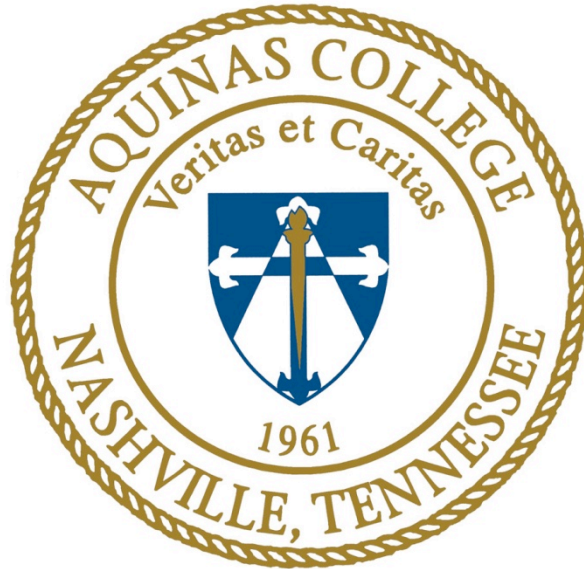


AQUINAS COLLEGE
2015-2016 Graduate Catalog



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Founded 1961

WELCOME TO THE ONLINE COURSE CATALOG

The Aquinas College Course Catalog is now online; paper catalogs are no longer produced. The information in this catalog is relevant to the 2015-2016 academic year, consisting of the Fall 2015, Spring 2016, and Summer 2016 semesters.

PURPOSE OF THE CATALOG

The catalog contains important information about, and is the official source of, the college's academic programs and courses. The catalog should be used as a guide in planning a course of study and in meeting requirements for graduation.

All statements in this catalog reflect policies in effect at the time of publication and are subject to change without notice or obligation. This includes statements of fees, course offerings, and program, admission, and graduation requirements applicable to both currently enrolled and new students. Generally, students are held to the requirements of the catalog year in which they began their degree program. Exceptions must be approved by the Dean of the appropriate school and documented in the Office of the Registrar.

Aquinas College students are responsible for knowing the information found in the catalog. Failure to read it does not excuse students from the requirements and provisions described herein. Therefore, students are encouraged to familiarize themselves with its contents early in their graduate careers.

Each semester a schedule of courses is available on the web. The schedule lists those courses that will be offered during the semester, as well as times and locations. Not all courses listed in this catalog are offered every semester.

GENERAL INFORMATION

HISTORY AND HERITAGE

Aquinas College, Saint Cecilia Academy and Overbrook School constitute The Dominican Campus, which is located on Harding Pike in West Nashville. Owned and administered by the Dominican Sisters of St. Cecilia Congregation, the College first began in 1928 as a normal school for the education of the Sisters and was affiliated with the Catholic University of America in 1929.

In 1961, the normal school was replaced with Aquinas Junior College. Two significant milestones in the institution's history occurred at this point: the College was moved from Saint Cecilia Motherhouse to its present location, and it was opened to the public.

On December 1, 1971, the College was welcomed into membership in the regional accrediting agency, the Southern Association of Colleges and Schools, to award the associate degree. In December 1993, the Commission on Colleges of the Southern Association of Colleges and Schools granted Aquinas candidacy to award its first baccalaureate degree: the Bachelor of Arts in Teacher Education. This was followed by full reaffirmation and approval in 1996 by the same accrediting agency. In order to reflect this action, the institution's original charter was officially amended to read *Aquinas College* and academic programs and majors were added in response to the needs of the community and of the Church. The Southern Association of Colleges and Schools Commission on Colleges reaffirmed accreditation in 2001 and again in 2011. In 2012, Aquinas College was granted approval to award master's degrees in Education and in Nursing Education. That same year, Aquinas became a residential college with contracted use of Seton Lodge facilities at St. Thomas Hospital on adjoining property.

Current degrees, certificates, and acknowledgements awarded are

School of Arts & Sciences

A.A. in Liberal Arts
B.A. in English
B.A. in History
B.A. in Liberal Arts
B.A. in Philosophy
B.A. in Theology

School of Education

B.S. in Interdisciplinary Studies, Elementary
B.S. in English, Secondary
B.S. in History, Secondary
Education Licensure, Elementary
Education Licensure, Secondary
M.A.T., Elementary
M.A.T., Secondary
M.Ed. in Teaching and Learning

School of Business

B.B.A. in Finance
B.B.A. in Management
B.B.A. in Marketing

School of Nursing

A.S.N.
B.S.N.
R.N.-B.S.N.
M.S.N. in Nursing Education
Post-Master's Certificate in Nursing Education

PHILOSOPHY STATEMENT OF AQUINAS COLLEGE

The Catholic Church, from the beginning of the Order of Preachers, has called Dominicans to teach the Word of God. St. Dominic embodied the teaching mission of the Church in the apostolic work of his Order. By sending his followers out into the world, he sought to proclaim the Gospel to all people.

The Dominican Sisters of St. Cecilia Congregation have continued this mission of St. Dominic through their dedication to Christian education in institutions of learning. For over a century, the St. Cecilia Congregation has owned and administered academic institutions in which students come to a deeper understanding of their faith, their heritage and their responsibilities as members of society. Aquinas College exists primarily to enable students to learn in a Christ-centered atmosphere of love and truth.

The College reflects the philosophy of the Catholic Church as it pertains to education. Each student is recognized as an individual of eternal worth whose immortal soul is destined for happiness with God. Aquinas College endeavors to nourish the intellectual gifts of its students and to develop their spiritual and physical potential in view of their final end and the good of society.

MISSION STATEMENT OF AQUINAS COLLEGE

The Mission of Aquinas College is unchanging because Truth itself is unchanging. Taking inspiration from St. Dominic and St. Thomas Aquinas, the College exists to serve the Church by transforming lives for the gospel of Christ.

Aquinas College is a Catholic community of learning in the Dominican Tradition with Christ at its center. The College directs all its efforts to the intellectual, moral, spiritual, and professional formation of the human person in wisdom. Students are formed individually and in Christian community so that the harmonious integration between faith and reason can permeate every dimension of their lives. Immersed in exploring the relationship between human civilization and the message of salvation, the College community embraces the Dominican imperative to preach the Gospel, serve others, and engage culture in truth and charity.

CORE PRINCIPLES

Derived from the Catholic and Dominican moral and intellectual tradition, our core principles are:

- The dignity, freedom, and flourishing of every human person as made in God's image
- The complementarity of faith and reason as the basis for academic community

- The prudent stewardship of God’s individual and communal gifts

BOARD OF DIRECTORS

The general government of Aquinas College is vested in the Board of Directors. The Board of Directors shall consist of seventeen directors: 5–8 Dominican Sisters from the Congregation, one of whom shall be the Prioress General of the Congregation, one of whom shall be the President of the College and one of whom shall be the Director of Education of the Congregation; 9-12 lay persons or persons not Dominican Sisters from the Congregation.

APPROVALS AND ACCREDITATION

Aquinas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Aquinas College. The Commission should be contacted only if there is evidence that appears to support the institution’s significant non-compliance with a requirement or standard.

The Associate of Science in Nursing, Bachelor of Science in Nursing, Master of Science in Nursing, and Post-Master’s Certificate in Nursing Education programs are accredited by the Accreditation Commission for Education in Nursing, Inc. The Associate of Science in Nursing, Bachelor of Science in Nursing, Registered Nurse to Bachelor of Science in Nursing, Master of Science in Nursing, and Post-Master’s Certificate in Nursing Education programs are approved by the Tennessee Board of Nursing.

The Aquinas College School of Education has been granted approval by the Tennessee State Board of Education to offer programs of study leading to initial licensure at both the elementary and secondary levels.

The College is approved by the Tennessee Higher Education Commission for Veterans Training.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the disclosure of education records maintained by an educational institution and access to these records. In accordance with FERPA, Aquinas College students have the right to review the accuracy of information and request amendment to the information kept in their cumulative file by the Registrar upon written request. Students wishing to waive FERPA rights to allow information sharing with designated individuals should complete the “Authorization to Disclose Personal Information (*FERPA Release Form*)” available from the Registrar and on the Aquinas College website. Additional information regarding FERPA regulations is available in the Student Handbook and on the Aquinas College website.

NON-DISCRIMINATION POLICY

It is the policy of Aquinas College, while reserving its lawful rights where applicable to take actions designed to promote the Dominican and Roman Catholic principles that sustain its mission and heritage, to comply with all federal and state laws prohibiting discrimination in employment and in its educational programs including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, and the Americans with Disabilities Act and Amendments Act. Aquinas College admits qualified students of any race, color, national or ethnic origin, sex, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national or ethnic origin, sex, age or disability in administration of its education policies, admission policies, scholarships and loan programs. Additional information regarding these policies is available in the Student Handbook and on the Aquinas College website.

ADMISSION TO THE COLLEGE

Education at Aquinas College is more than the mere acquisition of skills; it is a complete learning experience intended to open one's mind and heart to the world in light of the Gospel. Here, one will be encouraged to develop his/her unique potential in an atmosphere of personalized learning, with a caring faculty and administrative support.

The Office of Admissions is primarily responsible for recruiting and admitting new students to the College. Admissions counselors work closely with high school guidance offices and college registrars to create a seamless transition for incoming students. It is the policy of the College, while reserving its lawful rights where applicable, to take actions designed to promote the Dominican and Roman Catholic principles that sustain its mission and heritage, to comply with all federal and state laws prohibiting discrimination in employment and in its educational programs. The College admits qualified students of any race, color, national or ethnic origin, sex, age or disability to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national or ethnic origin, sex, age or disability in administration of its education policies, admission policies, scholarships and loan programs.

The provisions of this catalog are for information purposes only and should not be construed as a contract between Aquinas College and the student. The specific courses or activities constituting the degree requirements for any program are subject to substitution at any time prior to completion by the student. The academic regulations, programs, curricula, fees, charges or costs as set forth in this catalog are subject to change at any time.

APPLICATION FOR ADMISSION

Admission to Aquinas College does not guarantee admission to Graduate Studies.

Application for admission to Graduate Studies begins with the Office of Admissions (for the M.A.T. and M.Ed. programs) or the Director of the M.S.N. Program (for the M.S.N. in Nursing Education and Post-Master's Certificate in Nursing Education programs). Aquinas College reserves the right to make exceptions to the admission requirements for all programs offered at the College. Written requests for exceptions to the admission requirements, supported by evidence of extenuating circumstances, will be considered by the Dean and/or Program Director with the approval of the Vice President for Academics after an official application for admission has been filed.

ADMISSION REQUIREMENTS

All admission requirements must be fulfilled as scheduled by the Office of Admissions. Students must submit proof of immunizations required by the State of Tennessee. Students who fail to meet requirements and deadlines will be administratively removed from enrollment of the College. Students removed from enrollment of the College will not receive refunds of any tuition and fees.

International Students

There are additional documentation requirements for international students. These requirements are available at <http://www.aquinascollege.edu/admissions/admission-requirements/international-students/>.

Admissions Review

Aquinas College reviews each application carefully. The stated requirements serve as guidelines for admission. The M.S.N. Graduate Program Committee and the Graduate Programs in Education Committee reserve the right to exercise discretion in admission decisions.

Aquinas College admits graduate students as follows:

1. Good Standing—when all admissions requirements have been met.
2. Provisional Admittance—when all official documents have not been received.
3. Conditional Admission—may be granted to an applicant who has not completed all admissions requirements or for whom all credentials have not been received. The number of courses may be limited for conditional students until all requirements are fulfilled.

GRADUATE STUDIES IN EDUCATION

The degrees offered through the School of Education at Aquinas College reflect the belief that teaching is more than a career choice; it is both a gift and a mission. Students are prepared to be Teachers of the Truth, thus enabling them to bring the message of salvation to bear on ethical, social, political, religious and cultural issues in a variety of public, private and parochial school settings.

MASTER OF EDUCATION IN TEACHING AND LEARNING

The Master of Education (M.Ed.) degree is for individuals who presently hold a degree and/or license in teaching and who would like to pursue an advanced degree.

LEARNING OUTCOMES FOR MASTER OF EDUCATION IN TEACHING AND LEARNING

Understanding the vocation of teaching as both gift and mission, Masters of Education graduates of Aquinas College:

- Contribute to the formation of a community that promotes a sense of personal worth, competence and responsibility, and that fosters moral courage in dealing with the complex issues of our times.
- Promote a culture of learning that embraces students and their families, professional colleagues and the community at large.
- Exercise educational leadership by commitment to ongoing professional formation, collaboration with parents and colleagues, and serving as role models and mentors in the profession.
- Integrate genuine respect for the dignity of each person: student, parent, colleague and member of the community.
- Integrate relevant data to guide personal reflective practice, to monitor student learning, to contribute to school improvement in professional settings, and to promote scholarly inquiry.

ADMISSION REQUIRMENTS

Master of Education in Teaching and Learning – M.Ed.:

1. Submit proof of a current or expired Teaching Certificate.
2. Submit a completed Aquinas College Graduate application.
3. Submit a 2 page essay. Essay topics are available with the Graduate Education Application.
4. Submit one additional writing sample.
5. Submit current resume.
6. Submit two (2) recommendations using the forms provided in the Graduate Application Packet. One recommendation must be from an administrator, college supervisor, or former employer. The other recommendation must be from a professional colleague or a former teacher who can evaluate applicant's potential for success in a graduate program.

7. Provide (2) official transcript(s) from all previously attended colleges or universities.
 - If transcript is from an international institution: applicants must provide an official copy of a third party course by course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
8. An interview is required. Applicant will be contacted by the Graduate Education Office.
9. Completed criminal background and fingerprint checks prior to admission.
10. Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based) test.

COURSES

<u>MASTER OF EDUCATION IN TEACHING AND LEARNING (M.Ed.)</u>	33 Credit Hours
EDU 600 – Education in the Dominican Tradition	3
EDU 610 – Human Dignity and Diversity in Education	3
EDU 620 – Data-Driven Decisions in Education	3
EDU 630 – Modes of Instruction.....	3
IDS 640 – Moral Communities	3 x 1
EDU 650 – Scholarly Inquiry and Research.....	3
EDU 660 – School Law	3
EDU 670 – Education in the Digital Age	3
EDU 680 – Learning and Cognition	3
EDU 690 – Scholarly Inquiry in Action	2 x 3

COURSE DESCRIPTIONS

EDU 600 - Education in the Dominican Tradition **3 Credit Hours**
 Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

EDU 610 - Human Dignity and Diversity in Education **3 Credit Hours**
 Proceeding from the doctrine of human dignity and the unrepeatable and inviolable uniqueness of every person, this course examines the impact of diversity on the effectiveness of advocacy, human relationships, communications, and education. Expressions of diversity considered in this course comprise a wide range, including but not limited to: attribute and behavior diversity; variations of learning styles and challenges; socio-economic diversity; family, community and organizational structures, including ethnic and cultural differences.

EDU 620 – Data-Driven Decisions in Education **3 Credit Hours**
 This course details the processes of using data to make informed decisions regarding student learning, instructional programs, resources, and policies. Instruction will include aspects of information literacy such as methods for collecting meaningful data, analyses of data, communication of findings, and decision-making based on findings. Particular emphasis will be given to using teacher and student work samples to make instructional decisions based on analyses of student learning gains and related data.

EDU 630 - Modes of Instruction **3 Credit Hours**
 This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

IDS 640 – Moral Communities

1 Credit Hour

Course must be repeated for three consecutive semesters after the first semester in the program for a total of 3 credit hours.

Participants in these seminar courses will examine contemporary moral issues and concerns facing educators. Topics will include but not be limited to: community and family relations; formation of moral conscience; promotion of a culture of learning; formation and fostering of moral courage; the role of freedom in education and society; promotion of virtuous living; and the integration of Gospel values into personal and professional practice.

EDU 650 – Scholarly Inquiry and Research

3 Credit Hours

This course is designed to facilitate students’ understanding and application of qualitative and quantitative research methodologies, including research ethics and informed consent, and to critically analyze and debate published research methods and relevant issues. Methods of data analysis appropriate to selected research methods will be reviewed. Examination and application of research models to inform and promote best practices will be required.

EDU 660 - School Law

3 Credit Hours

This course is designed to provide an analysis of legal issues applicable to private, public, and Catholic schools. Areas that will be addressed include: Constitutional Law, Statutes and Regulations, Common Law, Contract Law, and Canon Law. In addition, the aspect of TORT Law as it pertains to schools will be explored. References to case law and current legal topics will provide a framework for practical applications in the school environment.

EDU 670 - Education in the Digital Age

3 Credit Hours

Education in the Digital Age will examine teaching and learning with technology by investigating the issues of: digital literacy and moving beyond information, organizational policy regarding use of technology, the role of standards in technology integration, and current issues regarding use of technology in education. Emphasis will also be placed on developing necessary skills for integrating technology in the education process. A culminating project will require students to develop a project demonstrating knowledge and skills that have been acquired in this course.

EDU 680 - Learning and Cognition

3 Credit Hours

This course is an examination of major theories of learning and cognition. Topics include, but are not limited to, information processing, critical thinking, problem solving, memory, and motivation, with implications and applications for practitioners.

EDU 690 – Scholarly Inquiry in Action

3 Credit Hours

This capstone course must be repeated for two consecutive semesters in the program for a total of 6 credit hours.

Prerequisite: EDU 650 Scholarly Inquiry and Research

This capstone course is designed to provide a disciplined process of inquiry for educators to explore challenges found in schools. Students will utilize a seven-step process that includes: (1) selecting a focus, (2) clarifying theories, (3) identifying research questions, (4) collecting data, (5) analyzing data, (6) reporting results, and (7) taking informed action. The research will culminate with the students’ presentation of a paper or a project. This project must be approved by the Graduate Education Review Board.

MASTER OF ARTS IN TEACHING: ELEMENTARY AND SECONDARY

The Master of Arts in Teaching (M.A.T.) for Elementary and Secondary education is designed for individuals who hold an undergraduate degree in a discipline outside of education, but who would like to pursue a career in teaching.

LEARNING OUTCOMES FOR INITIAL LICENSURE PROGRAMS

Recognizing that teaching is both a gift and a mission, the Aquinas College School of Education seeks to develop caring and compassionate individuals who desire to educate the whole child by promoting the spiritual, moral, physical, and intellectual development of each child in the classroom, school, and community.

The Aquinas College Teacher Education Graduate will be prepared to:

- Demonstrate depth and breadth in subject area content.
- Integrate a variety of instructional strategies to develop student’s performance skills in critical thinking, problem solving, and personal achievement.
- Design and implement a variety of assessments to evaluate each student progress.
- Direct and manage individual and group behavior to promote an atmosphere conducive to academic progress.
- Model respect and reverence for the dignity of all peoples of various cultures and creeds by creating learning opportunities that enhance and value differences in learning styles, development, and other diversities.
- Employ effective communication techniques to encourage supportive, collaborative interaction among teachers, students, and parents.
- Collaborate and cooperate with other professionals and professional organizations in order to remain current and abreast of new trends and research in education.

ADMISSION REQUIREMENTS

Master of Arts in Teaching - M.A.T., Elementary:

1. Submit proof of a Bachelors degree
2. Submit a completed Aquinas College Graduate application.
3. Submit a 2 page essay. Essay topics are available with the Graduate Education Application.
4. Submit one additional writing sample.
5. Submit current resume.
6. Submit two (2) recommendations using the forms provided in the Graduate Application Packet. One recommendation must be from an administrator, college supervisor, or former employer. The other recommendation must be from a professional colleague or a former teacher who can evaluate applicant’s potential for success in a graduate program.
7. Provide (2) official transcript(s) from all previously attended colleges or universities.
 - If transcript is from an international institution: applicants must provide an official copy of a third party course by course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
8. An interview is required. Applicant will be contacted by the Graduate Education Office.
9. Completed criminal background and fingerprint checks prior to admission to the program.
10. Submit passing scores for the Core Academic Skills for Educators (Core) Tests <https://www.ets.org/praxis/tn/requirements/> OR qualifying, official ACT or SAT scores. Criteria for ACT and SAT scores are: must be taken within the last 10 years, ACT composite score of 22 or higher or SAT score of 1020 (Critical Reading and Math) or higher. The Praxis code for Aquinas is 1042.
11. Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based) test.

COURSES

<u>MASTER OF ARTS IN TEACHING, ELEMENTARY</u>	36 Credit Hours
EDU 600 – Education in the Dominican Tradition	3
EDU 620 – Data-Driven Decisions in Education	3

EDU 630 – Modes of Instruction.....	3
EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction.....	2
EDU 512 – Literacy Through Learning.....	3
EDU 518 – Reading Assessment and Remediation Strategies.....	3
EDU 525 – Media and Technology in Education.....	3
PSY 520 – Human Growth and Development.....	3
PSY 523 – Exceptional Child.....	3
ENG 500 – Children’s Literature, Speech and Drama.....	3
EDU 501 – Elementary Education Seminar: Classroom Organization and Management.....	1
EDU 560 – Supervised Student Teaching.....	6

COURSE DESCRIPTIONS

EDU 600 - Education in the Dominican Tradition 3 Credit Hours

Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

EDU 620 - Data-Driven Decisions in Education 3 Credit Hours

Must be taken concurrently with Modes of Instruction

This course details the processes of using data to make informed decisions regarding student learning, instructional programs, resources, and policies. Instruction will include aspects of information literacy such as methods for collecting meaningful data, analyses of data, communication of findings, and decision-making based on findings. Particular emphasis will be given to using teacher and student work samples to make instructional decisions based on analyses of student learning gains and related data.

EDU 630 - Modes of Instruction 3 Credit Hours

Must be taken concurrently with Data-Driven Decisions in Education

This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction 2 Credit Hours

Must be taken concurrently with Data-Driven Decisions and Modes of Instruction

This practicum focuses on the application of various instructional and assessment strategies presented in Modes of Instruction and Data-Driven Decisions.

EDU 525 - Media and Technology in Education 3 Credit Hours

Prerequisite: Computer Competency

This course is designed to provide students with the knowledge and skills to integrate instructional technology into the learning environment. The course addresses the management of different learning strategies, the development of higher order thinking skills using various instructional technologies, the selection, use and integration of appropriate technology-based resources, and the development of instructional materials which make use of basic computer applications of word-processing, spreadsheets, databases, presentation software and the Internet. Students are required to develop and teach a technology-integrated lesson in a learning environment. Evaluation of hardware, software, and Websites are incorporated into this course. The course requires the completion of the development and teaching of a technology integrated unit which includes pre/post test. In addition, students will be required to

complete research based on the integration of the ISTE standards into the grade level and subject area they will teach. Practicum included.

PSY 520 - Human Growth and Development**3 Credit Hours**

This course is a detailed study of the physical, intellectual, moral, social and emotional growth and development of the human person, covering the entire life-span. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each student will engage in a focused study of one phase of development. Students will use field experiences to incorporate educational issues and decisions in the context of the broader and diverse human community to support learning.

PSY 523 - Exceptional Child**3 Credit Hours**

Acknowledging that each student is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. The main emphasis is on empowering the student to enable each child to strive for and reach full personal potential. Techniques for planning and instruction, as well as methods, materials, and strategies for educational intervention are presented. Students will use field experience to evaluate, select, and create learning experiences that are developmentally appropriate, relevant to students, and are based on principles of effective instruction.

ENG 500 - Children's Literature, Speech and Drama**3 Credit Hours**

This course is a critical consideration of the genres of children's literature and modes of instruction that allow for analysis of that literature. Field experiences include visits to children's sections of libraries, interviews with children's librarians, and attendance at marionette and puppet shows. Emphasis is placed on research through peer-reviewed journals dedicated to children's literature. Each student will learn how to structure and implement a balanced literacy program for K-6 through planning and instruction.

EDU 512 - Literacy Through Learning**3 Credit Hours**

This course examines theories of language and literacy development. A variety of instructional strategies and materials for reading and writing across the curriculum will be used to create a literacy environment appropriate within the varied content areas. The student will critically examine the research behind current literacy trends, applying this to a comprehensive series of lessons that cover all stages of literacy development.

EDU 518 - Reading Assessment and Remediation Strategies**3 Credit Hours*****Prerequisite: EDU 512 Literacy Through Learning***

This course introduces the student to formal and informal research-based literacy assessments and appropriate methodologies for remediating pre-reading and reading skills in the elementary classroom setting. Working with one elementary student throughout the semester, the teacher education student will learn how to administer literacy assessments and interpret data for the sake of planning and executing remediation. The graduate student will critically evaluate the formal and informal nature of literacy assessments, examining research studies on which the tests are based and develop a program of assessment and remediation for literacy development.

EDU 501 – Elementary Education Seminar: Classroom Organization and Management**1 Credit Hour**

This course, conducted in a seminar format, examines elementary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the elementary grades. Students critique implementation of classroom organization and management techniques to determine effectiveness. Pertinent concerns that arise during the student teaching experience are discussed and evaluated in the light of sound educational practices.

EDU 560 – Supervised Student Teaching**6 Credit Hours**

Supervised student teaching allows teaching interns to synthesize all that they have learned in the Master of Arts in Teaching curricula. The experiences give students the opportunity to plan and execute instructions in environments which provide structure for an increasing degree of responsibility. In order to provide both depth and breadth of experience, the professional semester is divided into two modules: a nine-week experience and a seven-week

experience. The two experiences may be in varied school settings (urban, rural or suburban). The two experiences must be in different grade levels. The evaluation of the M.A.T. student’s performance during the professional semester is both formative and summative in nature, and is carried out by mentor teachers in cooperation with the Aquinas College School of Education supervisors.

EDU 565 – Job-Embedded Experience **3 Credit Hours**
This capstone course must be repeated for two consecutive semesters in the program for a total of 6 credit hours.
Prerequisite: Permission of the Dean of the School of Education.

This full year experience synthesizes the total process of teacher education formation. The evaluation of the Teacher Candidate’s performance during the job-embedded experience is both formative and summative in nature; and is carried out by the mentor teachers in cooperation with the Aquinas College School of Education. The completion of a comprehensive portfolio is part of this experience. This course is taken in conjunction with EDU 501 or EDU 502 during the Fall semester of the job-embedded experience.

EDU 575/675 – Special Topics in Education **1-3 Credit Hours**
Prerequisite: Permission of the Dean of the School of Education.

Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in education.

ADMISSION REQUIREMENTS

Master of Arts in Teaching - M.A.T., Secondary:

1. Submit proof of a Bachelors degree
2. Submit a completed Aquinas College Graduate application.
3. Submit a 2 page essay. Essay topics are available with the Graduate Education Application.
4. Submit one additional writing sample.
5. Submit current resume.
6. Submit two (2) recommendations using the forms provided in the Graduate Application Packet. One recommendation must be from an administrator, college supervisor, or former employer. The other references must be from a professional colleague or a former teacher who can evaluate applicant’s potential for success in a graduate program.
7. Provide (2) official transcript(s) from all previously attended colleges or universities.
 - If transcript is from an international institution: applicants must provide an official copy of a third party course by course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
8. An interview is required. Applicant will be contacted by the Graduate Education Office.
9. Completed criminal background and fingerprint checks prior to admission to the program.
10. Submit passing scores for the Core Academic Skills for Educators (Core) Tests <https://www.ets.org/praxis/tn/requirements/> OR qualifying, official ACT or SAT scores. Criteria for ACT and SAT scores are: must be taken within the last 10 years, ACT composite score of 22 or higher or SAT score of 1020 (Critical Reading and Math) or higher. The Praxis code for Aquinas is 1042.
11. Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based) test.

COURSES

<u>MASTER OF ARTS IN TEACHING: SECONDARY</u>	33 Credit Hours
EDU 600 – Education in the Dominican Tradition	3
EDU 620 – Data-Driven Decisions in Education	3

EDU 630 – Modes of Instruction.....	3
EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction.....	2
EDU 525 – Media and Technology in Education.....	3
PSY 520 – Human Growth and Development.....	3
EDU 524 – Instructing Diverse Learners.....	3
EDU 535 – Reading Strategies for Secondary Education.....	3
ENG 503 – Adolescent Literature.....	3
EDU 502 – Secondary Education Seminar: Classroom Organization and Management.....	1
EDU 560 – Supervised Student Teaching.....	6

COURSE DESCRIPTIONS

EDU 600 - Education in the Dominican Tradition 3 Credit Hours

Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

EDU 620 - Data-Driven Decisions in Education 3 Credit Hours

Must be taken concurrently with Modes of Instruction

This course details the processes of using data to make informed decisions regarding student learning, instructional programs, resources, and policies. Instruction will include aspects of information literacy such as methods for collecting meaningful data, analyses of data, communication of findings, and decision-making based on findings. Particular emphasis will be given to using teacher and student work samples to make instructional decisions based on analyses of student learning gains and related data.

EDU 630 - Modes of Instruction 3 Credit Hours

Must be taken concurrently with Data-Driven Decisions

This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction 2 Credit Hours

Must be taken concurrently with Data-Driven Decisions and Modes of Instruction

This practicum focuses on the application of various instructional and assessment strategies presented in Modes of Instruction and Data-Driven Decisions.

EDU 525 - Media and Technology in Education 3 Credit Hours

Prerequisite: computer competency

This course is designed to provide students with the knowledge and skills to integrate instructional technology into the learning environment. The course addresses the management of different learning strategies, the development of higher order thinking skills using various instructional technologies, the selection, use and integration of appropriate technology-based resources, and the development of instructional materials which make use of basic computer applications of word-processing, spreadsheets, databases, presentation software and the Internet. Students are required to develop and teach a technology-integrated lesson in a learning environment. Evaluation of hardware, software, and Websites are incorporated into this course. The course requires the completion of the development and teaching of a technology integrated unit which includes pre/post test. In addition, students will be required to complete research based on the integration of the ISTE standards into the grade level and subject area they will teach. Practicum included.

PSY 520 - Human Growth and Development**3 Credit Hours**

This course is a detailed study of the physical, intellectual, moral, social and emotional growth and development of the human person, covering the entire life-span. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each student will engage in a focused study of one phase of development. Students will use field experiences to incorporate educational issues and decisions in the context of the broader and diverse human community to support learning.

EDU 524 - Instructing Diverse Learners**3 Credit Hours**

This course examines pedagogical, curricular, and social considerations pertaining to teaching and learning. Areas for discussion will include, yet not be limited to, diversity of culture, ethnicity, language, and exceptional learning needs. Emphasis will be placed on how diversity is represented in each learner and how to design and implement appropriate instructional opportunities for all learners in the classroom. The course requires students to design instruction that promotes effective learning for diverse audiences as well as analyze professional education practices to promote the inclusion of sound ethical and moral principles. Field experiences required.

ENG 503 - Adolescent Literature**3 Credit Hours**

This course is a critical consideration of the genres included in adolescent literature and modes of instruction that allow for analysis of that literature. Field experiences include observations in 7-12 English classes. Emphasis is placed on research through peer-reviewed journals dedicated to the teaching of adolescent literature. Each student will learn how to structure and implement a balanced scope and sequence for 7-12 through planning and instruction.

EDU 535 - Reading Strategies for Secondary Education**3 Credit Hours**

This course prepares candidates to plan and implement effective reading instruction to increase students' comprehension of content-area material. Candidates will review research and best practices around academic vocabulary, comprehension, background knowledge, and critical thinking to build toward the practical application of techniques that will enable them to plan instruction to meet the need within diverse classroom settings. Particular attention will be given to building capacity around strategies for English language learners. Field experiences required.

EDU 502 – Secondary Education Seminar: Classroom Organization and Management**1 Credit Hour**

This course, conducted in a seminar format, examines secondary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the secondary grades. Students critique implementation of classroom organization and management techniques to determine effectiveness. Pertinent concerns that arise during the student teaching experience are discussed and evaluated in the light of sound educational practices.

EDU 560 - Supervised Student Teaching**6 Credit Hours**

Supervised student teaching allows teaching interns to synthesize all that they have learned in the Master of Arts in Teaching curricula. The experiences give students the opportunity to plan and execute instructions in environments which provide structure for an increasing degree of responsibility. In order to provide both depth and breadth of experience, the professional semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban). The two experiences must be in different grade levels. The evaluation of the M.A.T. student's performance during the professional semester is both formative and summative in nature, and is carried out by mentor teachers in cooperation with the Aquinas College School of Education supervisors.

EDU 565 - Job-Embedded Experience**3 Credit Hours**

This capstone course must be repeated for two consecutive semesters in the program for a total of 6 credit hours. Prerequisite: Permission of the Dean of the School of Education.

This full year experience synthesizes the total process of teacher education formation. The evaluation of the Teacher Candidate's performance during the job-embedded experience is both formative and summative in nature; and is carried out by the mentor teachers in cooperation with the Aquinas College School of Education. The completion of a comprehensive portfolio is part of this experience. This course is taken in conjunction with EDU 501 or EDU 502 during the Fall semester of the job-embedded experience.

EDU 575/675 – Special Topics in Education

1-3 Credit Hours

Prerequisite: Requires approval of the Dean of the School of Education.

Special topics to be indicated. The course may include seminars, conferences, workshops or field activities focused on current issues in education.

LICENSURE

A teacher candidate must have acquired the knowledge and skills specified by the Tennessee State Board of Education, have student teaching experiences as outlined in the Tennessee State Board of Education guidelines, and meet additional standards, procedures and guidelines, as mandated, by the State Board and the Aquinas College School of Education.

A teacher candidate seeking initial licensure must attain passing scores on the *Educational Testing Service Praxis II Examinations* as required by the State of Tennessee and the Aquinas College School of Education before the Enhanced Student Teaching Experience. Aquinas College Education administration and faculty must recommend the candidate.

HEA Compliance Title II of the Higher Education Act requires teacher preparation institutions to report *Praxis II* test scores and other data.

Information regarding Praxis pass rates for Aquinas College may be viewed at the following address: <https://title2.ed.gov/View.asp>

GRADUATE STUDIES IN NURSING

MASTER OF SCIENCE IN NURSING EDUCATION POST-MASTER'S CERTIFICATE IN NURSING EDUCATION

The purpose of the Master of Science in Nursing and the Post-Master's Certificate in Nursing Education, consistent with the Mission and Core Values of Aquinas College and the philosophy of the School of Nursing, is to prepare registered nurses in the specialty role of nurse educator for faculty positions in schools of nursing and as clinical educators in health care facilities, in community settings and in other health care organizations. The programs are founded on beliefs in a moral community of learners committed to protecting and defending the dignity of every person in a contemporary era of encounter, dialogue, collaborative partnerships, transformation, technology advancement and global interactivity required to promote caring, integrity, diversity and excellence in nursing practice through nursing education.

PROGRAM OUTCOMES

By the conclusion of this program the student will be able to

- Fulfill the role of competent nurse educator who integrates the Catholic-Dominican principles to protect, defend and promote the dignity, freedom, and flourishing of every person from the moment of conception to natural death regardless of religious beliefs, gender, color, ethnicity, culture, diversity, socio-economic status and the reason for illness or station in life;
- Implement diverse, contemporary and practice-based educational interventions that promote an effective culture of learning and competence among learners and inter-professional partners based on collaboration, evolving practice content and assessment of learner-related data.
- Communicate with learners and relevant others to effectively promote achievement of course outcomes, using oral, written, and electronic methods;
- Promote scholarly inquiry by integrating diverse methods of critical thinking designed to promote achievement of stated outcomes and core competencies, and by collaborating with colleagues to promote evidence-based quality nursing education.
- Engage in human caring activities to promote the development of compassion, respect, competence and confidence among learners and colleagues.
- Manage human and material resources effectively in the teaching-learning process consistent with requirements and needs of learners, the College, the health care delivery system, and the community.
- Engage in responsibilities as informed leader in nursing education, participant in the profession, and citizen of the community by participating in activities to help shape health and social policies that promote competent practice that improves patient safety and quality care, in the tradition of Aquinas College.
- Integrate knowledge required for practice as a competent nurse educator related to contemporary curriculum design and implementation, evidence-based, interactive and practice related learning strategies, effective cognitive and performance assessment methods, and evaluation of program effectiveness.

ADMISSION REQUIREMENTS

To be admitted to the Master of Science in Nursing Education or the Post-Master's Certificate in Nursing Education programs, the following criteria must be met:

Master of Science in Nursing Education (M.S.N.)

1. Baccalaureate Degree in Nursing from an ACEN or a CCNE accredited nursing program. Applicants from non-ACEN or CCNE accredited nursing programs will be reviewed on an individual basis.
2. Submit a completed Aquinas College Graduate application
3. Submit an essay of 500 to 700 words describing applicant's professional experience, career goals, and reasons for pursuing graduate studies in nursing education.
4. Submit current resume. Applicants must have minimum work experience of one year as a practicing registered nurse.
5. Submit three (3) references using the forms provided in the M.S.N. Graduate Application Packet. One reference must be from a supervisor. The other references must be from previous nursing faculty, professional colleagues or other work supervisors who can evaluate applicant's potential for success in a graduate program.
6. Provide official transcript(s) from all previously attended colleges or universities.
7. Minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale preferred in all undergraduate or graduate nursing courses.
8. Have a valid, unrestricted, unencumbered RN license to practice in Tennessee.

9. Submit current resume. Applicants must have minimum work experience of one year as a practicing registered nurse.
10. Two independent interviews are recommended: one with the Director of the M.S.N. Program and one with a member of the Program Faculty.
11. Completed criminal background and fingerprint check prior to admission to the program.
12. Transcript is from international institution: applicants must provide an official copy of a third party course by course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
13. Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based) test.

Post-Master’s Certificate in Nursing Education

1. Submit a completed Aquinas College Graduate application
2. Have a valid, unrestricted, unencumbered RN license to practice in Tennessee.
3. Submit current resume. Applicants must have minimum work experience of one year as a practicing registered nurse.
4. Two independent interviews are recommended: one with the Director of the M.S.N. Program and one with a member of the Program Faculty.
5. Completed criminal background and fingerprint check prior to admission to the program.
6. Official transcript for the Master of Science in Nursing degree.
7. Successful completion of graduate courses in Pathophysiology, Pharmacology, and Health Assessment.

COURSES

<u>MASTER OF SCIENCE IN NURSING EDUCATION (M.S.N)</u>	40 Credit Hours
NUR 601/EDU 600 – Education in the Dominican Tradition	3
NUR 602 – Theoretical Foundations and Transformation in Nursing Education and Practice.....	3
NUR 603 – Curriculum Development in Nursing Education	2
NUR 603P – Practicum in Curriculum Development in Nursing Education	1
NUR 604/EDU 630 – Modes of Instruction	3
NUR 605 – Design and Measurement of Competencies and Outcomes in Nursing Education	2
NUR 605P – Practicum in Design and Measurement of Competencies and Outcomes in Nursing Education	1
NUR 608/EDU 650 – Scholarly Inquiry and Research	3
NUR 609 – Ethical, Legal and Public Policy Issues in Health Care and Education	3
NUR 610 – Pathophysiology for Advanced Nursing Practice.....	3
NUR 611 – Pharmacology for Advanced Nursing Practice	3
NUR 612 – Health Assessment for Advanced Nursing Practice.....	3
NUR 615 – Clinical Specialty Seminar	3
NUR 616 – Residency in Nursing Education and Practice.....	1
NUR 617/EDU 610 – Human Dignity and Diversity in Education.....	3
NUR 618/EDU 670 – Education and the Digital Age.....	3

COURSE DESCRIPTIONS

NUR 601/EDU 600 - Education in the Dominican Tradition **3 Credit Hours**
Corequisite: NUR 602

Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

NUR 602 - Theoretical Foundations and Transformation In Nursing Education and Practice 3 Credit Hours**Corequisite: NUR 601**

In this course students integrate theories and models of nursing and related disciplines, with emphasis on the COPA Model, to advance nursing practice and interdisciplinary relationships in the context of current and projected trends in health care, nursing education and practice. They analyze different theoretical perspectives and make decisions to determine relevance, effectiveness, and logistics of applying a theory for particular systems or circumstances. In a seminar environment, students analyze and debate organizational and clinical ethical issues in health care, the science of nursing education, competencies for nursing practice, simulation in learning and performance assessment, and global and diversity initiatives in education and practice. They analyze and debate issues and trends related to transformational leadership, health care reform, financing and the legislative process and interdisciplinary partnerships and collaboration to advance the effectiveness of nursing practice. The IOM Study, *The Future of Nursing: Leading Change, Advancing Health* (2010) is a principal reference for this course, along with selected nursing theory references. The outcomes of this course reflect the conceptual framework, competencies, and outcomes of the M.S.N. Program.

NUR 603 – Curriculum Development in Nursing Education**2 Credit Hours****Prerequisite: NUR 601****Corequisites: NUR 603P, NUR 608**

In this course students integrate the history, principles and concepts of curriculum design in nursing education. They analyze past and present models and designs with specific emphasis on the Lenburg Competency Outcomes and Performance Assessment Model (COPA) and the National League for Nursing Education Competencies Model (ECM). They also analyze the applicability of these designs in response to current and future trends and issues in nursing education, nursing practice and health care, and through inter-and intra-disciplinary partnerships. They develop a draft curriculum based on specific statements of mission, core values, and philosophy, and incorporate initial competencies in the development of major aspects of the curriculum, such as course development and implementation, teaching-learning strategies, and methods for the design and measurement of competencies for nursing practice. Students continue this curriculum development project in NUR 603P. The outcomes of this course reflect the COPA conceptual framework, competencies and outcomes of the M.S.N. Program.

NUR 603P – Practicum in Curriculum Development in Nursing Education**1 Credit Hour****Prerequisite: NUR 601****(practicum hours: 60)****Corequisites: NUR 603, NUR 608**

In this course students integrate principles of curriculum design, specifically the COPA Model, into the project they presented in NUR 603. An experienced nurse educator guides them in the process.

NUR 604/EDU 630 – Modes of Instruction**3 Credit Hours****Prerequisites: NUR 601, NUR 603, NUR 603P****Corequisites: NUR 605, NUR 605P**

This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of the curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

NUR 605 – Design and Measurement of Competencies and Outcomes in Nursing Education**2 Credit Hours****Prerequisites: NUR 603, NUR 603P, NUR 618;****Corequisites: NUR 604, NUR 605P**

In this course student's integrate the history, philosophy and purpose of the design and measurement of competencies and outcomes in nursing education and practice settings. They analyze different methods and protocols used for effective design and measurement of competencies and outcomes essential for contemporary practice, based on the science of nursing education and the integration of the Lenburg Competency Outcomes Performance Assessment Model (COPA) and the National League for Nursing's Education Competencies Model (ECM). They incorporate into the design and methods used a multiplicity of factors such as practice content, level of expectations, environment, policies, technology, and the diversity and characteristics of faculty, student and patients as partners in learning.

Students continue to develop their competency measurement project in NUR 605P. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 605P – Practicum in Design and Measurement of Competencies and Outcomes in Nursing Education

Prerequisites: NUR 603, NUR 603P, NUR 618

1 Credit Hour

Corequisites: NUR 604, NUR 605

(practicum hours: 60)

In this course students integrate previous learning by creating an effective measurement instrument that incorporates the eight core practice competencies and protocols of the COPA Model for use in the classroom and in nursing practice settings. They are guided in this process by an experienced educator.

NUR 608/EDU 650 – Scholarly Inquiry and Research

3 Credit Hours

This course is designed to facilitate students' understanding and application of qualitative and quantitative research methodologies, including research ethics and informed consent, and to critically analyze and debate published research and relevant issues. Methods of data analysis appropriate to selected research methods and subjects will be reviewed. Examination and application of research models to inform and promote best practices will be required.

NUR 609 – Ethical, Legal, and Public Policy Issues in Health Care

3 Credit Hours

Prerequisite: NUR 601

Corequisite: NUR 617

In this course the students analyze the ethical, legal and public policy issues that impact on nursing education, nursing practice and the health care delivery system using a moral framework consistent with the natural law and Church teaching. Using the *Ethical and Religious Directives for Catholic Health Care Services* (USCCB, 2009) as a guide, they critique a variety of ethical paradigms and selected case studies in health care ethics. Within a student-led inter-professional milieu, students critically analyze organizational paradigms, regulations, and public policies that threaten the dignity of the human person, the nurse educator and the clinician. Some significant issues include beginning- and end-of-life issues, withdrawal and foregoing care, health inequities and disparities, conscience clauses, advocacy, distributive justice, quality care, safety and access to health services, health care financing, standards of practice, violence in the workplace, incompetent practice, and the changing roles in nursing and health care services. The outcomes of this course reflect the conceptual framework, outcomes and competencies of the M.S.N. Program.

NUR 610 – Pathophysiology For Advanced Nursing Practice

3 Credit Hours

In this course students develop competence to determine the etiology, pathogenesis and clinical manifestations of the disease process and the interaction between patient vulnerability and resiliency in explaining major pathophysiological conditions across the life span. They assess the complexity and predictability in patient outcomes and evaluate physiological changes, presence or absence of complications and the extent to which all COPA practice competencies and desired outcomes of nursing care and treatment are achieved. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 611 – Pharmacology For Advanced Nursing Practice

3 Credit Hours

In this course students incorporate the knowledge, principles and application of pharmacotherapeutics, including pharmacokinetics and pharmacodynamics in patient populations among individuals and families across the life span. They integrate knowledge of therapeutic responses, drug interactions, over-the-counter and herbal preparations, and monitoring multiple drug regimens. They incorporate all COPA core competencies, with emphasis on determining assessment and intervention protocols for significant adverse reactions, dangers of self-medication, administration and regulation of controlled substances, addictions, and the overuse of commonly prescribed medications. The outcomes of this course articulate with the conceptual framework and outcomes of the M.S.N. Program.

NUR 612 – Health Assessment For Advanced Nursing Practice

3 Credit Hours

Prerequisites: NUR 610, NUR 611

Corequisite: NUR 618

(integrates theory and simulation learning experiences practicum)

In this course students integrate the principles, development and application of the COPA eight core Practice Competencies through planned experiences to obtain, evaluate, present and record a comprehensive health assessment of individuals across the life span (physiological, behavioral, spiritual). They develop a patient database to formulate a comprehensive preventive health/problem list including health stressors of individuals, families, and communities, counseling and learning needs, risks and problems. Emphasis is on health promotion, preventive interventions, including screening tests, counseling interventions, immunizations, chemopreventive regimens and comprehensive planning of culturally relevant care across the life span. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 615 – Clinical Specialty Seminars

Prerequisites: NUR 610, NUR 611, NUR 612

Corequisite: NUR 616

**3 Credit Hours
(2 Seminars; 1 practicum
hours – 60 hours)**

In this course, students integrate learning and competencies from all previous courses applicable to their selected clinical specialties consistent with the COPA core competencies and Program Outcomes.

Clinical specialty options pending the findings of the Assessment Surveys:

- | | |
|--------------------------|---------------------------------------|
| A. Family Health | E. Community Health |
| B. Adult Health | F. Mental Health |
| C. Gerontology | G. Hospice |
| D. Women’s Health | H. Pediatric-Adolescent Health |

NUR 616 – Residency in Nursing Education and Practice

Prerequisite: All previous course work

Corequisite: NUR 615

**1 Credit Hour
(practicum: 60 hours)**

In this capstone course students integrate learning and competencies from all previous courses in order to finalize achievement of the COPA core competencies and the Program Outcomes. Students participate in a practicum designed to promote their professional and educational skills and essential preparation for assuming a specialty role in advanced nursing practice as a nurse educator in a school of nursing, or as a clinical educator in health care facilities, in community settings, or in other health care organizations. They implement learning opportunities such as presenting lectures, facilitating seminars, conducting interactive workshops and in-service programs, coaching and supervising students in various clinical settings, and using standardized protocols to conduct competency performance examinations. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 617/EDU 610 – Human Dignity and Diversity in Education

Corequisite: NUR 609

3 Credit Hours

Proceeding from the doctrine of human dignity and the unrepeatable and inviolable uniqueness of every person, this course examines the impact of diversity on the effectiveness of advocacy, human relationships, communications, and education. Expressions of diversity considered in this course comprise a wide range, including but not limited to: attribute and behavior diversity; learning styles and challenges; socio-economic diversity; family, community and organizational structures, including ethnic and cultural differences.

NUR 618/EDU 670 – Education in the Digital Age

Prerequisites: NUR 603, NUR 603P

Corequisite: NUR 612

3 Credit Hours

This course will examine teaching and learning with technology by investigating the issues of digital literacy and moving beyond information, organizational policies regarding the use of technology, the role of standards in technology integration, and current issues regarding use of technology in education. Emphasis will also be placed on developing necessary skills for integrating technology into the education process. A culminating project will require students to develop a project demonstrating knowledge and skills that have been developed in this course.

COURSES

POST-MASTER’S CERTIFICATE IN NURSING EDUCATION..... 22 Credit Hours

NUR 601/EDU 600 – Education in the Dominican Tradition 3

NUR 603 – Curriculum Development in Nursing Education 2

NUR 603P – Practicum in Curriculum Development in Nursing Education 1

NUR 604/EDU 630 – Modes of Instruction 3

NUR 605 – Design and Measurement of Competencies and Outcomes in Nursing Education 2

NUR 605P – Practicum in Design and Measurement of Competencies and Outcomes in Nursing Education 1

NUR 609 – Ethical, Legal and Public Policy Issues in Health Care and Education 3

NUR 616 – Residency in Nursing Education and Practice..... 1

NUR 617/EDU 610 – Human Dignity and Diversity in Education..... 3

NUR 618/EDU 670 – Education and the Digital Age 3

Prerequisites for Admission

NUR 610 – Pathophysiology for Advanced Nursing Practice 3 credit hours

NUR 611 – Pharmacology for Advanced Nursing Practice 3 credit hours

NUR 612 – Health Assessment for Advanced Nursing Practice 3 credit hours

COURSE DESCRIPTIONS

NUR 601/EDU 600 - Education in the Dominican Tradition 3 Credit Hours

Corequisite: NUR 602

Participants in this course will examine the roles of the moral, spiritual, intellectual, physical, psychological, social, and cultural dimensions of education at all levels from the Dominican perspective. These elements will be examined in the light of a Christian anthropology and world view. The importance of the educator as witness and the dignity of the human person will also be emphasized in light of teaching as a vocation. The importance of promoting a culture of learning and the formation of moral conscience and fostering moral courage in dealing with current moral concerns will be integral to this course. This is the first course in the program of study.

NUR 603 – Curriculum Development in Nursing Education 2 Credit Hours

Prerequisite: NUR 601

Corequisites: NUR 603P, NUR 608

In this course students integrate the history, principles and concepts of curriculum design in nursing education. They analyze past and present models and designs with specific emphasis on the Lenburg Competency Outcomes and Performance Assessment Model (COPA) and the National League for Nursing Education Competencies Model (ECM). They also analyze the applicability of these designs in response to current and future trends and issues in nursing education, nursing practice and health care, and through inter-and intra-disciplinary partnerships. They develop a draft curriculum based on specific statements of mission, core values, and philosophy, and incorporate initial competencies in the development of major aspects of the curriculum, such as course development and implementation, teaching-learning strategies, and methods for the design and measurement of competencies for nursing practice. Students continue this curriculum development project in NUR 603P. The outcomes of this course reflect the COPA conceptual framework, competencies and outcomes of the M.S.N. Program.

NUR 603P – Practicum in Curriculum Development in Nursing Education 1 Credit Hour

Prerequisite: NUR 601

(practicum hours: 60)

Corequisites: NUR 603, NUR 608

In this course students integrate principles of curriculum design, specifically the COPA Model, into the project they presented in NUR 603. An experienced nurse educator guides them in the process.

NUR 604/EDU 630 – Modes of Instruction**3 Credit Hours****Prerequisites:** NUR 601, NUR 603, NUR 603P**Corequisites:** NUR 605, NUR 605P

This course is designed to engage students in the study and implementation of the various instructional models and how they relate to the different learning styles and effective classroom management. The role of the curriculum, philosophy, and knowledge of the learner will be examined in the selection of teaching strategies. Emphasis will be placed on the practical application of the various models to the specific audience of the student through a culminating project.

NUR 605 – Design and Measurement of Competencies and Outcomes in Nursing Education**2 Credit Hours****Prerequisites:** NUR 603, NUR 603P, NUR 618**Corequisites:** NUR 604, NUR 605P

In this course student's integrate the history, philosophy and purpose of the design and measurement of competencies and outcomes in nursing education and practice settings. They analyze different methods and protocols used for effective design and measurement of competencies and outcomes essential for contemporary practice, based on the science of nursing education and the integration of the Lenburg Competency Outcomes Performance Assessment Model (COPA) and the National League for Nursing's Education Competencies Model (ECM). They incorporate into the design and methods used a multiplicity of factors such as practice content, level of expectations, environment, policies, technology, and the diversity and characteristics of faculty, student and patients as partners in learning. Students continue to develop their competency measurement project in NUR 605P. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 605P – Practicum in Design and Measurement of Competencies and Outcomes in Nursing Education**1 Credit Hour****Prerequisites:** NUR 603, NUR 603P, NUR 618**Corequisites:** NUR 604, NUR 605**(practicum hours: 60)**

In this course students integrate previous learning by creating an effective measurement instrument that incorporates the eight core practice competencies and protocols of the COPA Model for use in the classroom and in nursing practice settings. They are guided in this process by an experienced educator.

NUR 609 – Ethical, Legal, and Public Policy Issues in Health Care**3 Credit Hours****Prerequisite:** NUR 601**Corequisite:** NUR 617

In this course the students analyze the ethical, legal and public policy issues that impact on nursing education, nursing practice and the health care delivery system using a moral framework consistent with the natural law and Church teaching. Using the *Ethical and Religious Directives for Catholic Health Care Services* (USCCB, 2009) as a guide, they critique a variety of ethical paradigms and selected case studies in health care ethics. Within a student-led inter-professional milieu, students critically analyze organizational paradigms, regulations, and public policies that threaten the dignity of the human person, the nurse educator and the clinician. Some significant issues include beginning- and end-of-life issues, withdrawal and foregoing care, health inequities and disparities, conscience clauses, advocacy, distributive justice, quality care, safety and access to health services, health care financing, standards of practice, violence in the workplace, incompetent practice, and the changing roles in nursing and health care services. The outcomes of this course reflect the conceptual framework, outcomes and competencies of the M.S.N. Program.

NUR 610 – Pathophysiology For Advanced Nursing Practice**3 Credit Hours**

In this course students develop competence to determine the etiology, pathogenesis and clinical manifestations of the disease process and the interaction between patient vulnerability and resiliency in explaining major pathophysiological conditions across the life span. They assess the complexity and predictability in patient outcomes and evaluate physiological changes, presence or absence of complications and the extent to which all COPA practice competencies and desired outcomes of nursing care and treatment are achieved. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

NUR 611 – Pharmacology For Advanced Nursing Practice**3 Credit Hours**

In this course students incorporate the knowledge, principles and application of pharmacotherapeutics, including pharmacokinetics and pharmacodynamics in patient populations among individuals and families across the life span. They integrate knowledge of therapeutic responses, drug interactions, over-the-counter and herbal

preparations, and monitoring multiple drug regimens. They incorporate all COPA core competencies, with emphasis on determining assessment and intervention protocols for significant adverse reactions, dangers of self-medication, administration and regulation of controlled substances, addictions, and the overuse of commonly prescribed medications. The outcomes of this course articulate with the conceptual framework and outcomes of the M.S.N. Program.

NUR 612 – Health Assessment for Advanced Nursing Practice**Prerequisites:** NUR 610, NUR 611**Corequisite:** NUR 618

In this course students integrate the principles, development and application of the COPA eight core Practice Competencies through planned experiences to obtain, evaluate, present and record a comprehensive health assessment of individuals across the life span (physiological, behavioral, spiritual). They develop a patient database to formulate a comprehensive preventive health/problem list including health stressors of individuals, families, and communities, counseling and learning needs, risks and problems. Emphasis is on health promotion, preventive interventions, including screening tests, counseling interventions, immunizations, chemoprophylactic regimens and comprehensive planning of culturally relevant care across the life span. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

3 Credit Hours*(integrates theory and simulation learning experiences practicum)***NUR 616 – Residency in Nursing Education and Practice****Prerequisite:** All previous course work**Corequisite:** NUR 615

In this capstone course students integrate learning and competencies from all previous courses in order to finalize achievement of the COPA core competencies and the Program Outcomes. Students participate in a practicum designed to promote their professional and educational skills and essential preparation for assuming a specialty role in advanced nursing practice as a nurse educator in a school of nursing, or as a clinical educator in health care facilities, in community settings, or in other health care organizations. They implement learning opportunities such as presenting lectures, facilitating seminars, conducting interactive workshops and in-service programs, coaching and supervising students in various clinical settings, and using standardized protocols to conduct competency performance examinations. The outcomes of this course reflect the conceptual framework and outcomes of the M.S.N. Program.

1 Credit Hour**(practicum: 60 hours)****NUR 617/EDU 610 – Human Dignity and Diversity in Education****Corequisite:** NUR 609

Proceeding from the doctrine of human dignity and the unrepeatable and inviolable uniqueness of every person, this course examines the impact of diversity on the effectiveness of advocacy, human relationships, communications, and education. Expressions of diversity considered in this course comprise a wide range, including but not limited to: attribute and behavior diversity; learning styles and challenges; socio-economic diversity; family, community and organizational structures, including ethnic and cultural differences.

3 Credit Hours**NUR 618/EDU 670 – Education in the Digital Age****Prerequisites:** NUR 603, NUR 603P**Corequisite:** NUR 612

This course will examine teaching and learning with technology by investigating the issues of digital literacy and moving beyond information, organizational policies regarding the use of technology, the role of standards in technology integration, and current issues regarding use of technology in education. Emphasis will also be placed on developing necessary skills for integrating technology into the education process. A culminating project will require students to develop a project demonstrating knowledge and skills that have been developed in this course.

3 Credit Hours**Graduation Requirements for Master of Science in Nursing Education Program**

1. Satisfactory completion of 40 hours of graduate credit in the Master of Science in Nursing Education program.
2. Minimum of 31 hours of graduate credits earned at Aquinas College.
3. Maintain cumulative GPA of 2.667 on a 4.0 scale.
4. Degree requirements must be completed within four (4) years from time of entry.

Requirements for Completing the Post-Master's Certificate in Nursing Education

The Post-Master's Certificate in Nursing Education program requires 22 credit hours to complete the program. The certification program must be completed within four a (4) year period.

1. All coursework for a certificate must be completed with a minimum grade point average of 2.667, and no grades below B-.
2. Grade of C+ or below in any course must be repeated.
3. One course may be repeated during the program.
4. Official transcripts of coursework may be obtained from the Office of the Registrar for certification and credentialing purposes.
5. A certificate of completion will be awarded by Aquinas College.

ADDITIONAL INFORMATION FOR GRADUATE STUDIES

Academic Progression

1. Completion of all 500-600 level education and nursing courses with a minimum grade of B-.
2. Grade of C+ or below in any course must be repeated.
3. One course may be repeated during the program.
4. Maintenance of a cumulative minimum GPA of 2.667 on a 4.0 scale.

Length of Programs

The Master of Education in Teaching and Learning Program requires 33 credit hours for graduation. The time to complete the program may vary for each student, depending upon whether or not they have credits that will transfer to fulfill some program requirements. Up to 6 credit hours may be transferred. The degree must be completed within a four (4) year period.

The Master of Arts in Teaching: Elementary program requires 36 -credit hours for graduation. The Master of Arts in Teaching: Secondary program requires 33 credit hours for graduation. The time to complete the program may vary for each student, depending upon whether or not they have credits that will transfer to fulfill some program requirements. Up to 6 credit hours maybe transferred. The degree must be completed within a four (4) year period.

The Master of Science in Nursing Education program requires 40 credit hours for graduation. The time to complete the program may vary for each student, depending upon whether or not they have credits that will transfer to fulfill some program requirements. Up to 9 credit hours maybe transferred. The degree must be completed within a four (4) year period.

The Post-Master's Certificate in Nursing Education requires 22 credit hours for completion. The time to complete the program may vary for each student, depending upon whether or not they have credits that will transfer to fulfill some program requirements. Up to 9 credit hours maybe transferred. The certificate must be completed within a four (4) year period.

Note: Transfer credit is evaluated based on the student's degree requirements and will be awarded if the evaluator can determine that the course is equivalent to the course required at Aquinas College. The comparison is made based on comparison of course descriptions or outcomes or syllabi from the student's previous institution.

Transfer Credit

All transfer credit is granted at the discretion of the institution. Aquinas College reserves the right to reject any course that is contrary to the College's mission. Transfer credit is not considered in the computation of the Aquinas College GPA except for the purpose of determining honors designations for graduation.

Only courses taken at other regionally accredited institutions, in traditional format or by distance learning, for which the student has earned at least a grade of "B-", will be evaluated for transfer credit. Vocational, technical, developmental and remedial courses will not be considered. Up to 6 credit hours may be transferred for the following programs: Master of Education in Teaching and Learning, Master of Arts in Teaching: Elementary, and Master of Arts in Teaching: Secondary. Up to 9 credit hours may be transferred for the following programs: Master of Science in Nursing Education and the Post Master's Certificate in Nursing Education. All transfer credit is evaluated and determined by the Dean or Program Director of the appropriate school in accordance with the degree requirements. Transfer credit is evaluated based on the student's degree requirements and will be awarded if the evaluator can determine that the course is equivalent to the course required at Aquinas College. The comparison is made based on comparison of course descriptions or outcomes or syllabi from the student's previous institution.

Once a student starts attending Aquinas College, the student must complete all of the course work required for the degree at Aquinas College. Should special circumstances arise that require a student to take a course or courses at another institution while attending Aquinas College, the student must obtain a *Request for Transfer Credit* form from the Dean of the appropriate school to be approved by the Vice President for Academics. This form serves as confirmation that the credit hours will be accepted if the required grade is made. Failure to obtain such an agreement jeopardizes the transfer of credit.

GRADUATE STUDIES ENROLLMENT MANAGEMENT

Special Graduate Student Status

There are three types of special students: non-degree students, visiting students, and returning students.

1. **Non-Degree Students:** When perspective students 1) are unable to complete all admission requirements before courses begin or 2) want to register for non-degree status to explore the program's appropriateness for them. Non-degree status must be approved by the Dean of the School of Nursing or by the Dean of the School of Education. Non-degree students complete the Aquinas College Graduate Application.

Non-degree students may take a maximum of 6 credit hours and are not eligible for federal financial aid. Students admitted to non-degree status are not assured of admission to the graduate programs in Nursing or Education.

In the event the student later seeks admission to any graduate program, the student must submit a letter requesting admission to the appropriate program and complete all admission requirements. Non-degree status courses taken at Aquinas College will be counted toward degree requirements upon admission to the program.

2. **Visiting Students:** students who are pursuing a graduate program at another institution and wish to take courses at Aquinas College must submit a letter from the graduate dean of the home institution indicating that the student is in good standing and has approval to take the specified course(s) for transfer. Visiting students must follow the application and credential requirements of the specific Aquinas College graduate program in which they wish to take courses. Visiting students are responsible for all fees and tuition costs.
3. **Returning Students:** students who previously attended Aquinas College and have not been enrolled in courses for at least twelve (12) months must apply for readmission. If they have attended another college or university since leaving Aquinas College, an official copy of the transcript is required prior to readmission being granted. The student must have left the College in good disciplinary and financial standing to be readmitted.

Scholarships and Financial Aid

Finding funds for college can be overwhelming. Many employers have a tuition assistance program which should be investigated.

1. **Free Application for Federal Student Aid or FAFSA:** Most grant and loan programs administered by the U.S. Department of Education are based on financial need. In order to receive any assistance through these programs, students must complete a Free Application for Federal Student Aid or FAFSA online at <http://www.fafsa.ed.gov>. The school code for Aquinas College is (003477) and must appear on student applications.
2. **U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA):** offers loans and scholarship programs for which individual students can apply. Online site: <http://www.hrsa.gov/scholarshipsloan/index.html>.
3. **The American Association of Colleges of Nursing's** website www.aacn.nche.edu is a good resource for graduate and post-graduate financial aid and scholarship opportunities based on specific criteria.
4. **Tennessee Graduate Nursing Loan—Forgiveness Program:** The Graduate Nursing Loan-Forgiveness Program is designed to encourage Tennessee residents who are registered nurses to become teachers and administrators in Tennessee nursing education programs.

To be eligible, the applicant must be a Tennessee resident, a U.S. citizen, have an unencumbered Tennessee nursing license, and be enrolled in a Master's degree or a Post-Master's certificate program in nursing education at an eligible institution.

Those who accept the award must sign a promissory note and in doing so incur an obligation to enter a faculty or administrative position at a college or university in Tennessee in a nursing education program. The obligation is equivalent to four (4) years of full-time employment to have the loan forgiven, immediately upon completion of the education program. If recipients do not meet this obligation, the award must be repaid.

Visit www.tn.gov/collegepays for additional information or to apply. Awards are very competitive and based on funding. Tennessee Student Assistance Corporation (TSAC) must receive the application by March 1.

5. **Tennessee Nurses Foundation—Memorial Educational Scholarship Program:** The Memorial Educational Scholarship Program is an educational scholarship fund for eligible registered nurses in the State of Tennessee. The scholarship is awarded once a year in the amount of \$1000. For more information visit www.tnaonline.org/Media/pdf/tnf-mem-ed-scholarship-program.pdf.
6. **FastWeb** www.fastweb.com is a scholarship search engine that can match up a nursing scholarship based on specific criteria.
7. **Graduate Teaching Assistant** positions will be available working with faculty of the School of Nursing. Students will be selected based on their interest and ability to work. Students may apply for positions when they are announced.
8. **Troops to Teachers** – Aquinas works in conjunction with programs that benefit Veterans. Troops to Teachers (TTT) is a federally funded program. The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in “high-need” schools. Counseling, referral, and placement assistance in Tennessee is provided through the Office of Teacher Licensing, Tennessee Department of Education.

TUITION AND FEES

Financial arrangements for tuition and fees for each term are due by the payment deadline published on the [Student Portal](#) and Academic Calendar. This includes confirmation and acceptance of financial aid awards and scholarships. Students receiving financial aid, scholarships, and third-party payments are responsible for any remaining balance

on their accounts in excess of the amount awarded or applied. Students are officially registered after all financial arrangements have been completed.

Students who register after the published payment deadline must complete financial arrangements within two (2) business days.

Payment information and options are available on the Aquinas College website and in Aquinas College Office of Student Accounts.

Students are responsible for any outstanding balance on their account. This obligation includes balances that result from loss or reduction of financial aid funds due to changes in eligibility and/or enrollment.

All financial obligations must be fulfilled according to contractual agreements before final grades for any term are released, transcript requests are honored and/or registration for subsequent semesters/sessions is official.

A charge of \$25.00 will be assessed for returned checks and/or declined credit cards.

Regular Tuition

Tuition\$690.00 (per credit hour)

Regular Fees

Application Fee	No Charge
New student enrollment deposit (one-time fee to new students, non-refundable)	\$250.00
General Fee (per semester, refundable).....	\$300.00
Service Fee for Late Registration (per transaction)	\$25.00
Change of Schedule Fee (per transaction)	\$25.00
Audit Fee (per course).....	\$500.00
Graduation Fee (non-refundable)	\$125.00
Payment Plan Fee	\$55.00
Computer Laboratory Fee	\$50.00
Science Laboratory Fee	\$55.00

Program-Specific Fees

School of Education Student Teaching Fee (per credit hour)	\$50.00
School of Education Student Liability Insurance Fee (per semester)	\$50.00
M.S.N. Student Liability Insurance Fee (per course: NUR 603P, NUR 605P, NUR 615).....	\$20.00
M.S.N. Laboratory Fee for NUR 612.....	\$75.00

DELINQUENT PAYMENTS

Delinquent payments require cash, cashier’s check, or money order. Students with delinquent payments must contact the Office of Student Accounts within 10 days of notification.

REFUNDS

If the College cancels a course, all tuition and fees paid for that course will be refunded in full.

A student dismissed from the College for any reason will not be eligible for a refund.

Fees are not refundable.

Drop/Add, Withdrawal, and Refund dates may be found in the Office of the Registrar and online.

The student is responsible for any balance resulting from changes of schedule including withdrawal from the college. This obligation includes any balance resulting from required return of financial aid funds both private and federal.

POLICY ON ACADEMIC PROGRESSION AND FINANCIAL AID

Successful academic progression of students determines continuance of financial aid.

GENERAL ACADEMIC INFORMATION

COURSE SCHEDULES

Prior to the beginning of each semester, and summer sessions, a schedule of courses is published. Aquinas College reserves the right to alter the published schedule at any time. In addition to the course listings, the schedule contains calendar information, registration procedures, financial information and the schedule for drop, add and withdrawal including the refund policy.

COURSE LISTINGS/OFFERINGS

Individual courses under course schedules are subject to change or cancellation at any time and may not be offered each semester or every year. Any course may be cancelled from current offerings if the number of registrants does not justify its offering.

COURSE SCHEDULE CHANGES

During the fall and spring semesters, should a student decide to change his/her schedule, official changes will be accepted only during the times stipulated on the College calendar. Deadlines for these changes during summer sessions will be posted prior to the beginning of each session. Changes must be made with the consent of the student's academic advisor, the Office of Student Accounts, the Office of Financial Aid, and the Office of the Registrar. (See Dropping/Adding Courses). Students who fail to make financial arrangements at the time they register for classes will not be considered officially registered until financial arrangements have been made through the Office of Student Accounts. These students will be automatically deleted from the system according to dates published in the fall, spring and summer session schedules, if financial arrangements are not made by the designated date (or the first day of class, if no date is specified).

STUDENT COURSE LOAD

Student course load varies according to programs. All graduate courses follow a pre-determined schedule. The ordinary course load is as follows:

M.Ed. – 6 credit hours per semester

M.A.T. – 9 credit hours per semester

M.S.N. – 6 credit hours per semester

Post-Master's Certificate in Nursing Education – 3-6 credit hours per semester

ORIENTATION/REGISTRATION FOR NEW STUDENTS

An orientation/registration program for graduate students is held on a specified date in the fall.

ADVISEMENT AND REGISTRATION

Advisement decisions are made on the basis of the student's designated course of study. All students, upon acceptance into the College, will be assigned an academic advisor. The purposes of advisement are to guide the student in terms of course selection and to provide academic counseling.

It is important to note that the student is entirely responsible for completing the requirements for the degree program in which he/she is registered. It is up to the student, in consultation with his/her academic advisor, to select the correct courses, maintain the required GPA and carry the required credit hours in preparation for graduation.