

AQUINAS COLLEGE

School of Education

Online Accelerated M.Ed. (AME)
Information Packet 2025-2026



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[Program Overview](#)

[Candidate Application Requirements](#)

[Overarching Program Expectations](#)

[Professional Disposition Expectations](#)

[Aquinas College Academic Calendar](#)

[Cohort Timeline](#)

[Course Meeting Format](#)

[Initial Teacher Certification with AME](#)

[Required Coursework for Initial Certification](#)

[Graduate Research Coursework](#)

[Portfolio](#)

[Support Team for Initial Certification](#)

[Recommendation for Certification](#)

[Application Process](#)

[Tuition, Fees, & Books](#)

[AQ School of Education Faculty and Staff](#)

Application Deadline: May 1, 2025

Program Overview

In 2019, the Aquinas College School of Education was approved by the Michigan Department of Education (MDE) to run a three-year pilot of an innovative, cohort variation of our Master in Education (M.Ed.) program. In 2022, this program was granted a five-year extension, due to its success. This Accelerated M.Ed. (AME) program prepares participants for initial teacher certification at either the elementary or secondary level by applying a flexible, residency model. Cohort participants secure clinical placements to support their content-area preparation and complete courses that meet on Monday or Tuesday evenings, two Saturday mornings a month in varying synchronous (students interacting with a teacher in real-time) and asynchronous (students working outside of a classroom setting at their own pace) online settings.

The AME program is ideally suited for paraprofessionals, individuals on temporary/emergency permits, or long-term substitute teachers. Accepted participants who are not able to fulfill all of 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 before being recommended for certification.

Candidate Application Requirements

Qualified applicants must meet all of the requirements listed below:

- **Degree:** Bachelor's degree from an accredited college/university.
- **GPA:** Cumulative College GPA of 3.0 or higher.
- **Cover letter:** A detailed account expressing your career goals, outlining your past experiences working with children/youth, and identifying any existing or potential school sponsorships.
- **Official Transcripts:** Official, Sealed Transcripts from all Colleges & Universities you've attended.
- **Resume:** Current copy of your professional resume.
- **Professional Letters of Recommendation:** Two professional references from individuals currently employed in a K-12 setting.
- **Video:** Record and share a 2-3-minute teaching demonstration video. (any topic or audience)
- **Prior Experience:** At least 100 hours working with students in the target age group.
- **Basic Proficiency:** All candidates must meet basic proficiency in Mathematics, English, Reading, and Writing, as demonstrated by a transcript review.
- **Background Check:** Full national background check including the national sex offender registry.

Secondary candidates will be required to take the MTTC test for the subject area they wish to be certified in by August 15th, 2025. This will ensure they can demonstrate their content knowledge for that subject area.

All candidates will be required to pass the appropriate MTTC test(s) before they will be permitted to begin the graduate research courses.

Overarching Program Expectations

- Participants are expected to be employed or arrange a volunteer position in a school setting aligned with their target certification grade band and subject area.
- Participants are expected to maintain a cumulative GPA of 3.0 or higher and cannot receive a grade below a C in any course. Please note that the AME program requires a large time commitment and focus as participants are essentially working full-time and taking graduate courses full-time.
- Participants are expected to attend all scheduled class sessions and clinical placements. Excessive absences will be grounds for program probation and possible dismissal from the program.
- Participants are expected to have basic digital knowledge, adequate and consistent Wi-Fi connectivity, and adhere to online etiquette guidelines, such as muting when not speaking, maintaining a quiet environment, adjusting lighting and camera so their face can be seen, “raising” their hand, dressing appropriately, being ready to respond to questions, and using professional language in the chat.
- Participants are expected to conduct themselves in alignment with the [Michigan Code of Educational Ethics](#) and will be evaluated regularly with regard to AQ-SOE Professional Disposition Expectations. Reported disposition concerns will be brought to the attention of participants for potential remediation. Ethics, confidentiality, and/or academic integrity infractions may be grounds for immediate dismissal from the program.
- Participants are expected to keep the School of Education informed of all employment changes throughout the program and provide updated MOUs. Failure to communicate a change in employment or volunteer position in a school setting is grounds for dismissal from the program.
- Participants who are not taking classes but need library services or faculty support must register for a zero-credit hour course. Fee to be determined.
- Some participants may have additional program expectations or requirements from their school district or community partner (e.g., Talent Together).
- Participants are also responsible for expectations listed in the 2025-2026 Graduate Catalog.

Professional Disposition Expectations

Teacher candidates in the School of Education are held to rigorous professional standards that are critical for maintaining trust in the educational system. To remain in the program, teacher candidates are expected to demonstrate professional behaviors and dispositions in academic and clinical settings and will be evaluated throughout the program by faculty and clinical partners. Professional conduct includes fully participating in ongoing professional learning and using evidence to continually reflect on and evaluate practice, particularly the effects of one’s choices and actions on others (peers, other professionals, learners, families, and the community). Teacher candidates are expected to demonstrate growth in integrity, commitment, leadership, and responsibility for themselves, the learning community, and the profession.

Aquinas College Academic Calendar

For up-to-date information regarding dates that will affect your academic program, refer to the [Aquinas College Academic Calendar](#). All breaks, days off, and holidays will be observed in accordance with the Aquinas College academic calendar and may not align with your school district’s calendar.

Cohort 2025 Timeline

| | |
|--------------------|---|
| Currently | Completed Application Deadlines May 1, 2025 |
| Rolling | Interview |
| Rolling | Acceptance Notification |
| August | Mandatory AME Orientation & Technology Training |
| August | Fall Semester 2025 |
| January | Spring Semester 2026 |
| May-July | Summer Semester 2026 |
| August 2026 | Fall Semester 2026 |

Course Meeting Format

Attendance at all class sessions is mandatory. Online courses meet in synchronous (students interacting with a teacher in real-time) and asynchronous (students working outside of a classroom setting at their own pace) online settings.

The first sequence of classes begins on **August 18, 2025**, and extends through **December 12, 2025**. In addition to independent work, cohort class sessions meet on **Monday or Tuesday** evenings and two **Saturday** mornings a month. Specific information about each course is included in the syllabus.

Initial Teacher Certification with AME

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

Required Coursework for Initial Certification

To be recommended for initial certification, candidates must complete either the **Elementary** (PK-3 or 3-6) or the **Secondary** coursework, related clinical experiences, and pass the relevant Michigan Test(s) for Teacher Certification (MTTC).

| ELEMENTARY Candidates | CREDITS |
|---|---------|
| EN-501 Introduction to Education | 3 |
| EN-502 Instructional Design | 1 |
| EN-530 Lower Elementary Literacy Methods (PK-3) | 3 |
| EN-532 Upper Elementary Literacy Methods (3-6) | 3 |
| EN-540 Lower Elementary Math Methods (PK-3) | 3 |
| EN-542 Upper Elementary Math Methods (3-6) | 3 |
| EN-596 School & Society | 3 |
| EN-503 Teaching Apprenticeship | 3 |
| EN-560 Methods in Science & Soc Studies | 3 |
| EN-579 Inclusion | 3 |
| EN-610 Reading Diagnosis & Remediation | 3 |
| EN-543 Literacy for Diverse Learners | 3 |
| EN-590 Teaching Internship & Seminar | 6 |

| SECONDARY Candidates | CREDITS |
|--|---------|
| EN-501 Introduction to Education | 3 |
| EN-502 Instructional Design | 1 |
| EN-550 Adolescent Development | 3 |
| EN-508 Secondary Curriculum, Methods, & Assessment | 3 |
| EN-596 School & Society | 3 |
| EN-503 Teaching Apprenticeship | 3 |
| EN-554 Literacy & Methods in the Disciplines | 3 |
| EN-579 Inclusion | 3 |
| EN-610 Reading Diagnosis & Remediation | 3 |
| EN-543 Literacy for Diverse Learners | 3 |
| EN-590 Teaching Internship & Seminar | 6 |

Graduate Research Coursework

To earn a graduate degree, candidates must complete the **Graduate Research** coursework. All coursework must be completed five years from their first Cohort graduate course. At least 36 graduate credits are required for the Master in Education (M.Ed.) degree at Aquinas College. Candidates must pass the appropriate MTTC test(s) before beginning the research coursework.

EN-510 Research Methods, Design & Analysis (3 credits)

EN-630 Thesis: Data Collection / Analysis (3 credits)

EN-640 Thesis: Publication and Presentation (1 credit)

Portfolio

All cohort participants will be required to assemble a digital artifact portfolio that includes evidence that they have met all certification and competency requirements. The portfolio will be introduced in the first semester of the program and co-constructed with input from AME instructors throughout the program. The portfolio will be reviewed and evaluated by the School of Education faculty prior to recommendation for certification. Teacher candidates will have the opportunity to collaborate and revise artifacts in their portfolios.

Support Team for Initial Certification

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

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

The focus of the support team will be:

1. To offer support and share resources with the candidate
2. To conduct clinical field observations and evaluations
3. To provide formative feedback to the candidate

Each support team should be established prior to the start of the program and must include a signed Memorandum of Understanding (MOU) outlining the AME candidate's duties and responsibilities as well as the responsibilities of the school district hosting the candidate. AME will collaborate with school districts or community partners (e.g., Talent Together) to make the best use of available resources.

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

Upon completion of the clinical field placement, the Residency/Induction Support Team will prepare a summary report that either supports the recommendation for initial teacher certification or proposes additional clinical fieldwork which would allow the candidate the opportunity to address evaluation concerns.

Recommendation for Certification

Once a participant has successfully completed all coursework with grades being posted, constructed an approved portfolio, received acceptable clinical placement evaluation ratings from the support team, successfully passed the appropriate MTTC subject area test(s), and completed all other certification requirements, including the MOECS verification, the candidate will be eligible to be recommended for initial, standard teacher certification.

Application Process

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

Step 1: Complete the [online M.Ed. application form](#) on the AQ website by creating an account, selecting Graduate Applicants, and Masters in Education (M.Ed.) to begin.

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

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

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

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

Step 6: Take the appropriate MTTC subject-area test(s) (secondary candidates only).

Step 7: Participate in an interview session, and complete and sign the necessary background check release forms.

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

Step 9: Sign and submit a Memorandum of Understanding (MOU) acknowledging your responsibilities with regard to program expectations.

Tuition, Fees, & Books

Costs for tuition and fees can be found on the [Aquinas College website](#). For the 2025-2026 academic year, graduate tuition is \$735 per credit hour and annual fees are \$190. Full-time graduate students at Aquinas College take at least 9 credit hours per semester, except during the summer.

There are additional costs for books, fees associated with courses, the Michigan Test for Teacher Certification, and certification costs associated with the Michigan Department of Education. Tuition and fees are subject to change at the beginning of each academic year.

Participants employed by a Catholic diocesan school and who meet qualification requirements may be eligible for the Diocesan Employee Tuition Discount. Military/VA benefits may be used toward tuition costs for those who qualify. For detailed information about financial options, contact the Aquinas [Financial Aid Team](#).

AQ School of Education Faculty and Staff

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