The Graduate College

Master of Arts in Counselor Education

Community & School Counseling

Master of Arts in Leadership

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

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 K-12),
Teaching of English to Speakers of Other Languages (TESOL),
Mathematics Teaching with Emphasis on Technology

Specialist of Arts in Educational Leadership

PreK-12 & Higher Education

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
2008-2010 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 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 Michigan Department of Education has approved the Graduate Teacher Education and Graduate Counselor Education Programs.

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**.

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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.

Siena Heights University initiated a Division of Graduate Studies in 1957 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 Adrian campus and operates undergraduate off-campus centers for working adults in Southfield, Michigan; at Jackson Community College, in Jackson, Michigan; at Lake Michigan College in Benton Harbor, Michigan; at Lansing Community College in Lansing; at Monroe County Community College in Monroe, Michigan; and at Kellogg Community College in Battle Creek, Michigan.

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.

Tradition
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.

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.

Since Siena Heights University has developed within the framework of Catholicism as lived out in the Adrian Dominican tradition, it believes 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, and 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 must develop in light of career possibilities and social awareness.

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 encounters with moral dilemmas for its students 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:

- Identifies the personal needs of local and regional communities and prepares the professionals and paraprofessionals needed in these areas.

- 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.

- 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 postsecondary education.

- Epitomizes in its own structure and practices a society in which each individual involved may have maximum opportunities both for personal growth and for participation in the life of the university community.

- Is an "enabling" institution, which seeks to develop cooperative arrangements with a wide variety of individuals and institutions in the interest of creating effective learning encounters and environments.

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

Graduate College Learning Outcomes

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.

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

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.

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.

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

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.

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

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). 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 Community & School Counseling, Teacher Education (including Mathematics with Emphasis on Technology, Special Education, and TESOL), and Leadership. Teachers also can complete renewals, upgrades, and endorsements.

Kellogg Community College Center in Battle Creek
450 North Avenue
Battle Creek MI 49107
Phone: 269-921-4645
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: 269-921-4645
Offering the Master of Arts degree in Leadership

Lansing Community College University Center in Lansing
210 W. Shiawassee
Lansing, MI 48901
Phone: 269-921-4645
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 Leadership and School or Community Counseling

Monroe County Community College Center in Monroe
1555 S. Raisinville Road
Monroe, MI 48161
877-438-1596 / FAX: 517-264-7714
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. Transcripts issued to students are not accepted for full admission but can be used to secure Special Status admission.

- Current professional resume

- Completed application

- Three letters of professional recommendation on letterhead

- Graduate Record Exam (GRE) is **not** required

- For teachers and school counselors, Teacher's Certificate and the Criminal Conviction Disclosure Form, per the requirements of the Michigan Revised Public School Code (PA 138 of 2005)

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
It is assumed that graduate students work full-time during the day. Hence, classes at all locations are offered nights and weekends.

Most courses follow a 15-week term (often called semester in other Siena publications). Some of the Leadership courses are offered in ten-week terms. In the Leadership program a number of courses meet in the traditional classroom format for several sessions and the rest of the sessions use eCollege for online instruction.

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, all of the master's degree programs, with the exception of the Not-for-Profit, Organization and Public Service 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. The student is expected to meet with the adviser at least once each term to develop and review the tentative degree plan.

Time Commitments
Most three semester hour graduate classes 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 classes a term. Experience has shown that students who are working full-time should plan on taking two years to complete the 36 hour master's degree programs in Teacher Education and Leadership and should plan on taking three years to complete the 48 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, night and weekend classes; highly qualified and experienced faculty; affordable price; free and convenient parking; small classes; 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, **www.sienaheights.edu/CPShome.aspx?CampusID=20**, which also contains the schedule located under "View Available Classes."

Academic Calendar
All locations start Fall term graduate classes in late August or early September. Winter term classes start in early January. Spring (Winter II) and Summer classes vary by location. The current schedule of classes for each provides location starting and ending dates for classes and also other key dates like advising schedules, registration, and holiday breaks.

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, 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.

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 read the admission requirements for their programs. Admissions decisions are the responsibility of the program directors in Adrian and the center directors at the off campus sites.

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 (or the director of the appropriate off-campus center).**

- A minimum undergraduate grade point average of 3.00 on a 4.00 grade point scale **OR** a minimum graduate grade point average of 3.75 on a 4.00 grade point scale for a maximum of nine (9)semester hours of coursework applicable to the intended program of study, if the applicant has attended another graduate institution.

- ***A resume*** outlining educational and professional work-related experiences and accomplishments, paid and volunteer, pertinent to the respective program of intended study.

- ***A photocopy of current driver's license.***

- ***A completed application form***, Applicants are required to demonstrate the motivation, academic potential, and ability to undertake work at Siena Heights University by responding to the Seven Graduate Learning Outcomes (typed, double-spaced, not to exceed four pages) describing their interest. Each applicant is also required to submit official transcripts of all college and graduate level work. An interview with the program director will be conducted as part of the process.

- ***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 directly from the referrer to the Graduate College Office at Siena Heights University. They **must** be original signed letters; copies or faxes are **not** acceptable.

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

- For teachers and school counselors, copy of Teacher's Certificate and the Criminal Conviction Disclosure Form, per the requirements of the Michigan Revised Public School Code (PA 138 of 2005).

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.**

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

International Student Admission
International students are subject to all requirements for admission to the chosen graduate program plus 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 student is responsible for demonstrating the baccalaureate degree equivalency.

- Students 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) students for whose language is not English. Scores must be sent directly to Siena Heights University from the Educational Testing Service, Princeton, New Jersey.

- Deposit with Siena Heights University $5,000 toward the first year tuition before an I-20 can be issued.

- Present an affidavit of support assuring financial coverage of tuition and room and board.

- Sign the international student agreement.

- Submit the application fee in the form of a check or money order drawn on a United States bank.

- 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 or vita, and one current letter of reference.

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 revised resume or vita, 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 3.0 on a 4.0 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, 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 students' 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," 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 at 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.

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. Graduate students must have the minimum of an application for admission, a resume, and copies of all undergraduate transcripts on file 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.

Withdrawal
The graduate student must have approval of the course instructor, respective adviser, and program director to withdraw from a course. 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 is considered part-time. Registration for nine (9) semester hours or more in a term constitutes full-time graduate status. A student may register for ten (10) to twelve (12) semester hours only with the approval of the appropriate adviser 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 <u>and</u> 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 - Incomplete for valid reasons approved by the course instructor and the appropriate program director; becomes the grade of "E" if course requirements are not completed by the deadline specified by the course instructor.

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 a 3.0 cumulative grade point average (G.P.A.). A graduate student whose cumulative grade point average falls below 3.0 or who receives a grade of "C" is placed on academic probation and must raise the G.P.A. to at least 3.0 within the next six (6) semester hours and receive no other grades of "C" to continue in the program. A graduate student whose G.P.A. falls below 3.0 more than one term or receives more than one grade of "C" automatically is suspended from the program. 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 G.P.A. to 3.00 by repeating appropriate courses.

Suspension
A graduate student who is suspended by a program director 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 first must 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 31st (summer term) and December 31st (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; 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 and Professional Integrity

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 may not use materials, such as books and notes, or consult with other individuals in the completion of an examination or an assignment unless specifically authorized to do so.

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*** for their first course.

The course instructor who has documentation of plagiarism or copyright infringement by a graduate student files the documentation with the respective program director. The program director is authorized to suspend the student for plagiarism or copyright infringement. Appeal of suspension must be addressed first to the program director and then to the Dean of the Graduate College.

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 confronted 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 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 alerts from Siena Heights University about potential, developing, or existing emergencies at the following website: **http://www.e2campus.com/my/sienaheights/signup.htm** **.**

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 to be eligible for aid. Student loans are the only federal aid available to graduate students at Siena. If students are eligible to receive the Michigan Tuition Grant, they are notified by the Financial Aid Office for documentation, which may be required. 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, student payments.

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 or grades (a non-punitive grade is an "I" or a "No Credit") must inform the Siena Heights University Veterans Certification Office in writing of the last date of attendance in that class or classes. Veterans Certification is prepared in the Office of the Registrar.

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

If a student who is receiving veterans' benefits fails to withdraw officially from 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.

Institutional Policies and Procedures

Rules of Conduct

Siena Heights University has long recognized students as mature individuals and as such has allowed them 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.

AIDS Policy

Should the need arise for dealing with employees or students with AIDS (Acquired Immune Deficiency Syndrome and/or HIV infection) Siena Heights University has adopted this policy, which is based on 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 for 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 is used by someone else, through a blood transfusion from an infected person, or through intimate contact involving the transfer of semen and other bodily fluids.

Considering current authoritative medical opinion, there is no basis for routinely excluding or dismissing employees or students because they have AIDS, ARC (AIDS-related complex), or HIV virus antibodies. Since these conditions have been designated as handicaps, it is also against the law to dismiss someone who has any of the conditions. Depending on the medical circumstances of each situation, the university may regularly monitor or require the monitoring of the medical condition of an infected person, and may counsel that person on the nature of the disease and the importance of not engaging in behavior that could transmit it, if that is appropriate. No broad blood-screening test is required. The right to privacy of all individuals is respected and protected, and the confidentiality of any records that may be required, is 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 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 others of the professional staff in Student Development.

Alcohol Policy

As an educational institution, Siena Heights University is committed to the evolvement of a healthy environment, which stimulates intellectual and personal development in students besides assuring their physical well-being. During their collegiate years students 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 precedent enables the university to create an extracurricular atmosphere in which the responsible use of alcoholic beverages by those who 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**. Members of the university community must encourage responsible drinking habits by individuals who choose to drink while respecting the rights of those who choose to abstain from alcohol use. Note: Underage residents (those under 21) may not have alcohol in their rooms, even if their guest(s) are over 21.

The institution supports and encourages an environment in which the choice to drink or not to drink is reserved for individuals of legal age. Due to the concern for the rights of the individual student and the personal growth of all students, the institution intervenes when inappropriate behavior is demonstrated:

- To nurture an environment where the lawful, mature, and responsible use of alcoholic beverages is accepted.

- To respect and support the right of individuals to refrain from the use of alcohol.

- To educate students regarding the effects of use, misuse, and abuse of alcohol.

- To maintain behavioral guidelines for appropriate response to the misuse and abuse of alcohol.

In addition to the institutional expectations, the following specific policies address involvement with alcohol:

- Individuals prohibited from the consumption or possession of alcoholic beverages, as defined by the state of Michigan law, cannot drink or possess alcohol while on the Siena Heights Campus, or at university sponsored off-campus events.

- Individuals who are permitted by age to drink must refrain from sharing, purchasing, serving, or encouraging the consumption of alcoholic beverages by underage individuals. Individuals contributing under the "delinquency of a minor" concept assume the consequences of legal/university proceedings.

- Individuals are responsible to assure the safety and welfare of their university peers and/or guests who are intoxicated. This includes providing transportation to/from off-campus events where alcohol is served.

- Over consumption of alcohol is not accepted as an excuse for inappropriate behavior.

- Open containers of alcoholic beverages, including cups, glasses, mugs, large containers, bottles, cans or anything similar are not allowed outside of residence hall rooms. If found, it is confiscated by a member of the Residence Life/Student Development staff and the student is subject to disciplinary action.

- Kegs are not permitted anywhere by anyone on campus.

- If one or more roommates are of legal drinking age, the underage roommates and/or guests over 21 may be present when those of legal age consume alcohol. No underage guests may be present when alcohol is being consumed.

- Since university-sponsored trips are held for purposes other than alcohol consumption, no alcohol is to be purchased, possessed or consumed on an off-campus trip. This policy includes those of legal age.

Computer Ethics

In keeping with the mission statement of Siena Heights University, all users of computer resources, including students, faculty, staff, and guests are expected to use such resources with strong ethical considerations, as well as within all legal restrictions. The following policy outlines a basic ethical and legal use of all computer resources within the university's jurisdiction. Computer resources include the central computer, networks, microcomputers, software, data, and all associated documentation and equipment.

Siena Heights University specifically prohibits the following:

- Any and all infringements of copyrights.

- Unauthorized use, copying, alteration, destruction or disclosure of computer resources.

- Unauthorized access or attempts to gain unauthorized access to any computer resource.

- Any use which inhibits or attempts to inhibit the normal and efficient operation of any computer resource.

Individuals found to be in violation of this policy are subject to sanctions, which may include denial of access to university computer resources, restitution, suspension, or dismissal from the institution, or termination of employment. Criminal charges also may be applied in cases when violations of local, state, or federal law are found to exist.

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 attracts to the campus people who are not members of the university community and are interested in drugs for reasons of personal profit.

Student involvement in such matters is of concern to the university, whether it occurs on or off the campus and irrespective of any action of civil authorities. Involvement may subject the student to disciplinary action.

Siena Heights University reserves the right to confiscate illegal drugs or drug paraphernalia that are on open display in students' rooms or public areas of the campus and to contact local law authorities.

Fighting
Disagreements are likely to occur between members of the university community. Attempts to resolve disagreements by physical violence such as fighting are not tolerated. After appropriate investigation, a judicial board hearing may be held, with sanctions levied against any parties involved in an incident.

Gambling
Gambling is not permitted on campus without the permission of the Coordinator of Student Activities.

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

Sexual Harassment Policy
Siena Heights is a Catholic university committed to providing a climate conducive to learning for its students and a positive work environment for its employees. Students and employees have a responsibility to treat each other with respect and dignity. The university is committed to take all reasonable steps to prevent sexual harassment and to discipline those who do harass.

Definition of Sexual Harassment
Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal and/or physical conduct of a sexual nature when:

- Submission to or rejection of the conduct is a term or condition for instruction, employment or participation in university activities; and/or
- Submission or rejection of such conduct is used as a basis for academic evaluation or personnel decisions; or
- Such conduct has the purpose or effect of unreasonably interfering with the individual's performance or creating an intimating, hostile or offensive university environment.

Sexual Harassment is Illegal
It is a form of sex discrimination and a violation of these state and federal laws:

- Title VII - Civil Rights Act (1964)
- Title IX-Elementary/Secondary Education Act (1972)
- Michigan Elliott-Larsen Civil Rights Act (1967)

Examples of Sexual Harassment

- Faculty requests for dates with student when that student is in the faculty member's class or is an advisee of the faculty member
- Persistent requests for a date
- Unwelcome requests for sexual favors or acts
- Continued expression of sexual interest after being informed that the interest is unwelcome
- Un-consented or unwelcome physical contact
- Nude or semi-nude posters, photos, cartoons, or graffiti that are demeaning or offensive
- Leering or staring
- Comments or statements that are demeaning, humiliating, suggestive, insulting, vulgar or lewd
- Preferential treatment or promise/insinuation of preferential treatment for submitting to sexual conduct

Everyone has a ***responsibility to act*** when behaviors that seem to fit these examples of sexual harassment are observed in the classroom or any other place on campus. One of the university representatives should be notified. Siena Heights University does not tolerate sexual harassment on campus.

Sanctions
Individuals violating Siena's sexual harassment policy are subject to sanctions.

Student discipline may range from reprimand to dismissal from the resident hall, co-curricular and/or academic participation at the university.

Employee discipline may include, but is not limited to, any of the following: oral reprimand, written reprimand, suspension with or without pay, and termination of employment.

Siena also may insist, as a condition of continued attendance or employment, that the respondent participate in counseling, professional therapy or related educational or employment assistance.

Complaint Process
This policy encourages 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.

The person whose behaviors seem to fit examples of sexual harassment should be informed, either in writing or verbally, that his or her conduct is unwelcome and unwanted. If the person lodging the complaint is not comfortable doing so, one of the university officials should be contacted to investigate concerns and handle the complaint.

Any act of retaliation against a student or any employee for using this policy and its procedures violates the sexual harassment policy and results in appropriate and prompt disciplinary action.

Smoking and Tobacco Policy
All buildings on the main campus of Siena Heights University are smoke free. In the interest of providing a safe and healthy environment for the faculty, staff, students and visitors, and in the spirit of the Michigan Clean Indoor Air Act of 1986, the following policy has been adopted:

Chewing tobacco and snuff are not permitted in any University building, with the exception of individual student's residence hall rooms. It is not to be used in residence hall corridors, bathrooms, or in the Field house.

The success of this policy will depend upon the thoughtfulness, consideration and cooperation of all members of the Siena Heights community. All of us share in the responsibility for adhering to and enforcing this policy. Persons in violation of the policy should be asked to comply. If they fail, the continued violations should be reported following the regular University grievance procedure working with Student Development Staff/Dean of Students for students; Supervisors/Business Manager for staff, and Department, Division Chairs, or appropriate Dean for faculty.

Theft
Theft and/or damage to property and persons in this university community are not acceptable behavior. Suspension from the university is the likely disciplinary action for theft.

Non-Discriminatory 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.

Accommodation Policy for Students with Disabilities
Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990 all reasonable accommodations are made to meet the documented needs of students. Siena's Accommodation Policy for Students with Disabilities requires the student to provide written documentation of his/her disability to the Graduate College office. The student who requires special accommodations has the responsibility to notify each instructor during the first week of each academic term. A copy of the policy is available in the Graduate College office on the Adrian campus and at each off-campus site.

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.

SIENA HEIGHTS UNIVERSITY GRADUATE COLLEGE

Criminal Conviction Disclosure Form

_____ _____
Full Name (please print) Student ID#

_____ _____
School/District Name Where Currently Employed Current Position

Pursuant to Public Act 138 of 2005, I represent that (check all that apply)

_____ 1. I have **not** been convicted of, or pled guilty or *nolo contendre* (no contest) to, or been the subject of a finding of guilt by a judge or jury of any crime.

_____ 2. This is my initial disclosure that I have been convicted of, or pled guilty or *nolo contendre* (no contest) to, or am the subject of a finding of guilt by a judge or jury for the following crimes (*attach a separate sheet of paper to explain the criminal offense, date, court, city/state, and circumstances surrounding the conviction*):

a. _____ which is a _____ Felony _____ Misdemeanor

b. _____ which is a _____ Felony _____ Misdemeanor

c. _____ which is a _____ Felony _____ Misdemeanor

_____ 3**.** This serves as disclosure of subsequent convictions of which I have been convicted, or pled guilty or *nolo contendre* (no contest), or am the subject of a finding of guilt by a judge or jury, for the following crimes (*attach a separate sheet of paper to explain the criminal offense, date, court, city/state, and circumstances surrounding the conviction*), and I understand that failure to disclose any subsequent convictions is considered to be a crime:

a. _____ which is a _____ Felony ____ Misdemeanor

b. _____ which is a _____ Felony ____ Misdemeanor

c. _____ which is a _____ Felony ____ Misdemeanor

In signing this form, I understand and agree that:

4. The information I have supplied can and will be shared with the Michigan Department of Education. If I have been convicted of a listed offense, my application for certification renewal or upgrade, or for an additional endorsement, may be denied.
5. If my current criminal history report(s) on file with my school district and/or the Michigan Department of Education is not the same as my representation(s) above, I may be accused of misrepresentation and/or fraud in application.

_____ _____
Signature Date

_____ _____ _____
SHU Representative signature Position Date

[FOR OFFICE USE ONLY]

☐ Initial Application ☐ Practicum/Internship

☐ Endorsement/Certificate Renewal/Upgrade ☐ School Counselor License

☐ Other _____

The Graduate College

Counselor Education Program

Community Counseling
School Counseling

Courses offered in Adrian & 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. 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 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) to 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.

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 governments agencies, rehabilitation services, detention facilities, nursing homes, residential youth facilities, employee assistance programs, and community and four-year colleges. Many graduates also enter private practice.

Managed care in the medical and mental health care industry is changing the employment possibilities for 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 treatment associated with counseling.

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.

Siena Heights University's Counselor Education Program

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. 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 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, official transcripts from each educational institution the applicant has attended, and a photocopy of the applicant's driver license. School counseling applicants must submit a completed Criminal Conviction Disclosure form and for those applicants with teaching certification, a copy of the most current teacher certificate. A checklist of items required for admission consideration is included on the last page of the application form.

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. Applicants may be requested to provide evidence of additional undergraduate courses deemed necessary for successful progress in the Counselor Education Program prior to admissions decisions. 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.

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

The Portfolio

The portfolio is developmental through the program, meaning that the student reflects 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. 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 no later than 60 days prior to graduation. 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, on occasion, a student may be contacted to present his or her portfolio for Counselor Education Program evaluation conducted institutionally, or for the Michigan Department of Education, or the North Central Association Commission on Higher Education. Also retained by the program director for the university is a copy of the annotated table of contents, the "reflective end-piece," and the student's disclosure statement.

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.

Selection and/or construction of the medium/media for the physical portfolio are at the student's discretion. Notebooks and file boxes are convenient organizers. The student may submit the portfolio in electronic or other format

Questions about the Portfolio

Who?
Every Siena graduate student in the Counselor Education Program is required to develop a portfolio beginning with the students enrolled in CED 601 for the fall term 1999.

What?
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 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.

Why?
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.

When?
The student begins the development of the portfolio in CED 601 Orientation to Professional Counseling. Ideas and examples of portfolios are provided to students enrolled in CED 601. Evidence and reflections from every course in the Counselor Education Program should be included in the portfolio in some way. The portfolio is first formally evaluated at the time the student enrolls in practicum (CED 678). The portfolio also is evaluated as an exit portfolio when the student is finishing the degree requirements.

Summary
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 Learning Outcomes

The emphasis of the Counselor Education Program is skill development. While the counseling student should possess the qualities of openness, tolerance, acceptance to 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 the 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; and CED 667 Analysis and Appraisal in Counseling. The student must receive a grade of "B" or better in each of these core courses and complete all of the core courses to be eligible for the counseling practicum (CED 678).

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. The student must receive a grade of "B" or better in each of these core courses and complete all of the core courses to be eligible for the counseling practicum (CED 678).

The *learning outcomes* for the Counselor Education Program are defined as follows. The entry-level counselor is expected to:

Knows, Applies, and Communicates Professional Counseling Standards of Practice

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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

- The entry-level counselor:
- 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.

The 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 641	Counseling Children and Adolescents	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 641	Counseling Children and Adolescents	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 641	Counseling Children and Adolescents	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 psychology of addiction process, the relationship of family to that process, the role of intervention and differing types of treatment. Students do an in depth paper on some aspect of the addiction/treatment process. 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 641 Counseling Children and Adolescents **3 s.h.**
An investigation of the theory and practice of counseling children and adolescents. Focuses on the use of developmental, creative and culturally responsive approaches in the assessment and counseling of youth. Individual and group intervention techniques and consultation skills will be emphasized, as well as legal and ethical considerations. Special attention is given to at risk youth and those with special needs. Prerequisites: CED 601, 661, 662, 663 and 665 or permission of the 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 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.

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 focuses 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.

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.

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.

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

Education
Emergency Management
Health Care
Homeland Security
Not-for–Profit
Nuclear Power Administration
Organization
Public Service

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

Master of Arts in Leadership

The Master of Arts in Leadership (MAL) is a 36 credit hour program consisting of 6 common required courses (18 credit hours) for all concentrations and 6 courses (18 credit hours) per concentration. The program is designed for working adults. Because we are aware of the busy lifestyles so many of us lead these days, we offer classes in a blended 8/2 or 5/5 format (8 classes online and 2 in the classroom or 5 classes online and 5 in the classroom). The classroom meetings are usually held from 6:00pm to 9:30pm. This format allows students to complete two courses, during each semester of the academic year. Students may choose to take one course per semester.

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

Choose one of the 18 hour concentrations below:

Educational Leadership [three required courses and three elective]
The MAL: Education program is designed for educators who are already in formal or informal leadership positions and for those who desire leadership roles in public or private secondary and elementary schools. A 36-credit hour program emphasizing the practical and cultural aspects of leadership in general, along with education-specific coursework about curricular, disciplinary, finance, personnel and other issues critical to successful leadership in today's school environment.

Required:
LDR 603 Curriculum Futures
LDR 615 Improving School/Classroom Discipline
LDR 678 Practicum

Electives:
LDR 607 Traditional and Alternative Models of Assessment
LDR 610 Career Development and Mentoring
LDR 620 Information Systems Management
LDR 626 Project Management
LDR 646 Human Performance
LDR 651 Legal and Ethical Issues in School Governance
LDR 655 Negotiations as a Process
LDR 690 Internship and Mentorship
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

Health Care Leadership [four required courses and two elective]
The MAL: Health Care 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.

Required:
LDR 609 Health Care Systems Management
LDR 620 Information Systems Management
LDR 650 Medical Law
LDR 678 Practicum

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

Not-For-Profit Leadership [three required courses and three elective]
The MAL: Not-For-Profit 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.

Required:
LDR 611 Not-For-Profit Fundraising
LDR 636 Team Building
LDR 644 Non Profit Governance
Electives:
LDR 616 Training and Performance
LDR 646 Human Performance
LDR 620 Information Systems Management
LDR 626 Project Management
LDR 633 Grant Writing
LDR 655 Negotiations as a Process
LDR 678 Practicum
LDR 686 Organizational Design and Development
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

Organizational Leadership [two required courses and four elective]
The MAL: Organization 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.

Required:
LDR 636 Team Building
LDR 696 Consulting Theory and Practice

Electives:
LDR 610 Career Development and Mentoring
LDR 616 Training and Performance
LDR 626 Project Management
LDR 646 Human Performance
LDR 655 Negotiations as a Process
LDR 656 Labor Relations
LDR 678 Practicum
LDR 686 Organizational Design and Development
GRS 694 Thesis/Project Seminar
Other electives with permission of program director

Public Service Administration [three required courses and three elective]
The MAL: Public Services 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 learned how to be effective advocates and leaders for change. It's unique due to emphasis on social change and democratic governance with a focus on experiential learning and engaged discussions encompassing diverse views.

Required:
LDR 621 Organizational Psychology
LDR 636 Teambuilding
LDR 668 Politics, Policy and Ethics

Elective:
LDR 626 Project Management
LDR 620 Information Systems Management
LDR 625 Human Resource Management
LDR 633 Grant Writing
LDR 656 Labor Relations
LDR 655 Negotiations as a Process
LDR 665 Community Development
GRS 694 Thesis/Project Seminar

Master of Arts in Leadership
Course Offerings & Descriptions

GRS 601 History and Philosophy of Idea **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 603 Curriculum Futures **3 s.h.**
Going beyond the level of trends, the course attempts to locate predictive criteria for establishment of curriculum needs in the future and to provide a variety of alternative structures for future curriculum development as implemented by administrators and teachers.

LDR 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.

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, process, methods, techniques and tools. The course provides a useful guide for beginners as well as references points for the development of professionals. All kinds of organizations that seek to raise private, corporate, as well as government funds will developed applications to meet their individual needs. Content covered will include developing an institutional plan, the process's, capital campaigns, annual support, foundations, corporation and business support, deferred giving, prospect identification , cultivation, and solicitation.

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 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.

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, Stress and Worker Well-Being among others.

LDR 625 Human Resource Management **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 organization performance strategy. The student will experience and evaluate a variety of training and development techniques as well.

LDR 626 Project Management **3 s.h.**

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

LDR 630 Organizational Culture and Communication **3 s.h.**

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

LDR 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 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 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 646 Human Performance **3 s.h.**
The human performance process begins with a comparison of the present and the desired levels of individual and organizational performance to identify the performance gap. Students will then develop an understanding of cause analysis to determine what impact the work environment (information, resources, and incentives) and the people (motives, individual capacity, and skills) are having on performance. Then appropriate interventions are designed and developed. These may include measurement and feedback systems, new tools, compensation and reward systems, selection and placement of employees, and training and development. The interventions are then implemented and the change process managed. The final evaluations are centered on improvement of business outcomes (such as quality, productivity, sales, market share, profitability, and customer retention) as well as determining return on investment for the interventions.

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 651 Legal and Ethical Issues in School Governance **3 s.h.**
An overview of the legislation and regulations governing education, including those related to 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.

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 656 Labor Relations **3 s.h.**
An introduction to labor relations and employee relations. Research of the significant federal statutes that outline employer/employee responsibilities in the workplace. A look at emerging Labor Law and its potential impact on employer/employee relations.

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, 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 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, applications-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. [150 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, and employee motivation, systems thinking, change management and economic development.
The vision is to integrate contemporary thinking about organization development and design with the classic ideas and theories in a way that has application as well as being productive. Ideas, that is just not theories, but 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 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 (150 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 696 Consulting Theory and Practice (capstone course for Organizational Leadership) **3 s.h.**
The front-end analysis approach used to identify improvement opportunities at the organizational and process level. Examines a variety of organizational development techniques. Also includes change management procedures, internal and external consulting, and ethical issues.

Master of Arts in Leadership: Emergency Management, Homeland Security and Nuclear Power Administration

Program Description
The Graduate College of Siena Heights University now offers the Master of Arts in Leadership with new concentrations in Homeland Security, Emergency Management, and Nuclear Power Administration. 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.

The 36 credit hour degree program is offered in partnership with the Naval Post Graduate School which will provide students with unparalleled experiential learning opportunities and help translate the findings from these research projects to practitioners and policy makers. The University is also a charter member of Center for Homeland Defense and Security (CHDS) and meets its standards for program outcomes of 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.

The Master of Arts in Leadership degree program is offered in eight concentrations that share a common required core that ensures all participants will possess the fundamental elements of ethical leadership. All students must complete the six basic core courses during the first year of the program.

The curriculum will be offered in a cohort model, which allows students to interact as a group throughout the entire program. During the first year of study, students are required to enroll in two courses per term. This enrollment can be at any of the following six sites around the state--Adrian, Battle Creek, Benton Harbor, Lansing, Metro Detroit (Southfield), or Monroe for the following courses:

Leadership Core: Common Required Courses for all Concentrations [18 semester hours; program directors in consultation with the dean may make course substitutions]
GRS 601 History and Philosophy of Ideas
GRS 602 Introduction to Research **or** GRS605 Methodology of Research
LDR601 Leadership
LDR 630 Organizational Culture and Communication
LDR 640 Financial Systems Management
LDR 660 Strategic Planning

After completion of the core curriculum, students will begin the second year of study by selecting one of the eight technical concentrations. The concentrations may be offered at centralized sites as determined by enrollment. During year two, students will enroll in two courses each term in their technical specialties, while working in groups with a member of the faculty on a practicum or comprehensive special project. (A thesis is required for the homeland security program as part of the partnership agreement with the Naval Postgraduate School. Students may choose thesis questions from a list generated and supported by the Chief Education Officer at Northern Command.) Students are

given both freedom and guidance in selecting and conducting this project. Additional assistance will be provided by the faculty and staff during this phase of the program.

Program Benefits
Siena Heights University's graduate program in Leadership allows students in the concentrations of Emergency Management, Homeland Security and Nuclear Power to;

> Perceive and respond to others' behavioral cues, allowing you to more effectively manage projects under stressful situations.
>
> Practice developing effective communication strategies in an incident command environment.
>
> Reduce miscommunication and confusion in a major threat or disaster situation through learning to use and impart shared language, concepts, and strategies.
>
> Plan and simulate effective responses across local, regional, national, or multiple jurisdictions.

Tuition
Current tuition rates, fees, and payment policies are listed on the Siena Heights University website, **www.sienaheights.edu/TuitionAndFees.aspx**. Tuition does not include travel or hotel accommodations.

Financing Your Education
Students in the Master of Arts in Leadership program may finance the program themselves, obtain reimbursement from their employer if eligible, or apply for federal student loans. Please call the program office if you need more information about your payment options.

Admissions Requirements
Applicants are expected to meet the graduate admission requirements of Siena Heights University: a baccalaureate degree from an accredited college or university with evidence of a strong undergraduate record above a 3.0 on a 4 point scale. The University is also willing to consider other relevant qualifications, especially professional experience that relates directly to the proposed program of study. A student who does not meet the regular academic requirements but who would like to be considered for admissions should give a detailed explanation of his or her special qualifications in a separate letter.

Applicants are required to demonstrate the motivation, academic potential, and ability to undertake work at Siena Heights University by responding to the Seven Graduate Learning Outcomes (typed, double-spaced, not to exceed four pages) describing their interest. Each applicant is also required to submit official transcripts of all college and graduate level work. A background check and completion of the Conviction Disclosure Form is also required prior to admission.

An interview with the program director will be conducted as part of the process.

Courses or field experiences in the Leadership program will be held at locations other than the Adrian Center. Access to these locations may be contingent upon students undergoing additional screening.

Letters of Recommendation
Applicants must submit three professional letters of recommendation from individuals who can speak to the applicant's academic or professional qualifications.

Emergency Management

The MAL: Emergency Management 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.

Required:

LDR 613 Disaster and Emergency Management
LDR 623 Vulnerability and Threat Assessment
LDR 626 Project Management (
LDR 643 Business Continuity and Asset Protection
LDR 653 Response and Mitigation
LDR 636 Team Building

Electives:

LDR 671 Comparative Government for Homeland Security
LDR 686 Organizational Design and Development
LDR 672 Strategic Planning and Budgeting for Homeland Security
LDR 690 Internship and Mentorship
LDR 661 Multi-discipline Approaches to Homeland Security
LDR 696 Consulting Theory and Practice

Homeland Security

The MAL: Homeland Security 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.

Required: [18 credit hours]

LDR 608 The Unconventional Threat to Homeland Security
LDR 628 Technology for 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 691 Knowledge into Practice: A Homeland Security Capstone Course

Electives:

LDR 652 Special Topics in American Government for Homeland Security
LDR 671 Comparative Government for Homeland Security
LDR 672 Strategic Planning and Budgeting for Homeland Security
LDR 681 The Psychology of Fear Management and Terrorism

Nuclear Power

The MAL: Nuclear Power 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.

Required: 18 credit hours
LDR 619 General Plant Operations
LDR 626 Project Management
LDR 636 Team Building

Electives:
LDR 603 Curriculum Process
LDR 610 Career Development and Mentoring
LDR 611 Homeland Security Nuclear Power: Safety and Disaster
LDR 616 Training and Performance
LDR 646 Human Performance
LDR 653 Response, Mitigation and Recovery
LDR 655 Negotiations as a Process
LDR 661 Multi-discipline Approaches to Homeland Security
LDR 690 Internship and Mentorship
GRS 694 Thesis/Project Seminar

Course Offerings & Descriptions Specific to Emergency Management, Homeland Security and Nuclear Power Administration

Course descriptions for the Leadership Core courses can be found in the previous Course Offerings & Descriptions section.

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 611 Homeland Security Nuclear Power: Safety and Disaster 3 s.h.

The US has embraced the homeland security monolith having neither fully understood nor tamed all that it encompasses. This challenging course provides a broad overview of homeland security and homeland defense as undertaken in the United States since 9/11. The goal is to provide the student with the generally accepted body of knowledge required of the homeland security professional. The course focuses on four areas: the enemy, why they hate us, and the threat they pose; the policies and procedures enacted since 9/11; the key players at the federal, state and local levels; and legal issues critical to the conduct of homeland security and defense activities by the nuclear power industry. In addition to gaining a broad, general understanding of this wide range of subjects, students will also gain some experience in asymmetric thinking, develop an appreciation for the growing body of literature in the discipline of security, and have the opportunity to examine a key issue in depth through individual research.

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 619 General Plant Operations **3 s.h.**

This course will deepen our understanding of infrastructure systems and systems analysis through a study of the theory of networks and modeling and simulation. In this course we begin formal introduction to vulnerability analysis through the study and application of a Model-Based Vulnerability Analysis (MBVA) approach recently developed for application to critical infrastructure protection.

This course focuses on physical critical infrastructure systems including power and fuel systems, SCADA (Supervisory Control and Data Acquisition and Telecommunications) systems, telecommunications, transportation, and water supply. Students will analyze basic elements of these systems; identify their vulnerability to breakdown due to accidents, natural disasters, or terrorist attacks; and examine best practices used to reduce these vulnerabilities. Students will identify databases and information systems available for each of these infrastructure systems. Then focus on developing systems analyses and models of the infrastructures and on strategic responses to breakdown scenarios, including the use of MBVA.

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; 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 ethical influence the plans and actions of homeland security organizations in preventing and preparing for homeland security, homeland defense, and terrorism.

LDR 631 Intelligence for Homeland Security: Organizational and Policy Challenges **3 s.h.**

The 11 September 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, 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 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 643 Business Continuity and Asset Protection 3 s.h.

The purpose of this course is to provide an in-depth examination of business continuity and asset protection. The course will cover ideologies pertaining to the local, regional and national response pertaining to business continuity and asset protection. Additionally, the course objectives are: (1) Identify the community or organizations critical functions ; (2) Determine how to delegate authority during an emergency management event; (3) Identify alternate facilities or facility needs to continue operations; (4) Develop an infrastructure for inter-operable communication needs at the local, regional and national level; (5) Develop contingency plans for vital records and databases necessary to continue critical functions; (6) Assess the needs of human capital management to restore critical functions and business continuity; (7) Test the business continuity plan through training and exercises.

LDR 652 Special Topics in American Government for Homeland Security 3 s.h.

The purpose of the Special Topics course is to provide students with an extra focus on 2 or 3 major issues that have current visibility in debates about homeland security. Currently, those topics focus on dilemmas in the evolving relationships between civil and military authority and between government and community.

The first issue will be border security and the role of state and local communities. The second topic involves the relationship between civilian and military authorities. Current debates over using the military to serve at U.S. borders will connect the first and second topics, and lead to a broader discussion of the role of civilian-military relations in homeland security. The third topic focuses on community preparedness issues related to public health emergencies. Currently, military assets have been directly used in the cases of anthrax scares and related incidents - this portion moves beyond the military role, however, to concentrate on community awareness, preparation, and support for public health emergencies and recovery.

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 661 Multi-discipline Approaches to Homeland Security
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 US 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 671 Comparative Government for Homeland Security 3 s.h.
The objectives of the NS 3028 course are: (1) to assess important counterterrorism strategies employed by liberal democracies around the world; (2) to distill and extrapolate policy implications from these examples; and (3) to apply these lessons to the organizational, functional and ethical challenges faced by homeland security leaders and first responders in the United States.

The course is split into three sections. Part One introduces the concept of terrorism and the current threat environment pertaining to al-Qaeda; analyzes the principles and tools of contemporary counterterrorism policy as practiced by selected case study liberal democracies around the world; and considers U.S. domestic homeland and counter-terrorist/national security strategy since 9/11. In Part Two, students develop briefs that draw on policy lessons to examine and assess current developments in U.S. counterterrorism and homeland security. Part Three is practically based, emphasizing student oral briefings presented and evaluated in class.

LDR 672 Strategic Planning and Budgeting for Homeland Security 3 s.h.
Homeland security requires programs in such disparate areas as counter-terrorism, information security, border security, counter-drug activities, etc. It also requires programs at the federal, state and local levels, which must be coordinated. This raises a variety of issues. For example, how can decision makers at the various levels decide which of these programs should be funded? How large should approved programs be? How do they fit together? How are plans translated into budgets? How do those responsible for the various facets of homeland security justify their budget requests when competing for funds for alternatives uses such as education, etc? Answering these questions requires a resource management system that allows decision makers to see the long-term implications of the decisions they are making today. Choosing among alternatives to provide maximum security with limited budgets requires an analytic approach to allocating resources. This course is designed to address these issues. The course will provide students with an analytical framework useful for translating long-term plans into programs and budgets.

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 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, ways that will initiate and sustain change even at the level of the broader institutional context of governance in which they must function. An internship experience in another homeland security provider may be required to expand a students application of newly developed skills.

LDR 697 Recovery Leadership 3 s.h.
Homeland Security and Defense (HLS/D) and Emergency Management are based on the collaborative efforts of multiple disciplines drawn from all levels of the public and private sectors. The goal of prevention of terrorism is primarily the responsibility of law enforcement and intelligence agencies. The mitigation of natural and man-made hazards is the responsibility of a broader range of government agencies working with the private sector to lessen the impact of disasters, accidents and attacks on our citizens and critical infrastructure. Preparedness the process of creating a capability to perform a specific function is the broadest responsibility shared by the widest range of disciplines in both the public and private sector. Preparedness is intended to ensure an effective, rapid and tailored response by local, state and federal stakeholders in both the public and private sector. The role of government agencies in recovery is limited to the restoration of public order, public infrastructure and some financial assistance to the longer term private sector efforts. This course will examine the full spectrum of both activities, the diverse responsibilities of the many of the primary stakeholders, and current policies and practical efforts to develop and integrate efforts nationwide in the delivery of leadership for local recovery.

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)
Teaching of English to Speakers of Other Languages (TESOL)

Courses offered on the Adrian Campus

Teacher Education Program

Philosophy of the Graduate Teacher Education Program

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 advisors work with students to develop planned programs that allow for teacher certificate renewal, upgrade, endorsements, and the Master of Arts (M.A.) degree.

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 major, 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 learning in the practice of teaching.

The goals of the Graduate Teacher Education Program are to encourage self-directed professional development among educators, to provide opportunities for educators to explore the research-base of the qualities associated with excellence in teaching, to enhance the reflective teaching processes for self-assessment and self-improvement, and to encourage the educator to become an active participant and leader in the profession. The graduate courses incorporate pedagogy, curriculum and assessment, classroom management, developmental psychology, and reflection and metacognition. 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)
- Teaching of English to Speakers of Other Languages (TESOL)

A Master of Arts degree in School Counseling is available in the Counselor Education Program. A Master of Arts degree in Educational Leadership is available through the Leadership program. A Specialist of Arts degree is available through the Specialist in Educational Leadership program. These degrees do not require teacher certification.

*The Mathematics Education with Emphasis on Technology Master of Arts degree program is open to those without teacher certification who plan to teach mathematics at a post-secondary level such as community college.

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 North Central Association Commission on Institutions of Higher Education 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 North Central Association Commission on Institutions of Higher Education, "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 concentrations, such as Early Childhood Education: Montessori-based and Mathematics Education with Emphasis on Technology, 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 to Master of Arts degree program in Teacher Education must hold a 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-Adrian Campus 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 graduate student working toward initial teacher certification may transfer a maximum of nine semester hours from other approved Teacher Education institutions into the professional education course sequence. However, many of Siena's initial teacher certification courses are required to be taken in residency.
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 690 Reflective Teaching Practicum and Seminar until the residency requirement has been satisfied.

Adrian Dominican Montessori Teacher Education Institute (ADMTEI) 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.

Expectations
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. 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 or prior to post-baccalaureate initial teacher certification.

The Graduate Teacher Education student is required 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 four weeks before the final Monday 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 11 learning outcomes of the Graduate Teacher Education Program and Michigan Department of Education requirements for a "highly-qualified" teacher portfolio.

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 standards designed in alignment with the Michigan Department of Education High Objective Uniform State Standard of Evaluation (HOUSSE) Content Area Teacher Competency Guidelines (**see www.michigan.gov/mde** for more information).

The following is intended to serve as general organizational guidelines for this portfolio. However, additional requirements or revisions may occur. When used to demonstrate that an educator is "highly-qualified" for his/her current teaching position, a portfolio is to be developed along these guidelines for each subject area endorsement (teaching minor, etc.) in question and reviewed by the local district's school improvement team or professional development assessment team.

- Title Page & Introduction: A neatly-formatted cover page that includes a title, name, and date/semester of last revision, followed by an introduction page, describing the purpose, organization, and so on of the professional portfolio.

- Table of Contents: A list of contents (with clickable links/buttons, where applicable)

- Background Information/Introduction (who you are and what you believe)

- Professional Resume / Curriculum Vita: The resume should include:
  1) basic contact information (name, address, phone, email address, etc.);
  2) career objectives/professional goal(s);
  3) education/degree/certification information;
  4) reverse-chronological-order list of work/volunteer/training experience;
  5) memberships & awards; and
  6) references.

- Philosophy of Education: (revised from your undergraduate days to include the concepts of *reflection* and *experience* or *expertise*)

- Evidence of Skills/Proficiency and Dispositions of a Teacher Leader
  - Section I — Teaching Experience
  - Section II — College-Level Coursework/Content-Area Preparation ("content area" refers to the subject area/s in which the portfolio is intended to demonstrate that an educator is highly-qualified to teach)
  - Section III — Service to the Content Area/Educational Leadership
  - Section IV— Participation in Quality Professional Development Activities
- Other pertinent information/evidence

Graduate Teacher Education Program Learning Outcomes
(NOTE: These are overall outcomes for Siena Heights University's Graduate Teacher Education program; no single course will necessarily address every outcome)

- **Mission**
  The graduate teacher education student will articulate his/her understanding of how the university's commitment to the value of the reflective life will affect his/her career as a teacher. In addition, each student will analyze how the university's mission to assist people to become more competent, purposeful, and ethical is related to the process of becoming a teacher.

- **Theory into Practice**
  The graduate teacher education student will demonstrate the ability to implement the basic principles of teaching presented in the program's coursework to actual P-12 classrooms.

- **Multicultural Factors**
  The graduate teacher education student will identify the influences of the social and cultural factors (race, gender, social class, religion, exceptionality, etc.) on the person of the teacher, the persons of the students, and the teaching/learning process.

- **Research Base**
  The graduate teacher education student will demonstrate the ability to analyze a hypothetical or actual classroom or other educational setting or situation in terms of current education research and to apply current educational research to a hypothetical or actual classroom or other educational setting or situation.

- **Politics and Ethics**
  The graduate teacher education student will demonstrate his/her understanding of the political nature of educational institutions and the demands that this situation make on the individual. Simultaneously the student will articulate and demonstrate, if necessary, his/her understanding of the personal integrity and ethical behavior required of a teacher.

- **Developmentally Appropriate Curriculum**
  The graduate teacher education student will describe the intellectual, social, physical, and emotional stages through which preprimary, primary, elementary, middle-level or junior high, and secondary students pass and will demonstrate the ability to plan and implement curriculum and instruction that take these developmental stages into account.

- **Discipline Base (Content Area/Teaching Field)**
  The graduate teacher education student will demonstrate that he/she has considered the substance of the content and methodology of various disciplines when planning for P-12 students.

- **Teaching/Learning Styles**
  The graduate teacher education student will identify his/her personal learning style and incorporate alternatives to it in his/her curriculum and instruction.

- **External Social Forces**
  The graduate teacher education student will identify the major social forces that impact on the lives of P-12 students and the teacher will articulate specific ways in which this information influences both teaching and learning attitudes and behavior in the classroom and other educational settings.

- **Culture and Climate**
  The graduate teacher education student will identify characteristics of the educational community and environment and describe the influences of these characteristics on the social and emotional aspects of teaching and learning.

- **Leadership**
  The graduate teacher education student will demonstrate the interest and ability to initiate change in the classroom or other educational settings for the improvement of learning and teaching, and to work collaboratively with other educators to develop a community 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 endorsements 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 for advising purposes to ensure that the courses are appropriate and acceptable for the desired purposes.

Teacher Certificate Renewal

An individual who has an initial provisional teacher certificate but has not met both the three-year teaching experience and 18-semester-hour planned program requirements 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 both 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 (TED635) 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.)

An individual applies directly to the Michigan Department of Education for the professional teacher certificate renewal. The process begins by telephoning 517-335-0581 and requesting the Application for Advanced Certificate Renewal.

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 reading, early childhood education, middle level education, 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 (required by Public Act 282) and the meeting of requirements related to the Criminal Conviction Disclosure Form (required by Public Act 138 of 2005). 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

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 522	Methods and Materials of Early Childhood Education	3
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

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 18 semester hours of courses from the specialization and TED 690 Reflective Teaching Practicum (Early Childhood)—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Early Childhood (ZA) 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

NOTE: Completion of 15 semester hours of courses from the specialization and Integrative Experience (6 s.h.)—21 credits total in the box above—plus successful completion of the Michigan Test for Teacher Certification leads to the Early Childhood (ZA) Endorsement on an existing elementary 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 University EDU 312 Exceptional Children and Youth in the Regular Classroom or the equivalent course at any other institution.

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 678/690	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: 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 TED690 Reflective Teaching Practicum (Elementary)—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.

*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 TED690 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.

*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: (9 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 678/690	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 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

NOTE: Pending approval of SHU's application to the Michigan Department of Education to grant the additional endorsement, 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. Pending application approval, 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 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—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.

Teacher 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. 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, solvablity, 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 pre-school through young adult students. Emphasis is placed on positive behavioral supports. The graduate students also learn methods for teaching students self-management. Ten hours of field experience are required.

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

SED 595 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*

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 pre-schools and day care 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 560 Practicum in Methodology, Pedagogy, and Content **2 s.h.**
Supervised observation, participation, and teaching in an elementary or secondary school. A minimum of one hundred (100) clock hours is required. In addition to the responsibilities necessary in assuming some of the teaching duties in the local schools, students also process their experiences both orally and in writing as part of their methods class.

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, 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 will be required of this course in a local school.

TED 650 Second Language Acquisition **3 s.h.**
A survey of major theories and current research about second language acquisition, and their implications for instructional and assessment practices in the teaching of English to speakers of other languages. Developmental, first-language, learning style, and sociocultural 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 are 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 are 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, 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 yearlong experience in a Montessori classroom/setting working in the capacity of a supervised teacher. Requires a minimum of 725 contact hours, accompanied by seminars.

The Graduate College

Specialist of Arts in Educational Leadership

PreK-12 & Higher Education

Courses offered at the Adrian Campus

Educational Leadership
Educational Specialist (Ed. S.) Degree

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

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

The curriculum of the Educational Leadership Specialist Program is based on the standards, recommendations and the guidelines of several educational bodies and learned societies, including the 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), and Interstate School Leaders Licensure Consortium (ISLCC/ELCC). Using these guidelines and the model of Siena's existing graduate programs, the Educational Leadership Specialist Program is comprised of a common core in foundations (6 semester hours); a professional core (12 sem. hrs.); a concentration selected and developed by the student (minimum 6 sem. hrs.); and an integrative experience (internship and mentorship, with seminar, for 3 sem. hrs.); and a summative experience (project and seminar for 3 sem. hrs.) which should relate directly to the student's concentration. Possible concentrations may include:

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

Two integrating strands throughout the program are instructional technology and decision-making. Every course includes the extensive use of online dialogue and electronic information resources and some type of application, practicum, or field experience. Due to the program's distinctive one-night-per-week "blended" online format, 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)

Prerequisite:

Master's degree in an educational field

Common Core: (6 s.h.)

ELS 701	Orientation to Educational Leadership	3
ELS 703	Curriculum Process	3

Professional Core: (12 s.h.)

ELS 710	Assessment and Development of Human Talents	3
ELS 712	Financial Planning and Resource Allocation	3
ELS 730	Communication and Information Management	3
ELS 740	Legal and Ethical Issues in School Governance	3

Concentration: (6 s.h.)

ELS 760	The Process of Change	3
ELS 770	Best Practices 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: 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 1996 ISLLC (Interstate School Leaders Licensure Consortium) National Standards and 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

(See **http://www.npbea.org/ELCC/index.html** and **http://www.ccsso.org/content/pdfs/isllcstd.pdf.)**

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 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 E. Siena Heights Drive
Adrian, MI 49221
877-438-1596 / 517-264-7665

BATTLE CREEK CAMPUS • KELLOGG CENTER
450 North Avenue
Battle Creek, MI 49017-3397
269-921-4645
cjones1@sienaheights.edu

BENTON HARBOR CAMPUS • LAKE MICHIGAN CENTER
2755 E. Napier Avenue
Benton Harbor, MI 49022
269-921-4645
cjones1@sienaheights.edu

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

LANSING COMMUNITY COLLEGE • UNIVERSITY CENTER
210 W. Shiawassee
Lansing, MI 48901
269-921-4645
cjones1@sienaheights.edu

MONROE CAMPUS • MONROE COUNTY COMMUNITY COLLEGE CENTER
1555 S. Raisinville Road
Monroe, MI 48161
734-457-6090
jbrooksII@sienaheights.edu

www.sienaheights.edu
e-mail: GraduateCollege@sienaheights.edu