letter of reference.

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. The readmitted student may not be entitled to complete a program that is no longer offered by the University.

Delayed Enrollment
A graduate student must enroll within a 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 graduate student who begins the process for admission but does not complete it within a 12-month period must begin the process again before enrollment in courses. Partial application packages are not retained after the initial 12-month period.

Consolidation of Credits
A maximum of nine (9) semester hours from any combination of transfer credit, credit for prior learning experiences, and credit for special offerings may be applied toward a Master of Arts degree.

Transfer Credit A maximum of nine (9) semester hours of graduate credit earned at other institutions may be transferred to a graduate program at Siena Heights University. 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. Credits accepted for transfer toward the Master of Arts degree must have a grade of B (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 requesting the official transcript and syllabus for each course to be considered for transfer credit. 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 completed successfully a graduate-level research course, which is approved for transfer to the Siena Heights University transcript, is required to enroll for 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 and support the learning. The documentation for the petition for prior learning experience credit is a portfolio, which 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. Prior learning experience credit is added to the Siena Heights University transcript when the graduate student has completed a minimum of nine (9) graduate hours in a planned program at the university. A maximum of nine (9) semester hours 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 process for prior learning experience credit has four stages:

- Preparation of a preliminary set of documentation to submit to the program director. The documentation should include: 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; and a written narrative of

ways the prior learning experiences relate to specific courses in the respective graduate program.

- Assignment of a faculty assessor by the program director to meet with the student to determine the criteria for the assessment and to develop a timeline. The faculty assessor assists the student in identifying and remediating deficiencies in the documentation.

- Determination of prior learning experience credit by the faculty assessor who forwards the recommendation to the respective program director.

- Notification in writing of the status of the prior learning experience credit. The student is responsible for presenting the prior learning experience credit award sheet to the Business Office where the necessary fees are paid and to the Office of the Registrar for the recording of 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 advisers 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.

Credit by Examination
Occasionally, graduate students whose program plan includes a set of linked/continuation courses such as GRS602/605 Introduction/Methodology of Research and GRS694 Project/Thesis Seminar, complete the requirements of the second course during the first course in the series. In such cases, a student may apply for "credit by examination," by providing the instructor and/or program director with documentation of successful completion of the requirements of the second course (which may include an oral or written examination). Upon the approval of the program director, the student may have his/her attendance in the course in question waived, pay the designated fee to the Business Office, and receive credit for the course, noted as "CR" (credit) on the Siena Heights University transcript.

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 adviser 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
The graduate student has seven (7) years from enrollment in the first approved graduate course to complete the requirements for the chosen Master of Arts degree program.

Because of the changing needs of society and the explosion of information, graduate courses more than seven (7) years old are not counted toward the fulfillment of requirements for the Master of Arts degree at Siena Heights University. For these same reasons, 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 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 Graduate Council's consideration.

Student Records
The graduate student's academic records are subject to the Family Education Rights and Privacy Act of 1974. 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.

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. Provisional admission must be granted to graduate students before the first registration for courses.

Graduate students in the Counselor Education and Leadership programs must file the intent-to-participate applications for practicum and internship prior to the registration period to ensure appropriate field placements.

Directed or Independent Study
Graduate students must complete nine (9) graduate hours in a planned program at Siena before being eligible to register for a directed study or independent study.

Continuous Registration
The graduate student registered for practicum, internship, or thesis 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 hour of tuition.

Course Withdrawal
The graduate student must have approval of the course instructor, respective adviser, and program director to withdraw from a course that has begun. The official date of withdrawal is determined by the last date of class attendance.

Drop/Add Policies
Prior to the first class session of a course, the graduate student may add or drop the course with the approval of the respective adviser or program director. The last day for adding graduate courses is the second Friday of the term with the approval of the respective adviser or program director and the course instructor. The specific dates are provided on the academic calendar for each respective location.

Course Load
Graduate registration for fewer than nine (9) semester hours during the fall or winter terms is considered part-time. Registration for nine (9) or more semester hours in a fall or winter term constitutes full-time graduate status. In the summer term, registration for fewer than six (6) hours in the summer term is considered part-time and six (6) or more semester hours is considered full-time. A student may register for ten (10) to twelve

(12) semester hours in any semester only with the approval of the appropriate advisor or program director. A graduate student may not register for more than twelve (12) semester hours in a term.

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. Graduate students whose first master's degree is from Siena Heights University may apply the common core courses, GRS 601 History and Philosophy of Ideas and GRS602 Introduction to Research/GRS 605 Methodology of Research, from the first degree to the second degree 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 the Master of Arts in Leadership program at Siena Heights University will be required to complete the required 18 credit hours for the second concentration. Elective courses cannot be counted twice.

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 hierarchy:

A - Outstanding (4 grade points for each semester hour).

B - Average (3 grade points for each semester hour).

C - Below Graduate Standards (2 grade points for each semester hour).

E - Failure (No grade points).

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. The unfinished course work must be completed independently by the conclusion of the following semester, or a shorter period of time as designated by the instructor. The Incomplete will automatically be converted to an "E" or "NC," depending on the grading system selected by the student, in which case the student would need to register for the course again and complete the course as a "repeat" to receive credit.

W - Official withdrawal; no effect on the grade point average.

CR - Credit equal to letter grade of "A" or "B" (not used in the calculation of the 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 for application 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).

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 subject to immediate suspension from the program.

Probation
Graduate students on probation may not register for GRS 694 or any field experiences until they raise their GPA to 3.0 by repeating appropriate courses, or obtain written prior permission from their program director and the Dean.

Suspension
A graduate student who is placed on academic suspension is informed of deadlines and procedures for an appeal of the suspension in the letter of suspension. Upon the receipt of a request for reinstatement, Graduate Council reviews the request to make a decision regarding reinstatement. Graduate Council may establish conditions for readmission. A student who is suspended a second time may not be readmitted.

Grade Changes
Faculty may change student grades only when there has been a calculation or recording error. 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.

Grade Appeal
A graduate student may appeal a grade (final grade or other) if the student believes 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 appeal process must be initiated no later than the term immediately following the one in which the grade under consideration is recorded. The student must first contact the course instructor who issued the grade to discuss the level of achievement as compared to the established criteria. If the matter is not resolved to the student's satisfaction, the student pursues a series of contacts until the matter is resolved to the student's satisfaction or until the steps of the grade appeal procedure have been exhausted.

The steps following contact with the course instructor are:

- The student writes an appeal to the respective program director. The student is responsible for sending a copy of the appeal letter to the course instructor. The course instructor writes a response to the program director and sends a copy to the student. The program director decides this issue. However, only the course instructor may change the grade. If the program director is also the course instructor, the appeal goes directly to the Dean of the Graduate College.

- The student writes an appeal to the Dean of the Graduate College, with copies sent to the course instructor, and the program director. The Dean of the Graduate College decides this issue. However, only the course instructor may change the grade.

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 October 1; for graduation in May the deadline is January 15; and for graduation in August the deadline is July 1**.** The student who applies for graduation but does not complete the requirements as anticipated must submit a new application for the term when the degree actually is to be awarded.

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) noting the level of performance for the process, the finished product, and evidence of satisfactory public presentation of the thesis. Graduate Teacher 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.
- Be recommended by the respective program director.
- Register for graduation by the established deadlines.

Academic Dishonesty Policy

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 others.

Graduate students must appropriately credit the sources of materials and ideas, published or unpublished. Failure to acknowledge the works of others implies that the work is one's own. Misrepresentation of one's self and one's work is plagiarism.

Graduate students must follow the ethical and legal guidelines established for copyrighted materials. Graduate students are 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 ***Publication Manual*** prior to their first course and use it throughout their program.

The course instructor who has documentation of plagiarism by a graduate student is required to, at a minimum, assign a failing grade for the assignment in question, and file the documentation with the

respective program director. The student may be assigned a failing grade for the course. The Dean is authorized to suspend the student for plagiarism. Appeal of suspension must be addressed to the Dean of the Graduate College, and the Graduate Council will review the request to make a decision regarding reinstatement.

Confidentiality

Several graduate courses, especially those in the Counselor Education 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.

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. Consult your local campus for radio & TV stations that will be broadcasting cancellations. The Adrian campus and the off-campus centers make independent decisions to cancel classes. Because of the variety of local weather conditions it is not uncommon for one site to close while the others remain open. Sign up to receive free alerts from Siena Heights University about potential, developing, or existing emergencies at the following website: http://www.sienaheights.edu/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 student and must file the Free Application for Federal Student Aid (FAFSA) by the necessary deadlines. Students must be enrolled in at least six hours per term (three in the summer term) to be eligible for aid. Student loans are the only federal aid available to graduate students at Siena. 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 last day of class attendance as determined by the Graduate College or the respective center director in consultation with the course instructor. 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, Subsidized Stafford Loans, Federal PLUS loans, Federal Pell Grants, Federal SEOG, 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 results 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 and given a failing or non-punitive grade(s) (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 a class(es), the Veterans Certification Office informs the USDVA that the last date of attendance in the class(es) 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.

AIDS Policy

Should the need arise for dealing with employees or students with AIDS (Acquired Immune Deficiency Syndrome), the University has adopted this policy, which is based upon a model developed by the American College Health Association. AIDS is a serious illness, a public health problem and an immediate concern to the University community. AIDS is characterized by a defect in the natural immunity against disease. People who have AIDS are vulnerable to critical illnesses which would not be a threat to anyone whose immune system was functioning normally.

AIDS is caused by a virus commonly called HIV. Presently there is no known cure or effective vaccine. However, the consensus of authoritative medical opinion as reflected by the Center of Disease Control and Public Health Service is that AIDS is not a readily-communicable disease. There are no known cases of AIDS transmission by food, water, insects or casual contact socially or in the workplace, and no spread of the virus has been found within family groups in which one or more persons have been diagnosed with AIDS. The current scientific understanding is that the AIDS virus is transmitted only through an exchange of blood that occurs when a needle of an infected person (in most cases a drug addict) is used by someone else, through a blood transfusion from an infected person, or by intimate contact involving the transfer of semen and other body fluids.

Considering this current medical opinion, there is no basis for routinely excluding or dismissing employees or students because they have AIDS, ARC (AIDS-related complex), or AIDS virus antibodies. Since these conditions have been designated as handicaps, it is also against the law to dismiss someone on this basis. The University will make a decision on any person known to have a virus on a case-by-case basis with the help of medical advice. Depending on the medical circumstances of each situation, the University may regularly monitor or require the monitoring of the person's medical condition, and may counsel the person on the nature of the disease and the importance of not engaging in behavior which could transmit the disease, if that is appropriate. No broad blood screening test will be required.

The right to privacy of all individuals will be respected and protected, and the confidentiality of any records that may be required, will be maintained. Because the virus is not transmitted by ordinary contact, it is neither necessary nor appropriate for the protection of a roommate, classmate, or employee to share with them any information regarding a student or employee with an AIDS-related condition.

Anyone with questions about AIDS may contact the Dean of Students, and/or other members of the professional staff in Student Development.

Alcohol Policy

As an educational institution, Siena Heights University is committed to the development of a healthy environment, which stimulates intellectual and personal development in students besides assuring their physical well-being. During their collegiate years, students will have the opportunity to grow, develop and experience while continuing to respect themselves and others.

The University promotes respect for individual rights and privileges, which from a historical perspective, has included mature and responsible consumption of alcoholic beverages. However, individuals must realize that by exercising their rights, they assume responsibilities. This privilege enables the University to create a co-curricular atmosphere in which the responsible use of alcoholic beverages by those that are of legal age and choose to do so is accepted and respected. In the context of this use, each student is afforded the opportunity to clarify values related to alcohol consumption.

All members of the University must understand that the institution neither encourages the use nor condones the misuse of alcohol. However, the institution does respect the privilege of choice for those OF LEGAL AGE. As members of the University community, we must all encourage responsible drinking habits by individuals who choose to drink while we respect the rights of those who choose to abstain from alcohol use. In order for these activities to be reasonably governed, the alcohol policy is formed to correspond with the federal and state laws. In following this policy, we seek to create an atmosphere that promotes growth that could assist our students to become more competent, purposeful, and ethical.

Federal Law
The "Drug-Free Schools and Communities Act Amendments of 1989" required the adoption of an alcohol and drug policy and program by October 1, 1990. Under this policy/program, the unlawful possession, use, or distribution of alcohol or illicit drugs by faculty, staff or students on University property or as a part of any University activity on or off University or University-leased grounds may lead to sanctions within the University, the severity of which shall increase as the seriousness of the violations increase.

State Law
Sec. 40. A person shall not sell or give any alcoholic beverages to any person who has not reached the age of 21 years. A person who has not reached the age of 21 years shall not possess any alcoholic beverage for the purpose of personal consumption. An alcoholic beverage is any beverage containing one-half of one percent or more alcohol by volume.

1. Residence hall students, guests or invitees under 21 may not possess or consume alcoholic beverages in any residence hall room or area, including their own rooms.
2. Open containers of alcohol are permitted only in student residence hall rooms. Drinking parties are not allowed anywhere in the residence halls, on campus or any University-leased space.
3. If a residence hall room is shared by residents over and under 21 years old, the alcohol must be consumed only by those 21 years or older.
4. Guests and visitors of legal age may consume or possess alcohol only in the residence hall room of a host (resident) 21 years or older.
5. "Common Sources of Alcohol" including kegs, trashcans, "partyballs," and/or other large containers holding alcohol are prohibited.
6. Residence hall students and guests violating the policy will be asked to dispose of the alcohol in the presence of a staff member.
7. Intoxication is never an acceptable excuse for misconduct or for infringement upon the rights of others.
8. All documented incidents which involve Adrian City Police or University officials will also be subject to internal judicial processing through the Dean of Students or the University Judicial Board.

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.

If illegal drugs are suspected in a resident's room, the residence life staff may enter the room and conduct a visual search. If illegal drugs are identified in the visual search, the Adrian City Police will be summoned to test the substance, confiscate the substance if it is found to be illegal, and issue citations when appropriate.

Siena Heights reserves the right to confiscate illegal drugs or drug paraphernalia that are on open display in

students' rooms or 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.

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. To view the E-Communications Policy in its entirety, visit the Computer Services & Systems Division homepage at: http://web2.sienaheights.edu/personal/Network/. 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.

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. To view the E-Communications Policy in its entirety visit the Computer Services & Systems Division homepage at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Computer_Services_and_Systems/Policies.jnz

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. To view the Acceptable Use Policy in its entirety visit the Computer Services & Systems Division homepage at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Computer_Services_and_Systems/Policies.jnz

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 log 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 & Security Policy in its entirety visit the Computer Services & Systems Division homepage at: https://mysiena.sienaheights.edu/ics/Departments_and_Offices/Computer_Services_and_Systems/Policies.jnz

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; and 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.

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 seminude 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

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.

Until July 1, 2011, smoking is only permissible in four designated outdoor smoking areas that are strategically located to take into consideration any potential smokers in our community. Each of the designated smoking areas will have benches and smoking trash receptacles available for our smoking population (i.e. please refer to the campus map). *Trinity Garden is to remain a smoke free environment.*

Employees that are assigned to work at locations other than the University's Adrian Campus must follow the rules

and regulations of the host site.

Siena Heights University appreciates the cooperation from all smokers and non-smokers to observe and follow this policy. The Siena Heights University Public Safety Department will enforce this policy and repeated violations can result in disciplinary action. 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.

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, Sage College Union (including the Snack Bar), Benincasa Dining Hall, and the Field house.

Identification Cards

Students are required to have a Siena Heights University Identification Card if they wish to use the 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. Parking permits are free of charge. The Siena Heights website, **www.sienaheights.edu/CampusSafety.aspx,** provides information about obtaining a parking permit and parking regulations. Most parking is unrestricted.

The Graduate College

Counselor Education Program

Master of Arts in Community Counseling
Master of Arts in School Counseling

Courses offered in Adrian, Lansing, & Metro Detroit

Counselor Education Program
Community Counseling
School Counseling

Siena Heights University offers the Master of Arts degree in two areas of counseling: community counseling and school counseling. Each concentration in the Counselor Education program is comprised of 48 semester hours, including a practicum of 100 clock hours (with 40 contact hours) an internship of 600 clock hours (with 240 contact hours). Individuals in the school counseling concentration without a valid Michigan teaching certificate are also required to complete 9 semester hours of teacher education.

Students who complete the school counseling program and pass the guidance counselor subject area component of the Michigan Test for Teacher Certification are eligible to add the school counselor endorsement (NT) to their valid Michigan teacher certificates or to obtain the Michigan school counselor license (SCL).

Siena Heights University is approved by the Michigan Board of Education to offer the Preliminary Employment Authorization to work as a School Counselor credential, valid for a maximum of three years, to be granted to individuals who have completed a program of 36 semester hours (for the NT endorsement program) or 45 semester hours (for the SCL program) and passed the guidance counselor subject area component of the Michigan Test for Teacher Certification. Prior to the expiration of the Preliminary Employment Authorization, individuals must complete the remaining requirements for the Master of Arts degree in school counseling. At the completion of these requirements for the Master of Arts degree, individuals are eligible for the school counselor endorsement (NT) to be added to their valid Michigan teacher certificates or for the Michigan school counselor license (SCL).

Students completing the community 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.

Requirements for school counseling and community 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

Community Counselors

Community counselors are employed by a variety of agencies and organizations to deliver counseling and consultative services. Graduates of Siena Heights University's community 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 government 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 community 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 so that they may set their career goals realistically.

Many insurance companies recognize licensed professional counselors for third-party payment for counseling treatment.

School Counselors

School counselors generally are employed by local or intermediate school districts to provide direct services to students in kindergarten through grade twelve and consultative services to parents, teachers, administrators, and other educators. They work collaboratively with educators, physicians, mental health workers, judicial and governmental agencies and programs, and private and non-profit agencies and programs.

The services provided to students by school counselors include guidance activities, career development programs, assessment, and individual and group counseling. In Michigan, the *Michigan Comprehensive Guidance and Counseling Program*, prepared by the Michigan School Counselor Association as a K-12 guide for guidance and counseling program development, implementation, and evaluation of services, provides the framework from which school counselors in Michigan work.

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 Counselor Education students at Siena Heights University. Counseling students need to be especially aware of ethics concerning confidentiality and roles and relationships.

The Counselor Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Counselor Education Program. Additional expectations are set for specific courses and experiences throughout the program.

The student is required to maintain the required grade point average for continuation in the Counselor Education Program. If a student earns a “C” grade in any of the professional core courses, the student must repeat the course and earn a “B” grade or better. The grade transcript of each Counselor Education student is reviewed by the Counselor Education Program Director at the completion of each term.

The student is required to meet all deadlines associated with successful progress through the Counselor 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 Counselor Education 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 Counselor Education Program Director no later than the second semester or session of study in the Counselor Education Program.

The student is required to obtain professional liability insurance prior to beginning practicum. The student files evidence of the insurance with the Counselor Education 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 Counselor Education Program.

Admission

Persons interested in making application for admission to the Counselor Education Program must file the appropriate completed application with the Graduate College no later than 45 days prior to the anticipated start of the program.

Before any admissions consideration, each applicant's file must contain the completed application form, 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. School counseling applicants with teaching certification must submit a copy of the most current teacher certificate. A checklist of items required for admission consideration is included on the Siena website.

Prerequisites

Although applicants for the Counselor Education 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 counselor education programs. All applicants to the Counselor Education Program are expected to demonstrate a minimum of two years of experience, paid or volunteer, in working with people.

The Portfolio

The portfolio is developmental through the program, reflecting on his or her accomplishments and progress related to the established Counselor Education 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 electronic format for ease of portability, revision, and dissemination.

The student begins the development of portfolio in CED 601 Orientation to Professional Counseling by producing the basic organization of the portfolio as well as introductory documents. Ideas and examples of portfolios are discussed with students enrolled in CED 601. Evidence and reflections from every course in the Counselor

Education Program are added to the portfolio as the student progresses through the curriculum. At the point in the program when the student enrolls in practicum (CED 678), the portfolio is examined and the contents evaluated by program faculty for the preparedness of the student for the concentrated field experiences. 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 CED My Siena pages. 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 portfolio remains the property of the student. However, the Graduate College retains a copy for the purpose of accreditation review by the Michigan Department of Education, the Teacher Education Accreditation Council, and/or the North Central Association of Colleges and Schools.

The organization of the portfolio is according to the eight broad categories of the Counselor Education Program Learning Outcomes. The evidence and reflections for each Counselor Education Program Learning Outcome should be current at the presentation of the exit portfolio.

The portfolio is comprised of several distinct parts:
1. a cover page (student's name, Siena Heights University, etc.).
2. an annotated table of contents (to match learning outcomes and evidence).
3. a statement of the organizational structure (learning outcomes).
4. evidence, such as audio and/or video tapes of counseling sessions, job shadow reports, PowerPoint presentations, career development plans, case studies, counseling session analyses, professional conferences/seminars/workshops, case notes (without names), a chosen theory or theories with the rationale, examples of written work and research abilities (the thesis, for example), field experience evaluations, specialized readings, transcripts, the professional disclosure statement, resume/vita, and professional goals.
5. a written reflection of the significance of the evidence to the development of the counselor.
6. a "reflective end-piece" which is a reflection on the process of developing the 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 the field experiences and the next phases of the program. 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.

Counselor Education Program Learning Outcomes

The emphasis of the Counselor Education 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 Counselor Education faculty has developed learning outcomes deemed critical for the graduate of Siena's Counselor Education 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 Counselor Education Program.

The graduate counseling student progresses toward these learning outcomes developmentally, by enrolling sequentially, and sometimes concurrently, in the professional counseling core courses. The professional core sequence for the school counseling major is: CED 601 Orientation to Professional Counseling; CED 610 Career Development; CED 630 School Counseling; CED 661 Interpersonal Skills and Pre-practicum; CED 662 Psychology Over the Lifespan; CED 663 Counseling Theories and Procedures; CED 665 Group Procedures in Counseling; CED 667 Analysis and Appraisal in Counseling, CED 686 Counseling Diverse Populations, and CED 696 Consulting Theory and Practice. The student must receive a grade of "B" or better in each of these core courses.

The professional core sequence for the community counseling major is: CED 601 Orientation to Professional Counseling; CED 610 Career Development; CED 661 Interpersonal Skills and Pre-practicum; CED 662 Psychology Over the Lifespan; CED 663 Counseling Theories and Procedures; CED 665 Group Procedures in Counseling; and CED 667 Analysis and Appraisal in Counseling, CED 686 Counseling Diverse Populations, and CED 696 Consulting Theory and Practice. The student must receive a grade of "B" or better in each of these core courses.

The *learning outcomes* for the Counselor Education 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 clientele 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, and 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 Counselor Education 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: CED 678 Counseling Field Practicum and CED 679 Counseling Internship. 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. School counseling students must complete all 600 hours with school age youth (ages 5 to 19 years) and a minimum of 300 hours must be in a school setting. Students in the School Counseling License program will usually be required to complete all 600 hours in a school setting unless they are able to document significant school experience.

The community 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. School counseling students must be supervised by a counselor with an NT endorsement or a School Counseling License. The student participates in individual and group supervision and campus seminars throughout the practicum and internship.

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. Counselor Education 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.

Community Counseling

Limited Licensed Professional Counselor (LLPC)

- Degree Requirements 48 hours
- Submission of application and fee to Michigan Board of Counseling

Licensed Professional Counselor (LPC)

- Degree Requirements 48 hours
- 3000 hours of post graduate practice as an L.L.P.C. under supervision of an L.P.C.
- Successful passage of the National Counselor Examination
- Submission of application and fee to Michigan Board of Counseling

Common Core: (6 s.h)

GRS 601	History and Philosophy of Ideas	3
GRS 602	Introduction to Research [Non-thesis track] or	3
GRS 605	Methodology of Research [Thesis track]	3

Professional Core: (27 s.h)

CED 601	Orientation to Professional Counseling	3
CED 610	Career Development	3
CED 661	Interpersonal Skills and Pre-practicum	3
CED 662	Psychology Over the Lifespan	3
CED 663	Counseling Theories and Procedures	3
CED 665	Group Procedures in Counseling	3
CED 667	Analysis and Appraisal in Counseling	3
CED 686	Counseling Diverse Populations	3
CED 696	Consulting Theory and Practice	3

Electives: (9 s.h)

CED 602	Ethical Issues in Counseling	3
CED 620	Addiction and the Addiction Process	3
CED 630	School Counseling	3
CED 640	Family Counseling and Process	3
CED 650	Crisis Intervention Counseling	3
CED 668	Advanced Analysis and Appraisal in Counseling	3
CED 671	Group Leadership Laboratory	3
CED 699	Special Topics	3
GRS 694	Thesis Seminar	3

Integrative Experience: (6 s.h)

CED 678	Counseling Field Practicum (Community)	3
CED 679	Counseling Internship (Community)	3

School Counseling

- **School Counselor (NT) Endorsement** (K-12) on an existing Michigan Teacher Certificate
- Degree Requirements - 48 semester hours
- Successful completion of the school counselor component of the Michigan Test for Teacher Certification

Common Core: (6 s.h)

	GRS 601	History and Philosophy of Ideas	3
**	GRS 602	Introduction to Research [Non-thesis track] or	3
**	GRS 605	Methodology of Research [Thesis track]	3

Professional Core: (30 s.h)

**	CED 601	Orientation to Professional Counseling	3
**	CED 610	Career Development	3
**	CED 630	School Counseling	3
**	CED 661	Interpersonal Skills and Pre-practicum	3
**	CED 662	Psychology Over the Lifespan	3
**	CED 663	Counseling Theories and Procedures	3
**	CED 665	Group Procedures in Counseling	3
**	CED 667	Analysis and Appraisal in Counseling	3
**	CED 686	Counseling Diverse Populations	3
**	CED 696	Consulting Theory and Practice	3

Electives: (6 s.h.)

	CED 602	Ethical Issues in Counseling	3
	CED 620	Addiction and the Addiction Process	3
	CED 640	Family Counseling and Process	3
	CED 650	Crisis Intervention Counseling	3
	CED 668	Advanced Analysis and Appraisal in Counseling	3
	CED 671	Group Leadership Laboratory	3
	CED 699	Special Topics (3-1 credit hour classes)	3
	GRS 694	Thesis Seminar	3

Integrative Experiences: (6 s.h)

**	CED 678	Counseling Field Practicum (School)	3
	CED 679	Counseling Internship (School)	3

** The courses designated with two asterisks (**) comprise the program for the preliminary school counselor authorization. In addition to the designated courses, the authorization is dependent on successful completion of the school counselor component of the Michigan Test for Teacher Certification. The authorization is valid for a maximum of three years, during which the remaining requirements for the Master of Arts degree in school counseling must be completed for the addition of the School Counselor (NT) Endorsement to an existing Michigan Teacher Certificate.

School Counselor License (individuals without a teaching certificate)

- Degree Requirements - 57 semester hours
- Successful completion of the school counselor component of the Michigan Test for Teacher Certification

Common Core: (6 s.h)

	GRS 601	History and Philosophy of Ideas	3
**	GRS 602	Introduction to Research [Non-thesis track] or	3
**	GRS 605	Methodology of Research [Thesis track]	3

Professional Core: (30 s.h)

**	CED 601	Orientation to Professional Counseling	3
**	CED 610	Career Development	3
**	CED 630	School Counseling	3
**	CED 661	Interpersonal Skills and Pre-practicum	3
**	CED 662	Psychology Over the Lifespan	3
**	CED 663	Counseling Theories and Procedures	3
**	CED 665	Group Procedures in Counseling	3
**	CED 667	Analysis and Appraisal in Counseling	3
**	CED 686	Counseling Diverse Populations	3
**	CED 696	Consulting Theory and Practice	3

Electives: (6 s.h.)

	CED 602	Ethical Issues in Counseling	3
	CED 620	Addiction and the Addiction Process	3
	CED 640	Family Counseling and Process	3
	CED 650	Crisis Intervention Counseling	3
	CED 668	Advanced Analysis and Appraisal in Counseling	3
	CED 671	Group Leadership Laboratory	3
	CED 699	Special Topics	3
	GRS 694	Thesis Seminar	3

Teacher Education Core: (9 s.h.)

	TED 615	Improving Classroom/ School Discipline	3
	TED 645	Methods of Teaching for School Counselors	3
	TED 661	Psychology of Learning and Teaching	3

Integrative Experiences: (6 s.h)

**	CED 678	Counseling Field Practicum (School)	3
	CED 679	Counseling Internship (School)	3

** The courses designated with two asterisks (**) comprise the program for the **preliminary school counselor authorization**. In addition to the designated courses, the authorization is dependent on successful completion of the school counselor component of the Michigan Test for Teacher Certification. The authorization is valid for a maximum of three years, during which the remaining requirements for the Master of Arts degree in school counseling must be completed for receipt of the School Counselor License (SCL).

Counselor Education
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 **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. The seminar facilitates completion of thesis/research. Prerequisites: A final grade of "B" or better in GRS 605 and approved research proposal.

CED 601 Orientation to Professional Counseling **3 s.h.**
A survey course designed to present the philosophy, principles, values, and practices underlying counseling services in schools and agencies. Presents an applied systems approach to the organization and administration of developmental counseling and guidance services in a variety of settings. Explores the professional role of counselors in client development and relates this to ethical standards of professional competency and the counseling relationship. A grade of B or better required to continue in program. Course may be repeated.

CED602 Ethical Issues in Counseling **3 s.h.**
The course focus is a supervised discussion of legal and ethical issues that most affect the practice of counseling and related helping professions. Emphasis is placed on the legal and ethical responsibilities of the school and community counselor. Students become familiar with the code of ethics and legal parameters of their disciplines in order to effectively interpret and act upon situations in an appropriate and effective manner. Content includes client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics and special populations, and ethical decision making.

CED 610 Career Development **3 s.h.**
Addresses: 1) the history and future of career counseling, 2) career development theories, 3) client assessment 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, and 6) the development and administration of career guidance programs. Prerequisites: CED 601, 661, and 662, or permission of the course instructor. A grade of B or better required to continue in program. Course may be repeated.

CED 620 Addiction and the Addiction Process **3 s.h.**
An introduction to the field of addiction counseling including foundational information about major substances of abuse, etiological theories and ethics. Response alternatives including assessment, treatment, relapse prevention and education are reviewed. Effects and consequences of addiction to individuals, families, and communities as well as specific populations such as youth, elderly, and minorities are explored. Prerequisites: CED 601 or permission of the course instructor.

CED 630 School Counseling **3 s.h.**
An examination of research, theory, and practice as related to the development and implementation of a developmental comprehensive school counseling program based upon the National Standards for School Counseling Programs. An in depth study of the Standards which define what students should know and be able to do as a result of participating in school counseling programs, in addition to the study of a comprehensive developmental program which defines how services are delivered (counseling curriculum, individual planning, responsive services, and systems support) to effectively meet the academic, career, and personal/social development goals of students K-12. For school counseling students a grade of B or better required to continue in program. Course may be repeated.

CED 640 Family Counseling and Process **3 s.h.**
An examination of the dynamics inherent in the family process from a life cycle and systems perspective. Develops a cognitive understanding of different theoretical perspectives and intervention strategies used in family counseling. Role play and assessment of one's own family of origin provide the basis for moving from an individual perspective to a systems perspective of family counseling. Prerequisites: CED 601, 661, 662, 663, and 665, or permission of the course instructor.

CED 650 Crisis Intervention Counseling **3 s.h.**
An examination of diverse crisis situations and the assessment and treatment strategies used by counselors to assist individuals, groups and organizations to manage and resolve those crises. Prerequisites: CED 601, CED 661 and CED 667, or permission of the instructor.

CED 661 Interpersonal Skills and Pre-practicum **3 s.h.**
The development and acquisition of basic interpersonal skills necessary for effective counseling. Goals include examining personal values and needs, learning to structure the counseling interview, and becoming familiar with the stages of the counseling process. A competency-based laboratory course. A grade of B or better required to continue in program. Course may be repeated.

CED 662 Psychology Over the Lifespan **3 s.h.**
An exploration of a variety of perspectives on human development from the cognitive and psychodynamic to the existential and systems theories. Examines the developmental process in the context of counseling and psychotherapeutic change. A grade of B or better required to continue in program. Course may be repeated.

CED 663 Counseling Theories and Procedures **3 s.h.**
A survey of the major counseling theories. Analysis of the therapeutic approaches and practices used in counseling. Simulation experiences in the counseling interview. Prerequisites: CED 601 and 661or permission of the course instructor. A grade of B or better required to continue in program. Course may be repeated.

CED 665 Group Procedures in Counseling **3 s.h.**
Applied approaches to counseling with groups. Experiential and laboratory methods are utilized to develop group skills. Participants have the opportunity to learn group process and the clinical application of group principles. Prerequisites: CED 661 or permission of the course instructor. A grade of B or better required to continue in program. Course may be repeated.

CED 667 Analysis and Appraisal in Counseling **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. Emphasis placed on developing skills in the use of standardized tests; specifically test selection, administration, interpretation, and reporting of results. Includes a brief overview of basic relevant statistical methods and current DSM criteria. Prerequisites: CED 601 and 661 or permission of the course instructor. A grade of B or better required to continue in program. Course may be repeated.

CED 668 Advanced Analysis and Appraisal in Counseling **3 s.h.**
Advanced practice in methods of individual analysis and appraisal to include identifying signs and symptoms of mental and emotional disorders based on current DSM/ICD criteria, evaluating mental status, assessment procedures in diagnosis and treatment planning, and the administration and interpretation of standardized tests of mental ability, achievement, aptitude, interest, and personality. Prerequisite: CED 667 or permission of the course instructor.

CED 671 Group Leadership Laboratory **3 s.h.**
Intensive application of group theory and group dynamics for counselors. Development and practice of leadership skills with opportunities to critique and evaluate group process and leadership styles. Prerequisites: CED 665 and permission of the course instructor.

CED 678 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. Prerequisites: A grade of "B" or better in CED 601, 610, 661, 662, 663, 665, 667 and approval of the Counselor Education Program Director. For school counseling students, a grade of "B" or better in CED 630. Application and learning outcomes portfolio required. Application required. A grade of B or better required to continue in program. Course may be repeated one time.

CED 679 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; requires attendance at regularly scheduled campus seminars which focus on case presentations and making basic diagnostic statements. Opportunity to perform all the activities expected of a regularly employed counselor in the setting. Prerequisites: A grade of "B" or better in CED 678 and approval of Counselor Education Program Director. School Counseling students (NT and SCL) must have taken and passed the school counselor component of the MTTC. SCL students must also have completed TED 615, TED 645, and TED661. Application required. A grade of B or better required to continue in program. Course may be repeated one time.

CED 686 Counseling Diverse Populations **3 s.h.**
Designed to confront the cultural and historical variables that affect the development of the counselor-counselee relationship. Consideration of such factors as age, race, ethnicity, and sex, so that the counselor uses such awareness empathically. A grade of B or better required to continue in program. Course may be repeated.

CED 694 Supervision in Group Counseling **1-3 s.h.**
Experiential course involving sharing power as well as responsibilities for group. Graduate counseling students screen prospective group participants and maintain awareness of each group participant's welfare and progress through the group process. An integration of supervisor behaviors and ethical issues. Prerequisite: CED 665, 671, and permission of the course instructor.

CED 696 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 with greater satisfaction. Prerequisites: CED 601, 661, 662, 663 and 667. A grade of B or better required to continue in program. Course may be repeated.

TED 615 Classroom/School 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 645 Methods of Teaching for School Counselors **3 s.h.**

A variety of presentation skills will be developed by exploring a large selection of methods used in education to provide captivating group guidance activities in a variety of school settings. Group Guidance topics will be developed for K-12 audiences, parents and teachers involved in youth support in multiple intelligence awareness; testing tips and skills; diversity awareness; assessment interpretation for gifted and special needs students. A practicum experience will be required of this course in a local school.

TED 661 Psychology of Learning and Teaching **3 s.h.**

The study of the interactions between learning and teaching processes and theories as they relate to human development viewed from the holistic perspective (intellectual, emotional, spiritual, social, physical, and occupational dimensions). Readings highlight the original works of theorists and researchers from which students develop an integrated model for application and a personal philosophy of learning and teaching.

The Graduate College

Master of Arts in Leadership

with concentrations in

Emergency Management
Health Care
Higher Education
Homeland Security
Not-for-Profit
Nuclear Power
Organizational
Public Service

Adrian • Battle Creek • Benton Harbor • Lansing • Metro Detroit • Monroe

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). The classroom meetings are usually held from 6:00pm to 9:00pm 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 GRS602 Introduction to Research or GRS605 Methodology of Research and completed in GRS694 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 other 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 eight concentrations—Emergency Management, Health Care, Higher Education, Homeland Security, Not-for-Profit, Nuclear Power, Organizational, and Public Service—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.

Emergency Management Leadership M.A.

Degree Requirements
(36 sem. hrs. total; 12 required courses)

The **Emergency Management Leadership** program is designed and developed with the assistance of state and local Emergency Management Professionals in order to provide a professional education in a specialized area for emergency, environmental, safety and security managers in industry and the public sector. The program is intended for corporate emergency managers, corporate employees who interact with state and local agencies during an emergency, risk managers, loss control managers, safety managers, security managers, city, county and state emergency managers and those serving in the capacity as a member of a Threat Management or Crisis Management Team.

The program provides an interdisciplinary course of study in emergency preparedness. Students learn all the relevant disciplines; how to prepare for, mitigate, respond to, and recover from complex incidents, regardless of their size or cause. These incidents can include terrorist attacks; biological, chemical, radiological and nuclear threats; natural disasters; and disease outbreaks. The program is designed to enhance the abilities of public administrators, applied researchers, homeland security officials, members of law enforcement, fire and emergency rescue personnel, and policy makers who are responsible for preserving and protecting the public's health and safety.

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 613 Disaster and Emergency Management
LDR 626 Project Management
LDR 641 Critical Infrastructure: Vulnerability Analysis and Protection
LDR 653 Response and Mitigation
LDR 661 Multi-discipline Approaches to Homeland Security
LDR 696 Consulting Theory and Practice

Health Care Leadership M.A.

Degree Requirements

(36 sem. hrs. total; 10 required courses and 2 elective 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: [12 credit hours]
LDR 609 Health Care Systems Management
LDR 620 Information Systems Management
LDR 650 Medical Law
LDR 678 Practicum

Electives: [6 credit hours]
LDR 614 Contemporary Issues in Health Care Administration
LDR 625 Human Resource Management in Health Care
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

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 postsecondary 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

Homeland Security Leadership M.A.

Degree Requirements
(36 sem. hrs. total; 12 required courses)

The **Homeland Security Leadership** program is intended for individuals who have five or more years of professional work experience. The focus of the required core 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. The concentration in Homeland Security is focused on preparing students to develop strategies, plans and programs to prevent terrorist attacks within the United States, and reduce America's vulnerability to terrorism; Build the organizational arrangements needed to strengthen homeland security, including local/state/federal, civil-military and interagency cooperation; and help mayors and governors make improvements in Homeland Security preparedness, by conducting "real world" actionable policy development work.

The 36 credit hour degree program is offered in partnership with the Naval Post Graduate School, in order to provide students with unparalleled experiential learning opportunities and help translate the findings of research projects to the work of practitioners and policymakers. The University is also a charter member of Center for Homeland Defense and Security (CHDS) and meets its standards for program outcomes of the Homeland Security/Defense Education Consortium. Additional instruction is provided by the faculty, scientists, and scholars of Siena Heights University, as well as by practitioners from the federal, state and local emergency preparedness community.

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 608 The Unconventional Threat to Homeland Security
LDR 631 Intelligence for Homeland Security: Organizational and Policy Challenges
LDR 641 Critical Infrastructure: Vulnerability Analysis and Protection
LDR 661 Multi-discipline Approaches to Homeland Security
LDR 681 The Psychology of Fear Management and Terrorism
LDR 691 Knowledge into Practice: A Homeland Security Capstone Course

Not-For-Profit Leadership M.A.

Degree Requirements

(36 sem. hrs. total; 10 required courses and 2 elective courses)

The **Not-For-Profit Leadership** program is to prepare students by education, outlook, and commitment for leadership positions in nonprofit organizations. The course of study is designed to develop the skills necessary to manage, lead, and conduct effective organizational change. Not-for-Profit is an organizational form that includes such diverse activities as: day-care centers, community development organizations, soup kitchens, foster care facilities, employment and training centers, community-based arts and cultural associations, affordable housing, sports and recreation activities, environmental work, health and hospitals, and other public services.

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 611 Not-For-Profit Fundraising
LDR 644 Non Profit Governance
LDR 665 Community Development
LDR 642 Not-for-Profit Volunteering

Electives: [6 credit hours]
LDR 633 Grant Writing
LDR 696 Consulting Theory and Practice
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

Nuclear Power Leadership M.A.

Degree Requirements
(36 sem. hrs. total; 12 required courses)

The **Nuclear Power Leadership** program is intended for individuals who are formally employed by Nuclear Power Plants. The focus of the program is the personal and professional development of the individual as a facilitator, supervisor, and director, training instructor, project manager or upper level executive. These competencies 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. In addition, the curriculum incorporates multidisciplinary concepts specific to the nuclear power industry.

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 608 The Unconventional Threat to Homeland Security
LDR 616 Training and Performance
LDR 626 Project Management
LDR 641 Critical Infrastructure: Vulnerability Analysis and Protection
LDR 665 Community Development
LDR 696 Consulting Theory and Practice

***Optional required courses: May be substituted for another course within the required courses with the permission of the program director.**
LDR 610 Career Development and Mentoring
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 690 Internship and Mentorship (need approval from program director)
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

Public Service Leadership M.A.

Degree Requirements

(36 sem. hrs. total; 10 required courses and 2 elective courses)

The **Public Service Leadership** program is designed to provide high-quality, professional education to students pursuing careers within government agencies, tribal governments, and research and advocacy organizations. Through the program, students gain important knowledge, skills, and abilities. Most important, they learn how to be effective advocates and leaders for change. The program is unique due to emphasis on social change and democratic governance with a focus on experiential learning and engaged discussions encompassing diverse views.

Common Required Courses [18 credit 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 621 Organizational Psychology
LDR 665 Community Development
LDR 668 Politics, Policy and Ethics
LDR 696 Consulting Theory and Practice

Elective: [6 credit hours]
LDR 610 Career Development and Mentoring
LDR 626 Project Management
LDR 686 Organizational Design and Development
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.

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 608 The Unconventional Threat to Homeland Security **3 s.h.**
The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism and national security. It considers those who act as individuals, in small groups or in large organizations; it considers indigenous actors as well as those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent clandestine activity internal or external to the United States that, whatever its motivation, has a political purpose or effect. The course will cover ideologies, ethics and the social political development of terrorism while addressing the social and ethical concerns of the culture of the U. S. By the end of the course, students should be able to design effective measures for countering and responding to terrorism based on an understanding of its organizational and operational dynamics in the context of our society.

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 611 Not-For-Profit Fundraising **3 s.h.**
This course offers detailed guidance on sophisticated major fund raising in all its aspects, attitudes, processes, methods, techniques and tools. The course provides a useful guide for beginners as well as references points for the development of professionals. All types of organizations that seek to raise private, corporate, as well as government funds will develop applications to meet their individual needs. Content covered will include developing an institutional plan; the processes, capital campaigns, annual support, foundations, corporation and business support, deferred giving, prospect identification, cultivation, and solicitation.

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 613 Disaster and Emergency Management **3 s.h.**
In less than ten years, homeland security and defense have gone from new concepts to operational realities. This transformation has been driven by significant historic events and shaped by our efforts to understand and adapt to the emerging global security environment. Our traditional law enforcement, military and intelligence organizations have been challenged by the need to adapt to asymmetric warfare, terrorism and a virtual global space that includes the homeland. In addition to these threats, we must also remain mindful of the dangers presented by nature and our increasingly technologically complex (and dependent) society. Security is no longer solely the responsibility of law enforcement, the military and the intelligence community. A comprehensive and integrated HLS/D strategy must also include the full range of elected officials, first responders, the human, animal and plant health communities, business and our citizens. In this course, we will examine the application, progress and problems of our efforts to date.

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 628 Technology for Homeland Security **3 s.h.**
Government agencies in today's information age are more dependent than ever on technology and information sharing. This course provides individuals involved in homeland security a broad overview of homeland security technology, information systems, inspections and surveillance technology, communications, knowledge management, information security and the ethics involved. The course focuses on ethical use of technology as a tool to support homeland security personnel regardless of functional specialty. The methodology used in the course will frame technology in terms of its contribution to deterrence, preemption, prevention, protection, and response after an attack.

The study of principles and theory is combined with homeland security examples and cases. Students will gain a perspective on the important role of senior management in enterprise level computing and their personal role as change agents and dealing with "disruptive technologies." The objective is to empower the student to ethically influence the plans and actions of homeland security organizations in preventing and preparing for homeland security, homeland defense, and terrorism.

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 631 Intelligence for Homeland Security: Organizational and Policy Challenges **3 s.h.**
The September 11, 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation's attention on homeland security. This course examines key questions, issues and ethics facing the U.S. intelligence community and its role in homeland security and homeland defense. Students will have the opportunity to fully address policy and organizational and substantive issues regarding homeland intelligence support. Course reference materials will provide an overview of diverse intelligence disciplines and how the intelligence community operates. Course emphasis will be on issues and ethics affecting policy, oversight, and intelligence support to homeland defense/security and national decision-making. The 2004 Intelligence Reform and Prevention of Terrorism Act are addressed and the course is shaped to focus on homeland intelligence support issues at the state/local/tribal levels.

LDR 633 Grant Writing **3 s.h.**
The skill of grant writing does not stand alone; it must be part of a process of planning and research on, outreach to, and cultivation of potential foundation and corporate donors. This process is centered on the belief that a partnership should be developed between the nonprofit and the donor. This truly is an ideal partnership; the nonprofits have the ideas and the capacity to solve problems, but no dollars with which to implement them. The donors have the financial resources but not the resources needed to create programs. Bring the two together effectively, and the result is a dynamic collaboration. This course on grant writing will overview the process including the following areas of organizing and writing grants: gathering background information, forming the components of a proposal, the executive summary, the statement of need, project description, budget, organizational information, letter of proposal, and conclusion.

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 641 Critical Infrastructure: Vulnerability Analysis and Protection **3 s.h.**
Critical Infrastructure protection is one of the cornerstones of homeland security. While PDD-63 lists 8 sectors, the National Strategy for Protection of Critical Infrastructure and Key Assets lists 11 sectors: Water, Power & Energy, Information & Telecommunications, Chemical Industry, Transportation, Banking & Finance, Defense Industry, Postal & Shipping, Agriculture & Food, Public Health, and Emergency Services. For the purposes of

this course, the three levels are Water, Power & Energy, and Information & Telecommunications forming the first - or foundational - level. Chemical Industry, Transportation, and Banking & Finance are assigned level 2, and the remaining sectors are designated level 3 infrastructures. These levels indicate dependencies - higher levels are dependent on lower levels. Most of the attention is on the most fundamental critical infrastructures. This course develops a network theory of vulnerability analysis and risk assessment called "model-based vulnerability analysis" used to extract the critical nodes from each sector, model the nodes' vulnerabilities by representing them in the form of a fault-tree, and then applying fault and financial risk reduction techniques to derive the optimal ethical strategy for protection of each sector. At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft ethical policies for prevention of future terrorist attacks.

LDR 642 Not-For-Profit Volunteering **3 s.h.**

Volunteers are an integral resource in the day to day operations of not-for-profit (NFP) organizations. This course outlines the steps needed to develop and lead a strong and sustainable volunteer program, as well as the recruitment, training, and retention of volunteers that complement the mission and values of the NFP organization resulting in greater community impact.

LDR 644 Non Profit Governance **3 s.h.**

An introduction to the governance functions of not-for-profit organizations. In this course, students will analyze, discuss and exhibit a thorough understanding of various governance models, as well as examine the roles and responsibilities of nonprofit boards. Special emphasis will be placed on the structure, process and concepts necessary to execute critical thinking as it relates to leadership and nonprofit board governance.

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 653 Response and Mitigation **3 s.h.**

The Homeland Security/Defense (HLS/D) framework of prevention, mitigation, preparedness, response and recovery provides broadly stated ends. The attainment of these ends is dependent on comprehensive planning and organization to integrate and mobilize all levels of government and private sector response. Federal efforts to standardize these efforts pre-date the 9-11 attacks, but have received increased emphasis through the Homeland Security Presidential Directives 5 and 8 (HSPD 5/8), the National Incident Management System (NIMS) and the National Response Plan (NRP). Although progress is being made towards meeting the planning and organizational demands of HLS/D, numerous practical and conceptual challenges remain. This course will examine the bases of these efforts, progress that has been made, problems and some of the thoughts on the future of these efforts.

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 661 Multi-discipline Approaches to Homeland Security **3 s.h.**
Homeland security efforts in the United States constitute a project framed by the rule of law and ethics. Constitutional concerns, civil rights issues and the roles of the various disciplines engaged in the effort are driven and impacted by the various local, state and federal systems of law. Multi-discipline Approaches to Homeland Security allows students to explore the homeland security project in relation to the laws that support and constrain action. Historical, contemporary and ethical references are used to unpack the various issues and answer related questions. The role of community policing in homeland security and defense, civil-military relations in prevention and response, the USA PATRIOT Act and the handling of U.S. citizens detained for terrorist violations are just some of the subjects that dominate the discourse. While the military, law enforcement and judicial issues are a central concern of the class, students consider the range of issues in relation to ethics to many other disciplines engaged in homeland security and defense.

LDR 665 Community Development **3 s.h.**
An introduction to the nature and process of community development. Examines elements such as community analysis, 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.

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 681 The Psychology of Fear Management and Terrorism **3 s.h.**
This course serves as an introduction for homeland security professionals to terrorism as a psychological phenomenon. Government agencies involved in homeland security need to understand the psychological consequences of mass-casualty terrorist attacks and other disasters. This course provides a broad overview of psychological effects of terrorism; the status of and fallacies related to the interventions applied to victims of terrorism and the generalized fear and anxiety experienced by the public at large; current government strategies used to disseminate information to terrorist groups; psychological phenomena related to media coverage of terrorism; misconceptions and inaccuracies about the socio-political and religious motivations of terrorist groups; "profiling" and the typical psychological and cultural makeup of modern terrorists; and the social and cultural psychology of public conceptions of terrorists and acts of terror

LDR 690 Internship and Mentorship **3 s.h.**
The course explores career development methods and factors that affect the selection and development of professional roles. Each student develops an individualized career action plan and learns techniques to assist individuals and organizations with career development programs. Students are expected to engage in an individually approved, applications-based project to apply theories explored throughout the leadership program/concentration

area. Students may complete this internship 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 internship requirement. Prerequisites: completion of a minimum of 24 semester hours including GRS 601 and approval of Program Director.

LDR 691 Knowledge into Practice: A Homeland Security Capstone Course 3 s.h.
This course is intended to provide participants the opportunity to expand their ability to enact the knowledge and technical learning acquired in the courses leading up to the capstone. The material covered in other courses and the capstone experience, taken together, will provide participants with the motivation and skills to perform their professional roles in new ways to initiate and sustain change even at the level of the broader institutional context of governance in which they must function. An internship experience with another homeland security provider may be required to expand a student's application of newly developed skills.

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 Teacher Education

Early Childhood Education

Early Childhood Education: Montessori-based

Elementary Education

Elementary Education with K-12 Reading

Mathematics Education with Emphasis on Technology

Middle Level Education

Secondary Education

Secondary Education with K-12 Reading

Special Education (K-12 Learning Disabilities; K-12 Cognitive Impairment)

Teaching of English to Speakers of Other Languages

Master of Arts in Educational Leadership: Principal (ELP)

Specialist of Arts in Educational Leadership (ELS)

Courses offered on the Adrian Campus

Teacher Education Program

Philosophy of the Graduate Teacher Education Program

The Graduate Teacher 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 the Graduate Teacher Education Program and concentration-area advisors work with students to develop planned programs that allow for teacher certificate renewal, upgrade, additional endorsements, and the Master of Arts (M.A.) degree in any of 12 concentration areas 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 Teacher 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 Teacher 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 Teacher 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 Teacher 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 in the Graduate Teacher Education Program are:

- Early Childhood Education (General and Montessori-based*)
- Elementary Education (General and with K-12 Reading)
- Mathematics Education with Emphasis on Technology*
- Middle Level Education
- Secondary Education (General and with K-12 Reading)
- Special Education (Learning Disabilities and Cognitive Impairment)
- Teaching of English to Speakers of Other Languages (TESOL*)
- Educational Leadership: Principal

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

*The Mathematics Education with Emphasis on Technology M.A. degree program is open to those without teacher certification who plan to teach mathematics at a post-secondary level such as community college; the Montessori-based Early Childhood Education and TESOL programs are also open to those without teacher certification.

A Master of Arts degree in School Counseling is available in the Counselor Education Program and does not require teacher certification.

The Purposes of Graduate Teacher Education at Siena Heights University
For current educators:

1. To provide planned 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 for the renewal and upgrade of teacher certificates, maintenance of "highly qualified" status, and 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-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 Teacher 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 Teacher 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 and the Michigan Department of Education. The Graduate Teacher 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.

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 Teacher Education Program

At Siena Heights University, individuals who apply for admission to the *Graduate Teacher Education Program must be certified teachers* (with possible exceptions for certain concentrations, such as Early Childhood Education: Montessori-based, Mathematics Education with Emphasis on Technology, and Teaching of English to Speakers of Other Languages with permission of the program director).

Admission

Prospective students must apply for admission to Siena Heights University as a graduate student and consult with the director of the Graduate Teacher 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 teacher certificate renewal, upgrade, and endorsements.

Transfer Credit

Occasionally, credit earned at an institution other than Siena Heights University since the issuance of the teacher certificate, but before the planned program has been designed, may be applied toward the certificate renewal, upgrade, and/or 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 planned program and its relationship to the learning outcomes of Siena's Graduate Teacher Education Program.

Credit earned at institutions other than Siena Heights University after the student has designed the planned program for the certificate renewal, upgrade, and/or endorsements must be approved by the director of the Graduate Teacher Education Program 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 planned program and its relationship to the learning outcomes of Siena's Graduate Teacher 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 teacher certificate renewal, upgrade, and/or 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 Teacher Education faculty, with the approval of Graduate Council, has established general personal and professional expectations of the students in the Graduate Teacher Education Program. Additional expectations are

set for specific courses and experiences throughout the program.

The Graduate Teacher Education student is expected to maintain the required grade point average for continuation in the Graduate Teacher 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. The grade transcript of each student is reviewed by the Graduate Teacher Education Program director at the completion of each term.

The student is expected to meet the deadlines associated with successful progress through the Graduate Teacher 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 Teacher Education Program and the awarding of the Master of Arts degree.

The Graduate Teacher 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 Teacher 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/conventions, 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 Teacher Education student intends to graduate, the student is expected to present for review by the Graduate Teacher Education faculty a reflective professional teacher portfolio developed using the 8 learning outcomes of the Graduate Teacher Education Program.

Organization of the Reflective Professional Portfolio of Continuous Progress

One requirement for graduation from the Graduate Teacher 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 Teacher Education Program Learning Outcomes.

Graduate Teacher Education Program Learning Outcomes

The Teacher Education Program Learning Outcomes reflect the desired knowledge, understandings, skills and dispositions of students who complete the teacher 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 teacher 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 teacher 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 teacher 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 teacher 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 teacher 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 teacher 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 teacher 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 teacher 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

Information for Teachers Certified by the Michigan Department of Education
Teacher Certificate Renewal, Upgrade, Endorsements, and Degrees

Planned Program

The Michigan Department of Education specifies that students planning to use credit hours for teacher certificate renewal, upgrade, and/or endorsements must develop and have on file at the higher education institution a planned program at the outset of the coursework. The planned program ensures that the course selections of the Graduate Teacher Education student focus on an area of specialization, are related, and support the purposes of the student. The student should schedule an appointment with the director of the Graduate Teacher Education Program to design the planned program and to ensure that the courses are appropriate and acceptable.

Teacher Certificate Renewal

An individual who has an initial provisional teacher certificate but has not met the three-year teaching experience, 18-semester-hour planned program requirements, and completion of an MDE-approved course in remedial reading instruction (such as TED635) to upgrade the teacher certificate to the professional level may design a 9-semester-hour planned program for the purposes of demonstrating progress toward the next level of certification, professional development, and the three-year renewal of the provisional

teacher certificate. The 9-semester-hour planned program may apply toward the next level of teacher certification at a later time. If the three-year teaching experience requirement has not been satisfied at the expiration of the renewed provisional teacher certificate, an individual may renew the provisional teacher certificate for an additional three years if an 18-semester-hour planned program has been completed. The provisional teacher certificate may be renewed only two times, for a total of six years. The student must consult with the director for the Graduate Teacher Education Program and plan a program **before** enrolling in the first course to be applied toward the teacher certificate renewal. All admission and residency requirements must be fulfilled for Siena Heights University to serve as the authorizing institution for the teacher certificate renewal.

Teacher Certificate Upgrade

An individual who has a provisional teacher certificate and wants to upgrade the certificate to the professional level must satisfy the three-year teaching experience and 18-semester-hour planned program requirements. In addition, for individuals applying to upgrade to a professional teacher certificate after July 1, 2009, P.A. 118 now requires completion of a 3-credit remedial reading instruction course (TED 635) as well. The planned program must be designed before the student enrolls in the first course to be applied toward the professional teacher certificate. All admission and residency requirements must be fulfilled for Siena Heights University to serve as the authorizing institution for the teacher certificate upgrade.

The professional teacher certificate expires every five years. To renew the professional teacher certificate, an individual must present evidence (official transcript for college/university credits or certificate for state-board approved continuing education units) of six semester hours of college/university credits or 18 state-board approved continuing education units (SB-CEU's) or the equivalent combination of college/university credit and state-board approved continuing education units. (Three SB-CEU's are the equivalent of one semester hour.)

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). The Director of Graduate Teacher Education has more information on this process.

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, elementary education, middle level education, secondary education in certain areas, TESOL, special education (learning disabilities and cognitive impairment), and school counseling are available at the graduate level 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 the Graduate Teacher Education Program.

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 (required by Public Act 138 of 2005). See http://www.mttc.nesinc.com/ for details about 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: 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: (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 601*	Professional Reading and Writing in Teacher Education	3

SPECIALIZATION: (18 s.h.)

TED 610	Foundations of Early Childhood Education	3
TED 620	Individualizing Early Math Curriculum	1
TED 621	Individualizing Language Curriculum in Early Childhood	1
TED 622	Individualizing Early Science & Cultural Studies Curriculum	1
TED 623	Observation, Analysis & Affective Learning Experiences for Young Children	3
TED 625	Administration & Supervision in the Early Childhood Setting	3
SED 544	Early Childhood Special Education	3

Select one from the following (Required):

TED 512**	Exceptional Children & Youth in the Regular Classroom (Early Childhood)	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children & Youth (Early Childhood)	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum and Seminar (Early Childhood)	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Early Childhood)	3

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 Elementary Education

Degree Requirements (36 sem. hrs. total)

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: (18 s.h.)

Select four from the following (Required):

TED 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	3
TED 603	Curriculum Futures (Elementary)	3
TED 607	Traditional and Alternative Models of Assessment	3
TED 615	Improving Classroom/School Discipline	3
TED 623	Observation, Analysis, and Affective Learning Experiences for Young Children	3
TED 630	School Counseling	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 651	Legal and Ethical Issues for Educators	3

Select one from 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

Required:

TED 636	Imaginative Reading and Writing through Trade Books and in Content Areas in the Elementary School	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum and Seminar (Elementary)	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Elementary)	3

NOTE: Completion of 18 semester hours from courses in the specialization and TED690 Reflective Teaching Practicum (Elementary)—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Elementary Education Endorsement on an existing teacher certificate in the State of Michigan. Additional student teaching in an elementary classroom may also be required.

*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 Elementary Education in 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 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	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 Mathematics Education with Emphasis on Technology

Degree Requirements (33 sem. hrs. total)

COMMON CORE: (3 s.h.)

GRS 601	History and Philosophy of Ideas	3

PROFESSIONAL CORE: (24 s.h.)

MAT 621	Teaching Statistics with Technology	3
MAT 622	Teaching Statistical Analysis and Design with Technology	3
MAT 631	Geometry in the High School Curriculum: Methods & Problems	3
MAT 641	Teaching Single Variable Calculus with Technology	3
MAT 642	Teaching Analysis and Multivariable Calculus with Technology	3
MAT 656	Teaching Linear Algebra with Technology	3
MAT 660	Teaching Discrete Mathematics with Technology	3
MAT 662	Teaching Modern Algebra and Number Theory with Technology	3

TECHNOLOGY STUDIES*: (3 s.h.)

Select three from the following (required):

MAT 590	Technology Studies: New Product Integration	1
MAT 591	Technology Studies: Statistics	1
MAT 592	Technology Studies: Single Variable Calculus	1
MAT 593	Technology Studies: Geometry	1
MAT 594	Technology Studies: Multivariable Calculus	1
MAT 595	Technology Studies: Special Topics	1

INTEGRATIVE EXPERIENCE: (3 s.h.)

MAT 680	Directed Teaching Practicum (Math Education w/ Technology)	2
MAT 695	Directed Teaching Seminar (Math Education w/ Technology)	1

*Technology studies courses involve intense technology training embedded in mathematics content, and are often offered as co-requisites with content-focused courses in the professional core. Please consult with your advisor before registering for a technology studies course.

Master of Arts in Middle Level Education (grades 5-9)

Degree Requirements (36 sem. hrs. total)

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: (18 s.h.)

TED 641	Context and Development of the Middle Level Student	3
TED 642	Integrated Content and Curriculum in the Middle Level	3
TED 643	Methods and Materials of Middle Level Education	3
TED 644	Integrated Language Arts/Reading Curriculum in the Middle Level	3

Select one of the following (Required):

TED 607	Traditional and Alternative Models of Assessment	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 651	Legal and Ethical Issues for Educators	3
TED 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	3

Select one of the following (Required):

TED 512**	Exceptional Children and Youth in the Regular Classroom (Middle Level)	3
OR		
TED 612	Exploration of Special Needs of Exceptional Students (Middle Level)	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum and Seminar (Middle Level)	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Middle Level)	3

NOTE: Completion of 18 semester hours from courses in the specialization and TED 690 Reflective Teaching Practicum (Middle Level)—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification in a certifiable major leads to the Middle Level Education Endorsement on an existing teacher certificate in the State of Michigan. Additional student teaching in a middle level classroom may be required.

*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 Secondary Education

Degree Requirements (36 sem. hrs. total)

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: (18 s.h.)

Select four from the following (Required):

TED 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	3
TED 603	Curriculum Futures (Secondary)	3
TED 607	Traditional and Alternative Models of Assessment	3
TED 615	Improving Classroom/School Discipline	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3
TED 651	Legal and Ethical Issues for Educators	3
TED 693	Independent Study (Specific to Subject Area/Discipline)	3

Select one from the following (Required):

TED 512**	Exceptional Children/Youth in the Regular Classroom	3
OR		
TED 612	Exploration of Special Needs of Exceptional Students (Secondary)	3

Select one from the following (Required):

TED 636	Imaginative Reading and Writing through Trade Books and in Content Areas in Elementary School	3
OR		
TED 535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3

INTEGRATIVE EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum and Seminar (Secondary)	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (Secondary)	3

NOTE: Completion of 18 semester hours from courses in the specialization and TED 690 Reflective Teaching Practicum (Secondary)—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification in a certifiable major leads to the Secondary Education Endorsement in that major on an existing teacher certificate in the State of Michigan. Additional student teaching in a secondary classroom may be required.

*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 Secondary Education in 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 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	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

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.

*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.)

SED 521	Educational/Assistive Technology for Students with Disabilities	1
SED 541	Procedures in Special Education	2
SED 542	Parent-School Partnership: Special Education	2
SED 543	Assessment and Evaluation of Students with Disabilities	3
SED 549	Special Education in an Urban Setting	1
SED 551	Behavior Management in Special Education	2
TED 571	Elementary Core Methods	4
OR*		
TED 572	Secondary Methods	3

SPECIALIZATION (LEARNING DISABILTIES): (15 s.h.)

SED 545	Collaboration in Special Education	4
SED 561	Introduction to Learning Disabilities	3
SED 562	Methods & Strategies for Teaching Children with Learning Disabilities	4
SED 534	Strategies for Teaching Reading to Students with Learning Disabilities	1
TED 534	Strategies for Teaching Reading in Elementary School	3
OR*		
TED 535	Strategies for Teaching Reading through the Content Areas in the Secondary School	3

INTEGRATIVE EXPERIENCE: (5 s.h.)

SED 580	Directed Teaching (in elem. & secondary special education classroom)	4
SED 595	Directed Teaching Seminar	1

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.__

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.)

SED 541	Procedures in Special Education	2
SED 542	Parent-School Partnership: Special Education	2
SED 543	Assessment and Evaluation of Students with Disabilities	3
SED 549	Special Education in an Urban Setting	1
SED 551	Behavior Management in Special Education	2
SED 521	Educational/Assistive Technology for Students with Disabilities	1
TED 571	Elementary Core Methods	4
OR*		
TED 572	Secondary Core Methods	3

SPECIALIZATION (COGNITIVE IMPAIRMENT): (11 s.h.)

SED 545	Collaboration in Special Education	4
SED 581	Nature and Need of Individuals with Cognitive Impairment	3
SED 582	Methods and Strategies for Teaching Individuals with Mild Cognitive Impairment	2
SED 583	Methods and Strategies for Teaching Individuals with Moderate to Severe Cognitive Impairment	2
SED 584	Transition and Career Education for Individuals with Cognitive Impairment	3
SED 585	Strategies for Fundamental Reading and Functional Reading	2

INTEGRATIVE EXPERIENCE: (5 s.h.)

SED 680	Directed Teaching (secondary special education classroom)	4
SED 695	Directed Teaching Seminar	1

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.**

NOTE: Completion of 30-31 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 Teaching English to Speakers of Other Languages (TESOL)

Degree Requirements (36 sem. hrs. total)

Prerequisite for those seeking NS endorsement: Teacher Certificate (elem. or sec., with major) and documentation of ≥4 semesters of college-level study (or equivalent) of one non-native language

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 651	Legal and Ethical Issues for Educators	3

SPECIALIZATION: (18 s.h.)

Select two from the following (Required):

TED 551/661	Advanced Educational Psychology/Psychology of Learning & Teaching	3
TED 603	Curriculum Futures	3
TED 607	Traditional and Alternative Models of Assessment	3
TED 615	Improving Classroom/School Discipline	3
TED 617	Perspectives on Diversity	3
TED 635	Advanced Diagnosis & Remediation of Reading Difficulties	3

Select one from the following (Required):

TED 512**	Exceptional Children/Youth in the Regular Classroom	3
OR		
TED 612	Exploration of the Special Needs of Exceptional Children and Youth	3

Required:

TED 650	Second Language Acquisition	3
TED 655	Methods of Teaching English to Speakers of Other Languages I	3
TED 656	Methods of Teaching English to Speakers of Other Languages II	3

INTEGRATIVE [FIELD] EXPERIENCE: (3 s.h.)

TED 690	Reflective Teaching Practicum in Multilingual/Multicultural Classrooms (including elementary, middle school, and high school experience for those seeking NS endorsement)	3

SUMMATIVE EXPERIENCE: (3 s.h.)

GRS 694	Thesis/Project Seminar (TESOL focus)	3

NOTE: Completion of 18 semester hours of courses from the specialization and TED 690 Reflective Teaching Practicum—21 credits in the box above—including a minimum of 100 clock hours of field experience in K-12 classrooms, plus successful completion of the Michigan Test for Teacher Certification, leads to the English as a Second Language (NS) endorsement on an existing teacher certificate in the State of Michigan.

*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 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	3
GRS 602 Introduction to Research [Non-thesis track] or GRS 605 Methodology of Research [Thesis track]	3

Professional Core: (24 s.h.)

ELP 603	Curriculum, Instruction, and Assessment	3
ELP 606	Orientation to School Principalship	3
ELP 610	Supervision and Evaluation in School Settings	3
ELP 618	PreK-12 Educational Finance	3
ELP 630	Organizational Culture and Communication	3
ELP 651	Legal and Ethical Issues for Educators	3
ELP 662	Issues in Educational Technology	3
ELP 665	Community Development	3

Integrative Experience: (3 s.h.)

ELP 678	Practicum in Educational Leadership	3

Summative Experience: (3 s.h.)

GRS 694 Thesis/Project Seminar	3

NOTE: 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.

Teacher Education
Course Offerings and 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 605 and an approved research proposal.*

MAT 590 Technology Studies: New Product Integration (1 s.h.)
This course introduces ways of incorporating new graphing calculator or other technology (both CAS and non-CAS systems) into the mathematics classroom to enrich instruction and extend students' comprehension. Demonstrations and activities from elementary algebra through calculus will be presented. Students will demonstrate their understanding and proficiency with the technology and instruction with a lesson in a classroom.

MAT 591 Technology Studies: Statistics (1 s.h.)
The goal of this course is to instruct teachers in new and innovative ways to effectively teach concepts in statistics through careful integration of technology. The pedagogy focuses on the content that is typically taught in an introductory college statistics course or for students considering college credit for their high school statistics course. Participants learn new teaching strategies and have opportunities for hands-on experiences with a variety of statistics activities. This course is designed for new or experienced users of the graphing calculator and statistical computer software.
Co-requisite: Recommended to be taken with MAT621.

MAT 592 Technology Studies: Single Variable Calculus (1 s.h.)
The goal of this course is to instruct teachers in new and innovative ways to effectively teach concepts of differential and integral calculus through careful integration of technology. The pedagogy focuses on the content that is typically taught to college freshmen/sophomores or advanced high school students. Participants learn new teaching strategies and have opportunities for hands-on experiences with a variety of calculus activities. This course incorporates the latest graphing calculator and commonly used computer software in teaching calculus. *Co-requisite: Recommended to be taken with MAT641.*

MAT 593 Technology Studies: Geometry (1 s.h.)
The goal of this course is to instruct teachers in new and innovative ways to effectively teach concepts of geometry through careful integration of technology. The pedagogy focuses on the content that is typically taught to students in a high school geometry course. Participants learn new teaching strategies and have opportunities for hands-on experiences with a variety of geometry activities. This course incorporates the latest graphing calculator and commonly used computer software in teaching geometry. *Co-requisite: Recommended to be taken with MAT631.*

MAT 594 Technology Studies: Pre-Calculus (1 s.h.)
This course is intended to serve as an opportunity to introduce and explore additional topics in mathematics of particular interest to students and/or of importance in teaching mathematics effectively with technology.

MAT 621 Teaching Statistics with Technology (3 s.h.)
This course provides students the content and pedagogical knowledge with an emphasis on using technology and on the content that is typically taught in an introductory college statistics course or for students considering college credit for their high school statistics course. Content includes, but is not limited to, descriptive statistics (uni-variate and bi-variate), experimental design and sampling, probability, and inferential statistics - including hypotheses testing of one and two variables and categorical data. *Prerequisite: Undergraduate statistics course. Recommended to be taken with MAT591.*

MAT 622 Teaching Statistical Analysis and Design with Technology (3 s.h.)
This course is a continuation of MAT 621 and includes a more thorough investigation of strategies to teach statistical techniques with a significant emphasis on the use of technology. A brief review of one and two parameter tests and extending to multivariable hypothesis testing (ANOVA designs: one and two-way), regression analysis, multiple regression including the General Linear Model (GLM), Logistic Regression, Chi-Square distribution and related tests, and non-parametric statistical analysis parallel to the 'parametric' methods are explored. *Prerequisite: MAT621.*

MAT 631 Geometry in the High School Curriculum: Methods & Problems (3 s.h.)
This course introduces ways of incorporating technology into geometry lessons to enrich instruction and extend student comprehension. Essential geometry topics such as intersecting lines, angles and transversals, translations, reflections, rotations, dilations, transformations, triangles, quadrilaterals, area relationships, chords, secants, tangents, and circles will be discussed. The primary focus of this course is to use graphing calculator technology and geometry software to enhance the teaching and learning of geometry.

MAT 641 Teaching Single Variable Calculus with Technology (3 s.h.)
This course provides students with the content and pedagogical knowledge with an emphasis on using technology to teach and apply calculus concepts, procedures, techniques, and applications in the classroom; in general, content that is typically taught to college freshmen/sophomores or for advanced high school students. Content includes, but is not limited to, techniques and applications of differential and integral calculus, differential equations, infinite series, and discussions of partial derivatives and multiple integration. Students present material and critique their own teaching style as well as those of the other students and the instructor. *Pre-requisite: Undergraduate Calculus sequence. Recommended to be taken with MAT592.*

MAT 642 Teaching Analysis and Multivariable Calculus with Technology (3 s.h.)
This course is a continuation of MAT641. It combines topics usually covered in Calculus II and Calculus III (Multivariable), with emphasis on pedagogical issues and rigor, integrating technology as it applies to the Calculus student. Topics from Real Analysis, such as the Mean Value Theorem, the Intermediate Value Theorem, and the Fundamental Theorem of Calculus, as they apply to Calculus instruction, will be explored. Student presentations of Calculus lessons and proofs, exhibiting conceptual understanding, will be part of the course. *Pre-requisite: MAT641.*

MAT 656 Teaching Linear Algebra with Technology (3 s.h.)
This course addresses topics typically covered in an introductory Linear Algebra course, including a study of vectors and vector spaces, matrices and linear transformations, linear equations and determinants, quadratic forms and theory of equivalences, eigenvalues, and eigenvectors. There will be heavy emphasis on instructional strategies incorporating handheld technology and Computer Algebra System software. *Pre-requisite: Undergraduate Linear Algebra course or equivalent.*

MAT 660 Teaching Discrete Mathematics with Technology (3 s.h.)
This course addresses topics in discrete math, including but not limited to, Graph Theory, Combinatorics & the Binomial Theorem, modular arithmetic, and matching problems. Some amount of rigor is introduced along with each topic, and students are expected to read, write, and understand proofs. Student presentations of lessons and proofs will be part of the course. In addition, a survey of the latest technological approaches to discrete math problems is conducted. Use of the hand-held calculator and modern Computer Algebra System software is an integral part of the coursework.
Pre-requisite: Undergraduate Discrete mathematics course or equivalent.

MAT 662 Teaching Modern Algebra and Number Theory with Technology (3 s.h.)
This course addresses topics in advanced abstract and modern algebra, including but not limited to, polynomials and their roots, solvability, groups, rings, and fields, modular arithmetic, factorization, and the Euclidean Algorithm. The application of concepts from high-level algebra to lower-level algebra are discussed. A fair amount of rigor is introduced along with each topic, and students are expected to read, write, and understand proofs. Student presentations of lessons and proofs are part of the course. In addition, a survey of the latest technological approaches to algebra and number theory problems is conducted. Use of the hand-held calculator and modern Computer Algebra System software is part of the coursework. *Pre-requisite: Undergraduate Abstract Algebra course or equivalent.*

MAT 680 Directed Teaching Practicum (Math Education w/ Technology) (2 s.h.)
Supervised observation, participation, and teaching in local public and private secondary school and/or college classrooms are experienced. University supervisors observe and evaluate candidates at least three (3) times during the semester, and provide feedback based upon the Michigan Department of Education Professional Standards for Teachers, mathematics teaching, and technology standards. Credit/No Credit grading only. *Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director. Co-requisite: MAT 695.*

MAT 695 Directed Teaching Seminar (Math Education w/ Technology) (1 s.h.)
Group discussion and analysis of problems and challenges encountered during directed teaching, with a focus on issues concerning the teaching and learning of mathematics content using technology. Requirements include participating in reflection about one's own teaching using technology and an oral comprehensive interview based on the Graduate Teacher Education Program Learning Outcomes. Credit/No Credit grading only. *Prerequisite: Completion of at least 20 credits of specialization courses; permission of program director. Co-requisite: MAT 680.*

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: TED 534 or TED 535

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, IAT/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 541 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 classroom 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 541 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 (3 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. *Prerequisite: TED 512 or equivalent.*

SED 549 Special Education in an Urban Setting (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. Forty 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 preschool 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 541 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 595/695

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 541*

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 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 referenced, 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: *Acceptance into the Teacher Education Program, 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 based 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 program 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*: Acceptance into the Teacher Education Program, 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 based models, develop skills at designing, implementing, and 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: *Acceptance into the Teacher Education Program, 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 580/680*

TED 512 Exceptional Children and Youth in the Regular Classroom (**3 s.h.)**
(Early Childhood, Elementary, Middle Level, 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 preschools and daycare settings.

TED 530 Developmental Reading (3 s.h.)
Designed to focus on language acquisition and cognitive and social growth as they relate to the reading process. Development of classroom strategies and techniques based on social constructivist learning and psycholinguistic language theories. *Prerequisite: one course in reading instruction.*

TED 534 Strategies for Teaching Reading in the Elementary School (3 s.h.)
An understanding of the psychological background of the reading process, with emphasis on modern techniques and current practices in reading instruction in the elementary schools. Consideration also is given to teaching reading through the content areas in the elementary and middle level and to meeting the needs of exceptional students, students from minority cultures and students identified with special needs. *Tutoring required.*

TED 535 Strategies for Teaching Reading through the Content Areas in the Secondary School (3 s.h.)
Considers theoretical background in areas of the psychology of teaching reading, causes and diagnosis of reading difficulties, and characteristics of the reading tasks required by the content areas taught in middle and high schools. Considers comprehension of reading materials, word identification, word attack skills, and study skills. Needs of exceptional students, special needs students and multicultural issues at the secondary level also are discussed. *Tutoring 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 (3 s.h.)
(Early Childhood, Elementary, Middle Level, Secondary)
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 (3 s.h.)
(Early Childhood, Elementary, Middle Level, Secondary)
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, and 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.

TED 630 School Counseling (3 s.h.)
An examination of research, theory, and practice as related to the development and implementation of a developmental comprehensive school counseling program based upon the National Standards for School Counseling Programs. An in-depth study of the standards which define what students should know and be able to do as a result of participating in school counseling programs, in addition to the study of a comprehensive developmental program which defines how services are delivered (counseling curriculum, individual planning, responsive services, and systems support) to effectively meet the academic, career, and personal/social development goals of students K-12.

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 642 Integrated Content and Curriculum in the Middle Level (3 s.h.)
The discovery of the social forces and understandings which have given rise to the re-structuring of educational systems to accommodate the unique educational and developmental characteristics of students in "the middle". The examination of multiple philosophies upon which middle level education is based. Includes the development of a personal philosophy of middle level education. Particularly focuses on the integrated curriculum, developmentally-appropriate practices, and teacher collaboration.

TED 643 Methods and Materials of Middle Level Education (3 s.h.)
The study, development, and practice of a variety of existing and original instructional methods and the accompanying materials and teaching-learning tools, including technology, appropriate for the delivery, practice, and assessment of the middle level curriculum.

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 645 Methods of Teaching for School Counselors (*Required for School Counseling*) (**3 s.h.)**
A variety of presentation skills are developed by exploring a large selection of methods used in education to provide captivating group guidance activities in a variety of school settings. Group guidance topics will be developed for K-12 audiences; parents and teachers involved in youth support in multiple intelligence awareness; testing tips and skills; diversity awareness; assessment interpretation for gifted and special needs students. A practicum experience in a local school will be required of this course.

TED 650 Second Language Acquisition (3 s.h.)
A survey of major theories and current research about second language acquisition and the implications for

instructional and assessment practices in the teaching of English to speakers of other languages. Developmental, first-language, learning style, and socio-cultural factors influencing second language acquisition are examined.

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 655 Methods of Teaching English to Speakers of Other Languages I: Introduction (3 s.h.)
An introduction to various techniques and strategies for supporting the development of reading, writing, listening, and speaking skills in English language learners. Application of second-language acquisition theories and alignment with state and national standards is emphasized through in-class practice and field experiences with preK-16 students.

TED 656 Methods of Teaching English to Speakers of Other Languages II: Continued (3 s.h.)
A continuation of the introduction to various techniques and strategies for supporting development of reading, writing, listening, and speaking skills in English language learners, including assessment techniques. Application of second-language acquisition theories and alignment with state and national standards is emphasized through in-class practice and field experiences with preK-16 students. *Prerequisite: TED 655*

TED 661 Psychology of Learning and Teaching (3 s.h.)
The study of the interactions between learning and teaching processes and theories as they relate to human development viewed from the holistic perspective (intellectual, emotional, spiritual, social, physical, and occupational dimensions). Readings highlight the original works of theorists and researchers from which students develop an integrated model for application and a personal philosophy of learning and teaching.

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, and 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, Elementary, Middle Level, Secondary, TESOL)
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 year-long 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

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, North Central 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 and completion of a teacher certificate are prerequisites 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 National Council for Accreditation of Teacher Education (NCATE), 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). 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.); 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, through which two 3-credit courses can be completed in one 10-week semester, 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.

Specialist of Arts in Educational Leadership

Degree Requirements (30 sem. hrs. total)

Prerequisites:

Master's degree in an educational field; prior teacher certification

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 2002 Standards for Advanced Programs in Educational Leadership developed by the Educational Leaders Constituent Council adopted by the National Council for Accreditation for Teacher Education (NCATE) for accreditation reviews of preparation programs for educational administrators.

These standards, in use by over 40 states and 150 institutions of higher education, provide a common language for the definition and redefinition of the role of the school leader, and a framework around which the Educational Leadership Specialist Program is built:

I. Vision of Learning
II. Culture of Learning and Teaching
III. Management of the Learning Environment
IV. Relationships with the Broader Community
V. Integrity, Fairness, and Ethics
VI. Larger Political, Social, Economic, Legal, and Cultural Context
VII. Internship/Mentorship

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 770 Best Practices in Educational Leadership 3 s.h.
A seminar to support self-designed and self-directed study of research and practices associated with effective educational leadership, particularly as it relates to management of change. Each student is expected to develop a proposal for an action research/transformation project, concentrating on a specific aspect of educational leadership, such as services and systems, instructional leadership, spiritual leadership, public policy, information technology, or the development of human talent. Class readings and discussion, as well as individual consultation with a faculty member, are intended to support the development of the proposal through the culminating project.

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
GraduateCollege@sienaheights.edu

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 E. Napier Avenue
Benton Harbor, MI 49022
800-252-1562 / 269-927-6711
bentonharbor@sienaheights.edu

METRO DETROIT CAMPUS
19675 West 10 Mile Road, Suite 400
Southfield, MI 48075
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MONROE CAMPUS ● MONROE COUNTY COMMUNITY COLLEGE CENTER
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