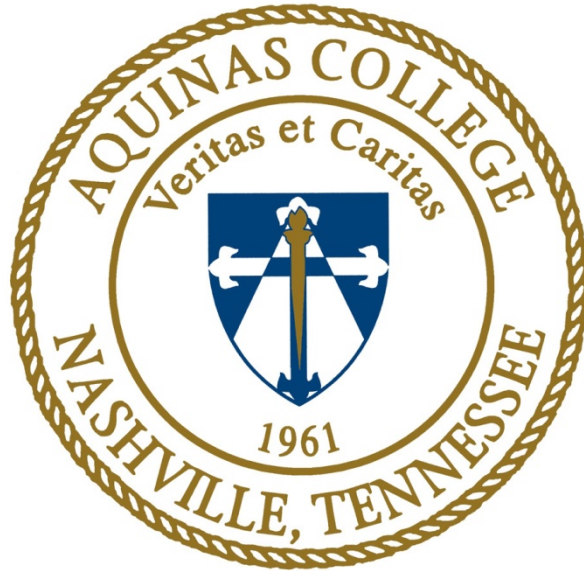


AQUINAS COLLEGE
2016-2017 Graduate Catalog



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www.aquinascollege.edu

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 2016-2017 academic year, consisting of the Fall 2016, Spring 2017, and Summer 2017 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 School of Education 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 OF AQUINAS COLLEGE

Aquinas College, which is located on Harding Pike in West Nashville, is 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.

In 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 Mathematics
B.A. in Philosophy
B.A. in Psychology
B.A. in Theology

School of Business

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

School of Education

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

School of Nursing

A.S.N.
B.S.N.
R.N.-B.S.N.

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 consists 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. The Board of Directors operates the College in accordance with the teachings and traditions of the Roman Catholic Church and the Congregation and does all else that is necessary to promote the spiritual, physical and financial well-being of the College.

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 and Bachelor of Science in Nursing programs are accredited by the Accreditation Commission for Education in Nursing, Inc. The Associate of Science in Nursing, Bachelor of Science in Nursing, and Registered Nurse to Bachelor of Science in Nursing 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. 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>

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 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.

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. All transfer credit is evaluated and determined by the Dean of the School of Education 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 School of Education 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 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 program in 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. **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.

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.

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. All third party payments require documentation in the Office of Student Accounts provided by the payer or student. Students are officially registered after all financial arrangements have been completed.

Students may access current financial information at any time through the student portal by choosing the term and view statement.

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 the Office of Student Accounts located in the Main College Building.

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 (per credit hour)\$740

Regular Fees

Application Fee No Charge
 New student enrollment deposit (one-time fee to new students, non-refundable).....\$250
 General Fee (per semester, refundable)\$300
 Service Fee for Late Registration (per transaction)\$25
 Change of Schedule Fee (per transaction)\$25
 Audit Fee (per course).....\$500
 Graduation Fee (non-refundable).....\$125
 CashNet Payment Plan Fee (*if selected*, per semester)\$55
 Computer Laboratory Fee.....\$50
 Science Laboratory Fee.....\$55

Program-Specific Fees

School of Education Student Teaching Fee (per credit hour)\$50
 School of Education Student Liability Insurance Fee (per semester).....\$50

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.

CHANGE OF COURSE SCHEDULE

During the fall and spring semesters, official changes in a student's schedule 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 and the Offices of Financial Aid, Student Accounts, and the Registrar. (*See Dropping/Adding Courses*).

Students who fail to make financial arrangements at the time they register for courses 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 the course, 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

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 program 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.

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 appropriate courses, maintain the required GPA, and carry the required hours in preparation for graduation. Course drops, withdrawals, and failures are the complete responsibility of the student and may affect his/her graduation date. A student's decision to change his/her program of study may also impact progress toward graduation.