

# AQUINAS COLLEGE

Graduate Program  
Academic Catalog  
2023-2024

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

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# Academic Calendar

## 2023 Fall Semester

- August 21 GE 100 First Year Experience sections meet. First quad and semester-long evening courses begin at 6pm.  
21 Day Classes begin.  
25 Last day to add a first quad or semester-long class. Attendance required in the first week of all 8-week quadmester courses in order to enroll.
- September 1 Last day to drop a first quad class or semester-long class with no financial penalty.  
1 Last day to drop a Directed Study class with no financial penalty.  
4 Labor Day. The College is closed. No classes.  
6 Verification of first quad and semester-long class rosters due to the Registrar.  
15 Last day to drop a first quad class with no academic penalty.
- October 6 Semester progress reports for all semester-long undergraduate courses due to the Registrar.  
13 First quad ends  
16-20 Fall Semester break. No classes. College offices are open.  
18 First quad final grades due to the Registrar by 4pm.  
23 Second quad begins.  
27 Last day to add a second quad class. Attendance is required in the first week of all 8-week quadmester courses in order to enroll.  
27 Last day to drop a semester-long or directed study class with no academic penalty.
- November 3 Last day to drop a second quad class with no financial penalty.  
8 Verification of second quad class rosters due to the Registrar.  
17 Last day to drop a second quad class with no academic penalty.  
22-26 Thanksgiving Break  
27 Classes resume.
- December 11-15 Final examinations according to the posted schedule.  
15 Second quad ends.  
20 Final grades due to Registrar by 4pm

## 2023 Winter Semester

- December 18 Classes begin  
22 Last day to add a class  
22 Last day to drop a class with no financial penalty  
29 Last day to drop a class with no academic penalty
- January 12 Classes end  
17 Grades due to Registrar by 4pm.

## **2024 Spring Semester**

January	15	Classes begin. Daytime classes are canceled for Martin Luther King, Jr. Day observance activities. Evening classes meet beginning at 6pm.
	19	Last day to add a third quad or semester-long class. Attendance required in the first week of all 8-week quadmester courses in order to enroll.
	26	Last day to drop a third quad, semester-long, or directed study class with no financial penalty.
	31	Verification of third quad and semester-long class rosters due to the Registrar.
February	9	Last day to drop a third quad class with no academic penalty.
March	8	Third quad ends.
	11-15	Spring Break.
	13	Third quad final grades due to the Registrar by 4 p.m.
	18	Classes resume. Fourth quad begins
	22	Last day to add a fourth quad class. Attendance is required in the first week of all 8-week quadmester courses in order to enroll.
	22	Last day to drop a semester-long class with no academic penalty.
	28	Easter vacation begins after the last class.
	29	Last day to drop a fourth quad class with no financial penalty.
April	1	Classes resume at 6pm
	12	Verification of fourth quad class rosters due to the Registrar.
May	6-10	Final examinations according to the posted schedule.
	10	Fourth quad ends
	11	Baccalaureate Mass & Commencement.
	15	Final grades due to the Registrar by 4pm.

## **2024 Summer Semester**

May	13	Classes begin
	13-July 5	8-week Summer Session
	13-July 19	10-week Summer Session
	24	Last day to drop 8-week & 10-week courses with no financial penalty.
	29	Memorial Day the College is closed, no classes.
June	7	Last day to drop 8-week courses with no academic penalty.
	14	Last day to drop 10-week courses with no academic penalty.
July	24	Final grades due to Registrar by 4pm

# **I. The College**

Mission Statement

Vision Statement

Diversity Statement

Integrity Statement

Dominican Pillars

Aquinas College Overview

Accreditation

# **The College**

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## **Mission Statement**

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

## **Vision Statement**

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

## **Diversity Statement**

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

**Non-discrimination Policy.** It is the policy of Aquinas College that no person on the basis of race, color, religion, ethnic origin, age, sex, sexual orientation, marital status, or disability shall be discriminated against, excluded from participation or employment in, or be otherwise subjected to discrimination under any program or activity for which Aquinas College is responsible. Reports of sex-based discrimination and inquiries regarding the application of Title IX can be made with the Title IX Coordinator, 107 Cook Carriage House, [titleix@aquinas.edu](mailto:titleix@aquinas.edu), (616) 632-2076.

## **Integrity Statement**

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

## **Dominican Pillars**

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

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

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

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

## **Aquinas College Overview**

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

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

At Aquinas, people matter. Founded by the Dominican Sisters ~ Grand Rapids, Aquinas is an inclusive educational community rooted in the Catholic and Dominican tradition, perpetuated by its dedicated faculty through a dynamic curriculum. The College’s enrollment of approximately 1,500 full- and part-time students from 33 states and 19 countries is small enough to ensure individual attention, yet large enough to provide a diversity of opportunities.

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

In keeping with the College’s namesake, 13th-century scholar and teacher Saint Thomas Aquinas, the College has often been considered ahead of its time. It has an enviable record of firsts, dating back to 1931 when it was the first Catholic, coeducational college in the United States to be administered by a congregation of religious women. Aquinas was the first college in Michigan to consolidate degree-completion programs for older adults, and was also the first college in Michigan to offer degrees in Master of Management and Bachelor of Science in Sustainable Business. It is in the spirit of innovation that Aquinas College has adapted a four-credit curriculum model. As one of the only colleges in the area to offer this structure, the four-credit curriculum increases the intrinsic value of the liberal arts education offered to our students.

As a liberal arts institution with career orientation, Aquinas seeks to prepare students for life after graduation. The College offers many opportunities for growth and development, both inside and outside the classroom. Aquinas alumni are well equipped with the skills to lead a responsible life and embrace



the world of work. Aquinas has a 95 percent placement rate, with graduates finding employment or enrolling in graduate school within six months of graduation.

### **College Accreditation**

Aquinas College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800.621.7440.

The College is approved by the Michigan Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) to recommend candidates for teacher certification.

The College is accredited by the National Association of Schools of Music.

The College has been approved to participate in the National Council of State Authorization Reciprocity Agreements.

## **II. Admissions and Registration**

Admissions Requirements

Registrar Information

# Admission Requirements

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

## International Student Information

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

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

- An Aquinas College International Student Application form for the appropriate program for which they wish to pursue at [aquinas.edu/apply](http://aquinas.edu/apply) (Undergraduate, Continuing Education, Masters of Management, etc.)
- A carefully-completed Proof of Financial Support Form (Attestation) indicating financial support and supporting documents
- Translated and certified official copies of all previous academic work at the secondary school and college level evaluated by InCred or another international transcript evaluation service
- Copy of passport ID page
- Proof of English Proficiency: TOEFL score of 79 or above (internet based), IELTS score of 6.5 or above, Duolingo score of 100 as supplement to TOEFL or 105 as standalone test, or completion of ELS Language Center course of 112. This requirement is waived for citizens of countries where English is the native language.

**English Language Proficiency.** A student cannot have a successful educational experience at Aquinas without considerable knowledge of English. All textbooks and lectures are in English and are designed for American students. Essays, examinations and term papers are expected to be written in acceptable English. Prior to acceptance, each international student applicant for an undergraduate degree must demonstrate satisfactory proficiency in the English language by submitting scores from the TOEFL examination or another recognized test of English-language proficiency. The following scores: TOEFL - Computer based (213 or higher), TOEFL -Internet based (79 or higher) or IELTS (6.5), or Duolingo (105 as standalone or 100 as supplement to TOEFL) are the minimum acceptable standard for English proficiency. Two years of non-ESL based education at a U.S. Secondary School or completion of ELS Language Center course of 112 also meets this standard. Grades in English courses at another college or university will not be sufficient proof of English-language competence.

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

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

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

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

## Registrar

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### The College Calendar

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

### Registration

Students are responsible for their own course registration via MyAQ or by contacting the Registrar's Office. Comprehensive registration instructions are found in the course schedule each semester.

### Returning Students

Aquinas College updates student records three times per year (January 15, June 15, and September 15) to determine which students are actively pursuing their program. A student is considered active if they are currently enrolled, are registered for a course in a coming semester, or have been enrolled in one of the two preceding sessions. When a student's program is inactive, they are no longer enrolled at Aquinas College, no longer have an Aquinas College email account, and no longer have access to all Aquinas College student systems. If a student's program is inactive and they wish to re-enroll, they must re-apply. Returning students apply through the Graduate program coordinator.

### Academic Advising

Academic advisors are faculty and professional staff who assist students in planning their academic programs. Academic advisors are available throughout the year to assist students with any academic concern. A faculty member in the student's major department will become the faculty advisor upon the student's acceptance into the program.

## **Unit of Instruction**

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

## **Course Load**

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

## **Late Registration Fee**

Students who have not completed their registration process by the published registration deadlines will be assessed a Late Registration Fee of \$150.00 per class. Late Registration is at the discretion of the Registrar and Provost.

## **No Show Fee**

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

## **Drop/Add**

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

Financial penalties relating to dropping a class can be found in the Expenses and Financial Aid section of this catalog.

## **Withdrawal**

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

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

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

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

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

### **Independent Study Policy**

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

### **Graduation**

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

### **Course Credits**

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

### **Audit**

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

## Repeat Courses

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

## Transfer of Credit

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

## Cumulative GPA

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

A	X	4.0
A-	X	3.7
B+	X	3.3
B	X	3.0
B-	X	2.7
C+	X	2.3
C	X	2.0
C-	X	1.7
D+	X	1.3
D	X	1.0
D-	X	0.7
F	X	0.0

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

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

### **Incomplete Grades**

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

### **Transcripts**

The permanent, official record of a student's academic performance and progress is maintained by the Registrar’s Office. The transcript contains all essential academic data such as: dates of attendance, courses taken, credits and grades awarded, academic standing, degrees and degree honors received.

Students are responsible for reviewing their academic record, including grades and credits recorded, at the conclusion of each semester. Students must report in writing any discrepancies to the Registrar’s Office within sixty (60) days of the end of the semester in order to request a review of the record. After this period, the record is considered final.

Transcript requests should be made through the Aquinas College website, on the Registrar page or in the Registrar/Academic Advising Center. Transcripts are not issued until the student has made satisfactory arrangements with the Student Accounts Office in regard to payment of all College bills and fines. Official transcripts are subject to fees, which may fluctuate annually. There are additional fees when ordering online.



## **III. Academic Policies**

Academic Policies

Academic Integrity

Academic Grievances

Academic Probation, Dismissal, and Warning

# Academic Policies

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Aquinas College students are responsible for knowing and abiding by all rules and regulations as outlined in the Aquinas College Student Conduct Code. For more information, or a full list of all policies, please visit [aquinas.edu/policies](http://aquinas.edu/policies).

## Attendance

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

## Student Email Account Policy

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

## Student Records

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

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

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

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

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information".
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one (21).

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

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

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

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

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

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

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

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

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

### **Student Right-to-Know Act Disclosure**

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

### **Examinations**

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

### **Grade Reporting**

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

### **Progress Toward the Degree**

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

# Academic Integrity

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

## *Forms of Academic Dishonesty*

### **Plagiarism**

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

Students commit plagiarism when they submit as their own work:

- Part or all of an assignment copied or paraphrased from another source, any on-line source, a book, a magazine, or a manuscript, without proper citation
- Material prepared by another person or organization
- The sequence of ideas, arrangement of material, or thought pattern of someone else. Plagiarism occurs when such a sequence of ideas is transferred from the source(s) to a paper or other student work without the process of reflection, integration, and reorganization in the writer's mind, and without proper citation
- Writing generated by an AI program such as, but not limited to, ChatGPT

Students are accomplices in plagiarism and equally culpable if they:

- Willfully allow their work, such as a paper in outline or finished form, to be copied and submitted as the work of another
- Prepare a written assignment for another student and allow it to be submitted as the other student's own work

In terms of plagiarism, when in doubt as to the criteria for assignments, it is the student's responsibility to consult beforehand with the instructor who will receive the finished work.

### **Cheating**

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

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

- Submission of identical papers of work for two different courses without the explicit approval of both instructors.
- Falsification of official documents such as internship hours, service or volunteer hours, student teaching logs, etc.
- Using answers generated by AI programs such as, but not limited to, ChatGPT.

## **Complicity**

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

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

## **Violations of the Academic Honesty Policy**

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

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

## **Reports of Academic Dishonesty**

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

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

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

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

## **Academic Grievances**

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

## **Academic Probation/Dismissal Policy**

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



## **IV. Expenses and Financial Aid**

Expenses

Financial Aid

# Expenses

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## Tuition

All hours: \$673 per credit hour.

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

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

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

## Payment of Tuition and Fees

All tuition and fees are payable by the first day of the semester/quadmester unless a deferred payment option (see below) has been selected. Payment is due **regardless** of whether you review your bill or not. **Billings are available through MyAQ online. Paper bills will not be sent out.** Students with outstanding obligations to the College will not be permitted to register until the total balance is below \$1,000.00. The College reserves the right to request cash payment when circumstances warrant. Students adding a course(s) during the add/drop period are required to obtain an invoice and settle any financial obligations at that time with the Student Accounts Office.

## Payment Plans

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

## Student Accounts Balance Policy

If a student's balance is \$1,000 or greater, and they would still like to register for classes, they can do so by setting up a satisfactory payment plan during the current semester. Satisfactory payment plans would have the semester balance under \$1,000 no later than December 28th to accommodate spring registration and May 28th to accommodate fall registration. This is the same for automatic (through Official Payments) or manual (through the student's MyAQ) payment plans. Students will be dropped from their fall classes if they haven't paid their prior balance by one week prior to the start of the semester.

## **Aquinas College Employer Tuition Reimbursement Plan**

The Aquinas College Employer Tuition Reimbursement Plan allows students who are eligible for tuition reimbursement from their employer to apply for deferred payment of tuition. A nonrefundable processing charge of \$50.00 per semester is due with the application for this plan. The application must be approved by the Student Accounts Office. Once approved, the student may defer payment of tuition up to six weeks following the last class of the course. This plan is valid for Fall, Spring, and Summer terms of an academic year. The student must reapply for this plan each semester. Additional information and applications for the payment plans described in this catalog are available by contacting the Student Accounts Office, Room 131, Hruby Hall or by visiting [aquinas.edu/studentaccounts](http://aquinas.edu/studentaccounts).

## **Veteran Benefit Students**

Veteran benefit students who provide a certificate of eligibility to the Aquinas College Financial Aid office (Hruby Hall) at the beginning of the semester will not impose any penalties such as late fees, denial of access to classes, or access to other educational facilities. VA students will not be required to borrow additional funds to cover the balance due to the delayed disbursement funding from chapter 31 or 33 or post-9/11 GI Bill®. If you have questions or concerns about your bill, please contact the Student Accounts Manager, 616-632-2864 or [studentaccounts@aquinas.edu](mailto:studentaccounts@aquinas.edu).

“GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.”

## **Past Due Obligations**

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

## **Returned Checks**

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

## **Errors or Disputes**

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

## **Tuition Refund Policy**

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

## **Total Withdrawal from the College**

The College assumes that a student beginning a semester intends to complete it. A student may choose to withdraw from all of their courses in a particular semester because of personal or health reasons. The student must notify the Registrar in writing of their intent to withdraw. Full time students will do this by completing a withdrawal form, available in the Registrar/Academic Advising Center.

## **Dropping a Class or Classes**

Adult students have until 4pm. on the 10th business day of the semester to drop a class for a full refund. The 10th business day will always be the 2nd Friday of the semester. Any student who drops a course after 4 p.m. on the 10th business day is not entitled to a tuition refund.

## **Refund of Balance on Account**

Students will receive email communications each semester from AQ when aid disbursements and refunds have been processed and made available to the student. Aid will be disbursed to the student account and billed charges will be paid. Excess funds will be issued after the drop/add period of the semester, within 14 days of the actual disbursement (4th week of classes). All refunds will be issued electronically. A valid routing and checking account number can be entered in MyAQ or by calling Student Accounts with the information. Paper checks are no longer available for pickup.

## **Veteran Benefit Students**

### **Return of Veteran Tuition Assistance.**

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend for the entire semester awarded. When a student withdraws from Aquinas College, the student may no longer be eligible for the full amount of TA funds originally awarded. To comply with the new Department of Defense policy, Aquinas College will return any unearned TA funds on a prorated basis through the 60% portion of the period for which the full amount of TA funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on the completion of the withdrawal form by the student and according to the withdrawal policy schedule. These funds are returned to the government and will not be refunded to the student.

The college realizes that on occasion, students may need an exception to the withdrawal policy. If the withdrawal was due to mitigating circumstances that were beyond the student's control, the student has the opportunity to provide relevant documentation to the appeals team to support a request to back-date the day of the withdrawal. This could result in an adjustment for the refund of the TA funds.

## Unearned Tuition Assistance Return Schedule.

Full Time TA-eligible Students in the 16-Week format only or 16-Week and 8- Week combination

First and second week of the semester	100% refund
Third week of the semester	90% refund
Fourth week of the semester	75% refund
Fifth week of the semester	70% refund
Sixth week of the semester	60% refund
Seventh week of the semester	55% refund
Eighth week of the semester	50% refund
Ninth week of the semester	45% refund

## Financial Aid

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Aquinas College financial aid programs are designed to help qualified students who might otherwise not be able to afford a quality private college education and to honor those students who deserve recognition for past academic or leadership success. All Aquinas College students receiving any sort of financial aid must adhere to the Financial Aid Handbook. To view the Financial Aid Handbook and the full Financial Aid section, please visit <https://www.aquinas.edu/financial-aid>

For all Financial Aid information, please contact the Financial Aid Office

Financial Aid Location: Hruby Hall - HH 34

Phone: (616) 632-2893

Email: [financialaid@aquinas.edu](mailto:financialaid@aquinas.edu)

Web Address: [aquinas.edu/financialaid](https://www.aquinas.edu/financialaid)

### **Donnelly Scholarship and Hruby Scholarship**

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

### **Veterans Information**

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

## **V. Academic Programs**

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

# Master of Arts in Counseling Program

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Daniel R. Cruikshanks, Ph.D., Program Director

Jennifer Meador, Ph.D.

Julie Schatz-Stevens, Ph.D.

Molly R. Wilson, Ph.D., Clinical Coordinator

## Introduction

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

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

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

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



## **MAC Mission Statement**

The mission of the MAC Program at Aquinas College is to produce counselors who function as highly skilled and ethical professionals prepared to work with diverse client populations in a variety of clinical settings. Students develop their counselor identity through the intersection of instruction, technical application, research, advocacy, and supervision provided by their MAC faculty field supervisors. On completion, students are able to:

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

## **MAC Program Objectives**

By completion of the MAC degree, candidates will:

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

## **MAC Application and Admission Requirements**

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

The minimum requirements for admission to the MAC Program are:

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

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

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

### Preliminary Interview

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

### Official Transcripts

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

### The Graduate Record Exam (GRE)

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

Preferred Minimum Scores:

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

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

### Letters of Recommendation

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

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

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

### Professional Goals Statement

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

### Criminal Background Check

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

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

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

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

### Evidence of English Language Proficiency

All applicants from countries/regions in which English is not the official language are required to submit official evidence of English language proficiency. This requirement applies to applicants from Bangladesh,

Nepal, India, Pakistan, Latin America, the Middle East, Israel, the People's Republic of China, Taiwan, Japan, Korea, Southeast Asia, most European countries, and non-English-speaking countries in Africa.

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

To qualify for a TOEFL exemption students must:

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

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

#### Application Fee

The MAC Program does not charge an application fee.

#### Transfer Credit from Other Institutions

Students may transfer a maximum of nine (9) graduate semester hours (3 courses), at the discretion and upon approval of the MAC Program Director, for classes taken from another approved college or university. Only courses with grades of B or higher taken within six years prior to formal admission to the MAC program will be considered. A maximum of nine (9) graduate semester hours of MAC Program coursework taken as a non-classified (non-matriculating) student at Aquinas College prior to admission may be applied toward the degree.

#### Requirements for Final Admission into the MAC Program

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

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

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

### Requirements for Admission to Advanced Techniques & Practicum in Clinical Counseling

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

### Admission as a “Coursework Only” Student

Students who do not wish to be admitted to the MAC Program, but wish to take courses for credit, will be permitted to do so provided they hold a bachelor’s degree from an accredited institution and complete the non-degree seeking graduate application form. Students with at least a bachelor’s degree may take up to nine (9) semester hours without being formally admitted to the program. If the student decides to enter the MAC Program, they can count these hours toward their master’s degree in counseling if approved by the Program Director. Under no circumstance shall a candidate who wishes to transfer from “Coursework Only” status to program status be allowed to apply more than nine (9) semester hours of credit toward their master’s degree. Students not licensed in Michigan who enter with an outdated master’s degree in counseling (or a master’s degree in counseling from another state that does not meet Michigan standards) may take courses toward licensure as needed to become license eligible, with approval of the Program Director. Coursework Only students will not be permitted to take Practicum or Internship at Aquinas. Both categories of candidates must follow the prescribed application process. “Coursework Only” students will complete all the steps outlined above.

### **MAC Academic Standing and Professional Expectations**

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

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

- Failure to remediate probationary status may lead to dismissal from the MAC Program. A student who has been terminated under this policy may appeal the decision by following the College Grievance Policies.

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

## **MAC Program Requirements**

### MAC Graduate Student Handbook

Specific policies and procedures governing the operation of the counseling program as well as information about internship and licensure are detailed in the Graduate Handbook. The Graduate Handbook is made available to new students prior to registration for classes during the annual New Student Orientation, and is available online in Course Connect (COU500).

### Requirements for Admission to Internship

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

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

#### **COU702: Internship 1 in Clinical Counseling**

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

#### **COU703: Internship 2 in Clinical Counseling**

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

### Requirements for Graduation

In order to be recommended for graduation, candidates must:

1. Maintain good academic standing as defined in the Graduate Catalog and as evidenced by a minimum cumulative grade point average of 3.0.
2. Proper application for degree. It is the student's responsibility to initiate the process upon completion of forty-two (42) semester hours, or two semesters prior to anticipated completion of the program. Applications are available on the Aquinas Registrar's website under Forms. Students who complete

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

3. Complete a minimum of sixty (60) semester hours of approved coursework (including field experiences) within the published time limit.
  - Candidates have six calendar years from the date of the first course taken toward their graduate degree to complete the MAC Program.
4. Pass COU750: Comprehensive Examination
  - The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in May for August graduates. Candidates must register for COU750: Comprehensive Examination in the semester prior to their expected graduation. Candidates who fail to register for COU750 by the ***Last Day to Add*** listed on the Graduate Studies Calendar may be ineligible to take the exam and may be unable to graduate by their expected date.
  - The Comprehensive Examination is a 200 question, multiple choice exam designed to model the National Counselor Exam, the exam used for licensure by the Michigan Counselor Board. The exam is designed to prepare candidates to pass their licensure exam. It is also used to evaluate the candidate's accrued knowledge across the eight CACREP core content areas and as part of the MAC Program evaluation process. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. ***Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum standard score of eighty-five (85) in each of the eight (8) subtests.***
  - Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, they may not be able to retake it until the next offering except as determined by the Program Director. If a candidate fails the exam a third time, then they may be dismissed from the MAC program or required to retake courses as determined by the MAC faculty and at the discretion of the Program Director.

#### Full-time Status

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

#### Time Limitations

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

### Transfer Credit

Aquinas College will accept up to nine (9) hours of graduate transfer credit towards the MAC degree. For candidates who already possess a master's degree in a related area (as determined by the Program Director) and wish to complete the requirements to become a Licensed Professional Counselor, a maximum of eighteen (18) hours of counseling related coursework may be transferred if it is judged to be equivalent to current course requirements. Transfer coursework affects how much time candidates have to complete their graduate degree. Several factors should be noted concerning transfer credit/Aquinas College coursework:

1. Coursework must be documented to be comparable with Aquinas College MAC Program coursework. Candidates must submit course syllabi and catalog course descriptions along with official transcripts from the issuing institution with any request for graduate transfer of credits.
2. All transfer credit must have been completed within six (6) calendar years of the first class taken in the MAC Program at Aquinas College. Once accepted, these classes will be counted toward graduation. Prior Aquinas College coursework being applied to the graduate degree is also included in the six (6) calendar year rule.
3. The earned grade(s) in the course(s) to be transferred must be a "B" or better.
4. Transfer credit will be evaluated by the candidate's academic advisor and approved by the Program Director.
5. Transfer credit does not affect the cumulative grade point average established with Aquinas College.
6. Some courses will not be eligible for transfer and must be completed at Aquinas College (i.e., Counseling Techniques, Legal and Ethical Issues, Practicum and Internship)

### Program Fees

Practicum, Internship (COU701, COU702, COU703) Travel Fee \$25.00 per credit hour

Lab Fees/Testing Materials (COU504, COU506, COU507, COU602, COU701, COU705) \$100.00



## MAC Curriculum Overview

### Three Year Program of Study for Full-Time Cohorts

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

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

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

### Four Year Program of Study for Part-Time Cohorts

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

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

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

## Elective Courses

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

## MAC Course Descriptions

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

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

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

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

**COU504L Counseling Techniques & Practice Lab (0)** Students will complete a minimum of 10 weeks of Lab. During Lab, students complete a series of 10 simulated counseling sessions of varying lengths. During the first four weeks of lab, students work with a peer for a 30 minute session wherein they role play a character based on vignettes designed to create particular situations and scenarios. Following completion of the role play sessions, students "go live" for the remaining six sessions. During "live" sessions, student counselors provide counseling to an assigned peer client.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**COU702 Internship 1 in Clinical Counseling (1-3)** This course represents Part I of the capstone experience for the program by providing the candidate with the opportunity for advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a professional counselor. In class, emphasis will be placed upon examining and developing case conceptualization, improving counseling skills

and implementing intervention strategies within a diverse society. Internship I allows for the initial accumulation of a minimum of 300 clock hours (120 clock hours of direct service) toward the minimum 600 total clock hours of internship required for state licensure. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. COU702 may be taken for 1-3 hours up to two times for a total of three (3) semester hours. Prerequisite: COU701.

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

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

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

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

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

**COU750 Comprehensive Examination (0)** The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in June for August graduates. MAC Candidates must register for COU750 Comprehensive Examination in the term prior to their expected graduation. Candidates who fail to register for COU750 by the Last Day to Add listed on the Graduate Studies Calendar will be ineligible to take the exam and unable to graduate by their expected date. The Comprehensive Examination is a 200 question, multiple choice exam designed to evaluate accrued knowledge across the eight CACREP core areas. The exam consists of eight subtests of

25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each of the eight subtests. Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate fails the exam a third time, he/she may be dropped from the MAC program or required to retake courses at the discretion of the Program Director.

# Master of Management

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Linda Hagan, Ph.D., Program Director

David Hebert, Ph.D.

Brian DiVita, M.M., M.S.

## Introduction

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

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

## MM Mission Statement

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

## Values

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

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



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

## **MM Program Objectives**

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

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

## **MM Application and Admission Requirements**

### Regular Admission

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

1. A bachelor's degree from a college or university accredited by a regional association such as the Higher Learning Commission.
2. Evidence of interest, aptitude and ability to undertake graduate studies in management, such as:
  - a. an undergraduate GPA of 3.0
  - b. previous work experience and professional accomplishments (detailed on resume)
  - c. statement of intent indicating candidate's reasoning for pursuing a Master of Management degree
  - d. two letters of recommendation; and,
  - e. a personal interview with faculty.

### Conditional Admission and Probation

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

### Application Procedure

To enroll as a candidate for the Master of Management degree, the following documents must be submitted to: Director of Graduate Management Programs, Aquinas College, 1700 Fulton Street E, Grand Rapids, MI 49506-1801. Upon receipt of the completed application, the Graduate Studies Office will contact the applicant to set up an appointment for an interview with a program administrator.

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

### Audit

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

### Guest Students

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

## **MM Academic Standing and Professional Expectations**

### Probation/Dismissal Policy

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

### Transfer Credits

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

## **MM Program Requirements**

The Master of Management is comprised of ten (10) courses, totaling thirty (30) credits. Courses are eight weeks in duration and are offered in six sessions per year, including Fall (two quadesters), Spring (two quadesters), and a summer semester; along with a virtual, 3-week Winter semester. Courses typically meet once per week in the evening from 6:00 p.m. to 10:00 p.m. in a virtual hybrid format or fully online. Students attending full time, which is 9 credits per semester (over two quadesters) can complete the program in as little as eighteen months if a full-time student, or take up to seven years.

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

1. Completion of a minimum of thirty (30) semester hours of graduate credit with an overall grade point average of 3.0 or better on a 4.0 scale. See list of courses under Curriculum and Courses for specific course requirements
2. At least twenty-four (24) semester hours of graduate coursework taken at Aquinas College.
3. Completion of all requirements within a period of seven (7) years after registration for the first course at Aquinas College
4. Payment of all financial obligations including parking tickets, library fines, and fees to the College.

- Proper application for the degree. It is the student’s responsibility to initiate the process upon completion of eighteen (18) semester hours or two (2) quadesters prior to anticipated completion of the program. Applications are available in the Graduate Programs office. Students who complete requirements in December, May or August respectively, are encouraged to participate in the May commencement ceremonies.

## MM Curriculum Overview

A minimum of thirty (30) semester hours or ten (10) Core courses comprise the Master of Management degree program.

### Required Core Curriculum - Thirty (30) credits

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

		<b>Credits</b>
MG500	The Global Economy	3
MG510	Research, Analytics & Decision Making	3
MG520	Organizational Behavior & Culture	3
MG530	Marketing Management	3
MG540	Organizational Theory & Design	3
MG570	Ethics & Social Responsibility of Management	3
MG580	Managing Financial Decisions	3
MG638	Negotiating & Conflict Management	3
MG648	Leadership Development & Performance	3
MG695	Strategic Management & Innovation	3

**30**

## MM Course Descriptions

### Required Courses

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

**MG510 Research, Analytics & Decision Making (3)** A conceptual presentation of descriptive and inferential statistics and their use in decision making. The course involves research design, planning and evaluation research, problem selection, proposal writing and presentation, and research report writing and evaluation.

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

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

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

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

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

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

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

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

## **Master in the Art of Teaching**

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Justine Kane, O.P., Ph.D., Interim Dean of Education

Stacy Slomski, M.A., Interim Associate Dean of Education

Michelle Anderson, Ed.D.

Briana Asmus, Ph.D.

Amy Barto, M.Ed.

Stefani Boutelier, Ph.D.

Susan Hojnacki, Ph.D.

**Program under review.**

## **Master in Education (M.Ed.)**

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Justine Kane, O.P., Ph.D., Interim Dean of Education  
Stacy Slomski, M.A., Interim Associate Dean of Education  
Michelle Anderson, Ed.D.  
Briana Asmus, Ph.D.  
Amy Barto, M.Ed.  
Stefani Boutelier, Ph.D.  
Susan Hojnacki, Ph.D.

### **Introduction**

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

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

### **School Of Education Mission**

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

## **AME Application and Admissions Requirements**

Applications are accepted in April and May for the Accelerated Master in Education (AME) program. A candidate begins the program in the fall semester.

### Admission requirements

1. Bachelor's degree from an accredited college or university
2. Submission of an official transcript from each college or university attended
3. Minimum cumulative GPA of 3.0
4. Completed online application
5. A detailed cover letter expressing career goals, outlining past experiences working with children/youth, and identifying existing or potential school sponsorships.
6. Current professional resume
7. Minimum of two letters of recommendation from individuals employed in PK-12 education.
8. 2-3-minute teaching demonstration video (any topic or audience)
9. Documentation of at least 100 hours working with students in the target age group
10. Passing the appropriate MTTC subject-area test(s) (secondary candidates only)
11. Passing the AME Basic Math Test (elementary candidates only)
12. Basic proficiency in Mathematics and English Reading/Writing as demonstrated by transcript review
13. Criminal/background check clearance

### Provisional Acceptance

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

### Audit

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

### Guest Students

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

## **AME Academic Standing and Professional Expectations**

### Academic Standing

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

### Educator Ethics & Professional Dispositions

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

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

The Michigan Department of Education (MDE) “Michigan Code of Educational Ethics” can be found here: [https://www.michigan.gov/documents/mde/Code\\_of\\_Ethics\\_653130\\_7.pdf](https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf)

### **AME Curriculum Overview**

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

		<b>Credits</b>
<b>PROFESSIONAL Coursework</b>		
EN501	Introduction to Education	3
EN502	Instructional Design	1
EN503	Student Teaching Apprenticeship	3
EN543	Literacy for Diverse Learners	3
EN579	Inclusion	3
EN590	Teaching Internship & Seminar	3
EN596	School & Society	3
EN610	Reading Diagnosis & Remediation	3
<b>ELEMENTARY Coursework</b>		
EN530	Lower Elementary Literacy Methods	3
EN532	Upper Elementary Literacy Methods	3
EN540	Mathematics for Lower Elementary Teachers	3
EN542	Mathematics for Upper Elementary Teachers	3
EN560	Methods for Elementary Science & Social Studies	3
<b>SECONDARY Coursework</b>		
EN508	Secondary Curriculum, Methods, & Assessment	3
EN550	Adolescent Development	3
EN554	Literacy & Methods in the Disciplines	3
<b>GRADUATE RESEARCH Coursework</b>		
EN510	Research Methods, Design & Analysis	3
EN511	Thesis: Education Data Collection	2
EN512	Thesis: Education Data Analysis	2
EN513	Thesis: Research Presentation	1



## Course Descriptions

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

**EN502 Instructional Design (1)** This course will familiarize students with the Understanding by Design (UbD) framework for PK-12 unit and lesson planning. Students will create detailed unit and lesson plans, learn how to integrate UDL (Universal Design for Learning) principles into lessons, and draft a year-long curriculum map to include content, literacy, and technology standards. Required for elementary and secondary certification. No fieldwork component. Taken concurrently with EN501.

**EN503 Student Teaching Apprenticeship (3)** Apprenticeship under the supervision of an approved mentor teacher as outlined in the candidate's MOU and may include experiences before, during, and after the official school day such as tutoring, substitute teaching, or interventionist. A minimum of 200 Student Contact Hours beyond the 30 exploratory hours is required. Teacher candidates will be expected to complete weekly logs, reflective journals, assigned readings, and attend posted workshop sessions and events as outlined in the syllabus. Prerequisite: EN501.

**EN508 Secondary Curriculum, Methods & Assessment (3)** This course explores curriculum theory and curriculum in endorsement areas. The implementation of curriculum will connect to the Universal Design for Learning (UDL), the Danielson Framework, assessments, classroom management practices, and Michigan secondary curriculum expectations (including graduation requirements, teacher contact hours, and professional development mandates). Students will understand current trends in the delivery methods for inclusion and differentiation (e.g., special education and English Language Learners). Learners will develop a curriculum map, including sequential days of detailed lesson design and appropriate assessments. Prerequisite: EN501. Field component: 40 hours in the target grade band.

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

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

**EN512 Thesis: Education Data Analysis (2)** The goal in this course is for each graduate student to draft and finalize their data analysis and results. Qualitative and quantitative data analysis will be applied and further practiced. This will include writing chapter 4 (data collection and analysis) and chapter 5 (results, discussion and recommendations) for the final thesis. Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Students will continue to add and edit to the synthesis of the literature, methodology, and extensive reference section. Prerequisite: EN510, EN511 (concurrent enrollment in EN513 permitted).

**EN513 Thesis: Research Presentation (1)** Graduate students will submit their completed thesis for final copy editing and gain approval from their content reader and faculty mentor. Students will also present their thesis to a small prearranged committee audience. The finalized thesis document must be submitted as a PDF with appropriate signatures of approval. Copy editing fee: Varies (\$100-150). Prerequisite: EN511 and EN512 (concurrent enrollment in EN512 permitted).

**EN530 Lower Elementary Literacy Methods (3)** This course focuses on essential topics in literacy development in grades PK-3, including print concepts, phonological awareness, phonics, spelling, letter and word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, and composition. The course addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs with a focus on classroom management, and strategies to engage diverse learners within the learning environment as well as curricular resources and design, assessment tools, and interventions, instructional approaches, and technologies. Prerequisite: EN501. Field component: fifteen (15) hours in a PK-3 literacy classroom.

**EN532 Upper Elementary Literacy Methods (3)** This course focuses on essential topics in literacy development in fourth through sixth-grade children, including spelling, syntax, fluency, vocabulary, comprehension, composition, and speaking and listening, and addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs. This course addresses diverse learners within an engaged learning environment as well as curricular resources and design, assessment tools and interventions, instructional approaches, and technology. Prerequisites: EN530. Field component: fifteen (15) hours in grades 3-6 literacy classroom.

**EN540 Mathematics for Lower Elementary Teachers (3)** Clearly, teaching young children mathematics is complex. Teaching is more than adding and subtracting; it is what teachers say, do, and think with learners. A mathematics education course is one that merges mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge that focuses on the whole learner with specific attention to PK-3 aged students' needs (cognitive, physical, behavioral, social, and emotional). As an educator, students will focus on promoting ALL learners' participation by developing a socially healthy PK-3 grade mathematical community. Students will be introduced to reflective thinking to understand how their own biases, content knowledge, and past experiences will impact their instruction. The major mathematical content areas covered in this course will be counting and cardinality; Operations (addition, subtraction, and foundational ideas for multiplication); initial place value and regrouping concepts; measurement and data (time, money, relative positions, lengths in metric and standard); and Geometry (naming shapes, shape composition, shapes in the real world, composition/decompositions of shapes, 2D and 3D shapes). This course will expose students to various curricular resources, assessment tools, and instructional technology to promote active engagement and give direction to instruction. Students will be introduced to the scholarly reading, critiquing, and research that shapes the field of mathematics education. A minimum of 12 clinical experience hours are required for this course.

**EN542 Mathematics for Upper Elementary Teachers (3)** Upper elementary teachers have a huge undertaking, they need to help students to become efficient and deep-thinking mathematicians. A mathematics education course that merges mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge is one that focuses on the whole learner with specific attention to the 3-6 grade aged student's needs (cognitive, physical, behavioral, social and emotional). As an educator, students will focus on promoting participation of ALL learners through the development of a socially healthy mathematical community in grades 3-6 settings. Students will be introduced to reflective thinking to understand how their own biases will impact their instruction. The major mathematical content areas covered in this course will be: place value (multi digit operations, base 10 and other bases); multiplication and division (factors, multiples, area model, distributive property, commutative property, order of operations and inverse operations); fractions (unit fractions, equivalent fractions, relationship to decimal equivalents, operations with fractions and proportional reasoning); geometry (area, perimeter, volume, angle measure, shapes and attributes); and arithmetic patterns (setting up for algebraic thinking). This course will also expose students to various curricular resources, assessment tools, and instructional technology to promote age-appropriate active engagement and give direction to instruction. Students will be introduced to the scholarly

reading, critiquing, and research that shapes the field of mathematics education. A minimum of 12 clinical hours are required for this course.

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

**EN550 Adolescent Development (3)** This course is designed to equip teachers to better understand the needs and development of children at each of the following grade band levels: 5-9 and 7-12. Topics addressed include child development, adolescent identity, social-emotional needs, cultural awareness, age-appropriate instructional methods, learning theory application, classroom management, and family/parent relationships. In addition, this course will integrate effective technology modeling, design, and digital citizen practices for each grade band. Prerequisite: Fieldwork component: 15 hours observation at the assigned grade level: 5 hours Gr 5-6, 5 hours Gr 7-8, 5 hours Gr 9-10 and/or 5 hours Gr 11-12.

**EN554 Literacy & Methods in the Disciplines (3)** This course is the study of literacy in content material across the curriculum for students in grades 5-12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. The relationship of literacy to success in the content areas is explored via instructional practices and multimodal strategies that have been shown to increase student engagement with academic literacies.

**EN560 Methods for Elementary Science & Social Studies (3)** Students will demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry for the fields of science and social studies. Additionally, they will demonstrate content knowledge to promote all elementary learners' abilities to make informed decisions as engaged citizens to enact change in a culturally diverse, democratic society and interdependent world. Fieldwork Component: 10 hours in grade PK-3 or 3-6 classroom.

**EN579 Inclusion (3)** Inclusive education begins with the philosophy behind education and the emergence of an inclusive educational approach to students with disabilities in the general education classroom. Appropriate instructional objectives will be examined that fit children and adolescents in an inclusive educational setting. Adaptations to the general education curriculum will be assessed and matched with the academic, social/emotional, physical and behavioral needs of the child or adolescent. The maintenance of conditions and strategies for suitable instruction will be linked to the learning goals of the individual student. The ability of the general education teacher to function as a member of the IEP team will be stressed in light of other important relationships such as those with parents, paraeducators and other teachers. This course examines the various models of co-teaching and collaboration used by special and general educators in the K-12 general education environment. It also provides instruction and experience in creating and differentiating curriculum utilizing a backwards-design model, and providing access to the general education curriculum. Finally the course examines multiple aspects of collaboration within special education including parents, paraprofessionals, and other school personnel. Prerequisite: EN501.

**EN590 Teaching Internship & Seminar (3)** Seminar sessions will provide support and professional development to teacher certification candidates. Education portfolios, professional development plans, self-evaluations, and program reflections must be completed and approved prior to completion of this course including demonstration of current Adult/Child CPR First Aid certification and disclosure of any criminal infractions.

**EN596 School and Society (3)** Through the lenses of literature, theory, and narrative, this course analyzes public education in the United States along with the issues of a global society, as a way of informing and empowering teachers toward a stance of production and as agents of change. Components of that context include multiple perspectives of theoretical, cultural, political and economic forces. Using a multicultural critique as a foundation, the course investigates the effects of social change on school changes due to social stratification, especially poverty, as

well as racial and ethnic demographics. In addition, the course investigates the disparities of wealth and basic human needs existing in the world today. Pre-service and practicing teachers should understand, in the age of a global economy, the needs and demands of not only their local students, but students around the world, and how each affects the other.

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

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

# **VI. Student Policies and Regulations**

## Student Policies and Regulations

# **Student Policies and Regulations**

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## **Student Conduct**

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

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

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

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

## **Student Personal Welfare**

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

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

Follow-up procedures where the student conduct may be a danger to self or others. The Dean of Students, or designee, as appropriate, shall review the situation and take the following measures, as necessary:

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

### **Emergency Situations**

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

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

### **Disability Accommodations**

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

### **Tobacco Use**

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

# **VII. Student Resource Guide**

## **Student Resource Guide**



# Student Resource Guide

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## Accessibility Services

Location: Wege Student Center, Room 103  
Phone: (616) 632-2177  
Email: [accessibility@aquinas.edu](mailto:accessibility@aquinas.edu)  
Web Address: [aquinas.edu/accessibility-services](http://aquinas.edu/accessibility-services)

## AQ Advantage Center

Location: Mother Victor Flannery Hall  
Phone: (616) 632-2126  
Web Address: [aquinas.edu/aq-advantage-center](http://aquinas.edu/aq-advantage-center)

## Bookstore - Aquinas College Bookstore

Location: Lower Level, Wege Student Center  
Phone: (616) 632-2962  
Email: [aquinas@bkstr.com](mailto:aquinas@bkstr.com)  
Web Address: [aquinascollegeshop.com](http://aquinascollegeshop.com)

## Student Leadership & Engagement

Location: Cook Carriage House, Room 107  
Phone: (616) 632-2983  
Email: [sle@aquinas.edu](mailto:sle@aquinas.edu)  
Web Address: [aquinas.edu/students](http://aquinas.edu/students)  
Facebook: Aquinas SLE  
Instagram: [aquinascollege\\_sl](https://www.instagram.com/aquinascollege_sl)

## Campus Ministry / Service Learning

Location: Academic Building 309/311  
Phone: (616) 632-2488  
Web Address: [aquinas.edu/campus-ministry](http://aquinas.edu/campus-ministry)

## Campus Safety

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

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

## Career Services

Location: Mother Victor Flannery Hall  
Phone: (616) 632-2126  
Email: [careerservices@aquinas.edu](mailto:careerservices@aquinas.edu)  
Web Address: [aqadvantage.aquinas.edu/](http://aqadvantage.aquinas.edu/)

## Center for Opportunities, Resources, and Excellence (CORE)

Location: Grace Hauenstein Library  
Phone: 616-632-2166  
Email: [core@aquinas.edu](mailto:core@aquinas.edu)  
Website Address: [aquinas.edu/core](http://aquinas.edu/core)

## Counseling, Health, and Wellness Services

Location: Donnelly Center, Lower Level  
Phone: (616) 632-2905  
Email: [chws@aquinas.edu](mailto:chws@aquinas.edu)  
Web Address:  
[aquinas.edu/counseling-health-wellness](http://aquinas.edu/counseling-health-wellness)

## Diversity, Inclusion, & Equity - Center for Diversity, Inclusion, & Equity

Location: 2nd Floor, Cook Carriage House  
Phone: (616) 632-2439  
Email: [cdi@aquinas.edu](mailto:cdi@aquinas.edu)  
Web Address:  
[aquinas.edu/center-diversity-inclusion](http://aquinas.edu/center-diversity-inclusion)

## Office of International Programs

Location: Academic Building, Room 359  
Phone: 616-632-2067  
Email: [nisha.vanlaar@aquinas.edu](mailto:nisha.vanlaar@aquinas.edu)  
Web Address:  
[aquinas.edu/office-international-programs](http://aquinas.edu/office-international-programs)

## Financial Aid

Location: Hruby Hall - HH34  
Phone: (616) 632-2893  
Email: [financialaid@aquinas.edu](mailto:financialaid@aquinas.edu)  
Web Address: [aquinas.edu/financial-aid](http://aquinas.edu/financial-aid)

### Health Center

Aquinas College partners with Metro Health providing a way to improve the health of Aquinas Communities.

Location: Wege Center, Lower Level

Phone: (616) 632-2969

Web Address:

[aquinas.edu/resources/student-resources/counseling-health-wellness/health-center](http://aquinas.edu/resources/student-resources/counseling-health-wellness/health-center)

### Information Technology & Services (ITS Help Desk for computer support)

Location: Academic Building - AB350

Phone: (616) 632-2050

Email: [techhelp@aquinas.edu](mailto:techhelp@aquinas.edu)

Web Address: [aquinas.edu/its](http://aquinas.edu/its)

### Library - Grace Hauenstein Library

Location: JLH

Phone: (616) 632-2137

Email: [aqlibrarian@gmail.com](mailto:aqlibrarian@gmail.com)

Web Address: [aquinas.edu/library](http://aquinas.edu/library)

### Study Tables at CORE

Location: Grace Hauenstein Library

Phone: (616) 632-2167

Email: [smh006@aquinas.edu](mailto:smh006@aquinas.edu)

Web Address: [aq.core.studytables](http://aq.core.studytables)

### Peer Tutoring Services at CORE

Location: Grace Hauenstein Library

Phone: (616) 632-2170

Email: [peertutoring@aquinas.edu](mailto:peertutoring@aquinas.edu)

Web Address: [aquinas.edu/peer-tutoring](http://aquinas.edu/peer-tutoring)

### Registrar/ Advising Center

Location: Hruby Hall - HH30 & HH31

Phone: (616) 632-2871

Email: [registrar@aquinas.edu](mailto:registrar@aquinas.edu)

Web Addresses: [aquinas.edu/registrar](http://aquinas.edu/registrar)

### Residence Life

Location: Regina Hall, Lower Level

Phone: (616) 632-2944

Email: [reslife@aquinas.edu](mailto:reslife@aquinas.edu)

Web Address: [aquinas.edu/residencelife](http://aquinas.edu/residencelife)

### Student Accounts

Location: Hruby Hall - Room 131

Phone: (616) 632-2864

Email: [studentaccounts@aquinas.edu](mailto:studentaccounts@aquinas.edu)

Web Address: [aquinas.edu/studentaccounts](http://aquinas.edu/studentaccounts)

### Sustainability - Center for Sustainability (C4S)

Location: Albertus Hall- Rm 129

Phone: (616) 632-1994

Email: [eimerjes@aquinas.edu](mailto:eimerjes@aquinas.edu)

Web Address: [aquinas.edu/sustainability](http://aquinas.edu/sustainability)

### Student Support Services at CORE

Location: Grace Hauenstein Library

Phone: (616) 632-2163

Email: [student.support.services@aquinas.edu](mailto:student.support.services@aquinas.edu)

Web Address: [aquinas.edu/ss](http://aquinas.edu/ss)

### Study Away

Location: Aquinas College Advantage Center

Phone (616) 632-2126

Email: [studyaway@aquinas.edu](mailto:studyaway@aquinas.edu)

[www.aquinas.edu/study-away](http://www.aquinas.edu/study-away)

### Writing Center at CORE

Location: Grace Hauenstein Library Room 230

Phone: (616) 632-2168

Email: [thewritingcenter@aquinas.edu](mailto:thewritingcenter@aquinas.edu)

Web Address: [aquinas.edu/writing-center](http://aquinas.edu/writing-center)

### Women's Studies Center - Jane Hibbard Idema

#### Women's Studies Center

Location: Academic Building - AB263-AB265

Phone: (616) 632-2979

Email: [womenscenter@aquinas.edu](mailto:womenscenter@aquinas.edu)

Web Address:

[aquinas.edu/womens-studies/jane-hibbard-idema-womens-studies-center](http://aquinas.edu/womens-studies/jane-hibbard-idema-womens-studies-center)

## VIII. Directories

Directories

## **Administration**

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

President

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

### **Cabinet**

Provost and Executive Vice President for Academic Affairs

Stephen Germic, Ph.D. (2020)

Vice President for Operations

Charles Gunnoe, Ph.D.

Chief Information Officer

Bob Wisler

Vice President of Intercollegiate Athletics

Nicholas Davidson, M.B.A. (2016)

Interim Vice President for Enrollment Management

Brian Matzke

Vice President for Finance

Timothy Stafford

Associate Provost for Outreach and Engagement

Katharina Häusler-Gross, Ph.D. (1998)

### **Deans and Academic Officers**

Interim Dean of the School of Education

Sister Justine Kane, O.P., Ph.D. (2016)

Dean of Science & Sustainability

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

Dean of Student of Development

Alicia Lloyd, M.Ed. (2017)

## **Full Time Faculty**

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

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

**Briana Asmus**, Assistant Professor of Education (2023). B.A. Aquinas College, M.A. Western Michigan University; Ph.D., Western Michigan University

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

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

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

**Amy Barto**, Assistant Professor of Education (2023) M.Ed., Calvin University; B.A., Aquinas College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Jason Good**, Assistant Professor of Sustainable Business (2023) B.S., Longwood University; M.S. University of Michigan; Ph.D., University of Michigan

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

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

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

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

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

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

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

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

**Susan Hojnacki**, Assistant Professor of German & Education (2017). B.A. Indiana University; Ph.D. Michigan State University.

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

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

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

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

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

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

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

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

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

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

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

**Nathan Lareau**, Visiting Assistant Professor of Art (2019) B.F.A., Aquinas; M.F.A., Ohio University

**Richard Latimer**, Assistant Professor Computer Information Systems (2016) B.S., Ferris State University, M.S., Grand Valley State University

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

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

**Daniel Mancilla**, Assistant Professor of English (2019) B.A., Western Illinois University, M.F.A., Western Michigan University, Ph.D., Western Michigan University

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

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

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

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

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

**Jennifer Meador**, Assistant Professor of Psychology and Counselor Education (2023) B.A., Spring Arbor University; M.A., Spring Arbor University; Ph.D., Western Michigan University

**Thomas Olive**, Assistant Professor of Business (2023) BSBA, Drake University; M.M., Northwestern University

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

**Jochen Wierich**, Associate Professor and Lena Meijer Endowed Chair in the History of Art (2019) B.A. Universitat Dusseldorf; M.A. Universiat Frankfurt; Ph.D. College of William and Mary

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

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

## Emeriti Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Susan English**, Professor Emeritus of Education (1994 - 2022) B.A., Calvin College; M.A.T., Aquinas College; Ph.D. Capella University.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Jeffrey McKelvey**, Professor Emeritus of Biology (1986 - 2021) B.S., West Virginia Wesleyan College; M.S., Ph.D., Bowling Green State University

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

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

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

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

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

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

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

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

**Michael Pichot**, Professor Emeritus of French (2002 - 2023) B.A., Atlantic Union College; M.A., Eastern Michigan University; M.A., Michigan State University; Ph.D., Pennsylvania State University

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

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

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

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

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

**Deborah Springer**, Assistant Professor Emerita of Kinesiology (1999 - 2020) B.S., Bowling Green State University; M.A., Central Michigan University

**Renee Stahle**, Professor Emerita of Communication (1987 - 2020) B.A., Saginaw Valley State College; M.A., Ph.D., Michigan State University

Deborah Steketee, Professor Emerita of Sustainable Business (2005 - 2022) B.A., University of Michigan; M.S., Michigan State University; Ph.D., Indiana University

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

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

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

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

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

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

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

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

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