



Academic Catalog
2016-2017

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Cover photo:
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Jay Hall Carpenter
bronze, 2016

Photographer: Adam Bird
Academic Catalog Editor: Erin E. Peraino, M.Ed.
Academic Catalog Layout: Philip Mitri
Creative Director
Kate Simons
Graphic Designer

Academic Catalog



2016 - 2017

Calendar

2016 Fall Semester

August

- 22 Classes begin
- 26 Last day to add a semester or 1st Quad class
- 26-27 First session of Directed Study classes

September

- 2 Last day to drop a semester or 1st Quad class w/o financial penalty
- 5 Labor Day – No Classes, No Mass
- 16-17 Second session of Directed Study classes
- 16 Last day to drop a 1st Quad class w/o academic penalty
- 18 Last day to drop a Directed Study class w/o financial penalty

October

- 7-8 Third session of Directed Study classes
- 14 1st Quad Ends
- 17-21 Mid-Term Break
- 24 Classes resume at 8 a.m.
- 28 Last day to add 2nd quad class
- 28 Last day to drop a semester long class w/o academic penalty

November

- 4 Last day to drop a 2nd Quad class w/o financial penalty
- 4-5 Fourth session of Directed Study classes
- 18 Last day to drop a 2nd Quad class w/o academic penalty
- 23 Thanksgiving vacation (for 16-week classes) begins after last class
- 28 Classes resume at 8 a.m.

December

- 2-3 Final session of Directed Study classes
- 14 Blessing of Study Abroad students & December Graduates at 8 pm
- 12-16 Final examinations according to printed schedule
- 16 2nd Quad ends

2017 Spring Semester

January

- 9 Classes begin at 8 a.m.
- 13 Last day to add a semester long or 3rd Quad class
- 13-14 First day of Directed Study class
- 20 Last day to drop a 3rd Quad or semester class w/o financial penalty

February

- 3 Last day to drop a 3rd Quad class w/o academic penalty
- 3 Last day to drop a Directed Study class w/o financial penalty
- 3-4 Second session of Directed Study class
- 24-25 Third session of Directed Study class

March

- 3 3rd Quad ends
- 6-10 Mid-Term Break
- 13 Classes resume at 8 a.m.
- 13 4th Quad begins
- 17 Last day to drop a semester long class w/o academic penalty
- 17 Last day to add a 4th Quad class
- 24 Last day to drop a 4th Quad class w/o financial penalty
- 24-25 Fourth session of Directed Study classes

April

- 7 Last day to drop a 4th Quad class w/o academic penalty
- 13-17 Easter Break
- 17 Classes resume at 6 p.m.
- 22-23 Final session of Directed Study classes

May

- 1-5 Final Examinations according to schedule
- 5 4th Quad ends
- 6 Baccalaureate Mass at the Cathedral at 10 a.m.
- 6 Commencement at 2 p.m.

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I

The College

Mission Statement
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Mission Statement

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

Aquinas College is recognized by its values:

Faith

- We, as individuals, promote, or at least respect, the distinctive Catholic identity of Aquinas College.
- We value diversity and respect the freedom of conscience and faith journey of each person.
- We are committed to the search for Truth.
- We model and promote ethical behavior.

Learning

- We are open to change and strive for continuous improvement and innovation.
- We believe study should lead to action and individual transformation.
- We promote holistic student development.
- We believe the study of the liberal arts enriches the human spirit.

Service

- We lead by example.
- We treat each other with dignity and respect.
- We strive to exceed the expectations of those we serve both internally and externally in our community.

Community

- We value a sense of belonging.
- We nurture a collaborative environment.
- We are welcoming and hospitable to all.
- We strive for a just and sustainable world.

Vision Statement

Aquinas College is recognized as the exceptional Catholic liberal arts college that prepares individuals for careers of leadership and service in developing a sustainable and just global community.

Diversity Statement

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

Non-discrimination Policy. It is the policy of Aquinas College that no person on the basis of race, color, religion, ethnic origin, age, sex, sexual orientation, marital status, or disability shall be discriminated against, excluded from participation or employment in, or be otherwise subjected to discrimination under any program or activity for which Aquinas College is responsible.

Integrity Statement

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

Dominican Charisms

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

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

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

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

Aquinas College Overview

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

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

At Aquinas, people matter. Founded by the Dominican Sisters of Grand Rapids, Aquinas is an inclusive educational community rooted in the Catholic and Dominican tradition perpetuated by its dedicated faculty through a dynamic curriculum. The College’s enrollment of more than 2,000 full- and part-time students from twenty-six (26) states and eight (8)

countries is small enough to ensure individual attention, yet large enough to provide a diversity of opportunities.

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

In keeping with the College's namesake, 13th-century scholar and teacher Saint Thomas Aquinas, the College has often been considered ahead of its time. It has an enviable record of firsts, dating back to 1931 when it was the first Catholic college in the United States to become coeducational. Aquinas was the first college in Michigan to consolidate degree-completion programming for adults, and continues to be a leader in providing opportunities for working adults to attend college. Aquinas also was the first college in Michigan to offer degrees in Master of Management and Bachelor of Science in Sustainable Business.

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

Aquinas College Offers:

- A choice of more than sixty (60) majors in a variety of fields, an interdisciplinary major designed with the assistance of a faculty advisor, or the Bachelor of Arts in General Education degree which does not require a major
- A choice of study formats: day, evening, online, and Saturdays (Directed Study Program)
- Opportunities for undergraduate research and internships
- Off-campus international/intercultural study programs; Current options include Spain, Japan, France, Costa Rica, Italy, Ireland and Germany. Please refer to the Academic Programs section for additional information.
- Part-time job opportunities: Aquinas Career Services has resources to help students find jobs while attending college.

Special Programs and Study Centers

Counseling, Health, and Wellness Services. The mission of Counseling, Health and Wellness Services is to assist Aquinas students with their pursuit of personal, mental, and physical health and equip them with the skills that will allow them to be successful in achieving balance in their lives.

We fulfill this mission by:

- Providing a safe environment where students can openly express their thoughts and feelings to a counselor who serves as an objective listener.

- Providing improvement, health, and self-wellbeing.
- Providing positive self-wellbeing in emotional and vocational pursuits.
- Providing assistance in the balance of wellness guided by the Dominican Charisms.

Counseling: The goal of Counseling Services is to create a safe environment where students can openly express their thoughts and feelings and explore vocational, emotional, and mental health concerns with a counselor who serves as an objective listener. Our counselors provide guidance to students through their personal obstacles during the college experience.

Health and Wellness: Aquinas College is partners with Metro Health to provide a way to improve the health of Aquinas communities. Through the Dominican charisms and the Seven Dimensions of Wellness, staff will promote a positive lifestyle and provide the Aquinas community with a safe environment to pursue communal, emotional, spiritual, environmental, vocational, intellectual, and physical wellness.

Confidentiality is preserved. Aquinas professionals have Master's degrees and are licensed by the State of Michigan.

The Aquinas Advantage Center. At Aquinas College, what you do matters. We encourage and assist you in finding your vocation, or life calling. As an underclassman, you will enroll in a Career Development (CD200) course and discover your strengths and interests as well as identify what you value in a career. Our liberal arts curriculum will allow you to explore different majors while developing critical thinking, problem solving and communication skills. While each student's plan is different, we challenge you to declare a major by the end of your sophomore year. During your time as an upperclassman, we encourage you to take ADVANTAGE of what Aquinas College, as a small Catholic Dominican college located in a top Midwestern city, can offer. You can take ADVANTAGE of internships, study abroad programs and/or student research. It is our goal that you will be able to take the knowledge and perspectives gained in dealing with the complexity, diversity and change in these ADVANTAGE experiences and apply them to your personal and professional lives. As an alumnus of Aquinas College, you can always come back to engage in the ADVANTAGE.

The Advantage Center will create bridges for alumni to mentor our current students through internship opportunities. Alumni will have the lifelong ADVANTAGE of access to career services to enrich their professional lives and assist in times of transition.

Employers can take ADVANTAGE of connecting with students and alumni equipped to capitalize on their knowledge and experiences and to utilize these skills to foster growth in a global economy.

Off-campus international/intercultural study programs; Current options include: Angers, France; Rome, Italy; Tübingen, Germany; Lüneburg, Germany; Freiburg, Germany; Tully Cross, Ireland; Hikone, Japan; Santa Ana, Costa Rica; and Salamanca, Spain.

First Destination Survey. Each year the College conducts follow-up surveys of Aquinas graduates. The latest data available from recent graduates who responded to the survey indicated that 90.1% of the graduates were employed or attending graduate school. Results of the annual survey are available upon request from the Office of Institutional Research.

A Dominican Exchange Program. Students may spend a semester at Barry University in Miami Shores, Florida; Dominican University in San Rafael, California; or St. Thomas Aquinas College in Sparkill, New York.

Service Learning. These opportunities demonstrate gospel values and enhance relationships with God and humanity. Service and community are two important elements of a liberal arts education at Aquinas College. During fall, spring and summer breaks, students actively participate in thoughtfully organized co-curricular service learning that meets community needs and includes structured time for participants to reflect and learn from their experiences. Students choose from a variety of programs such as: Christian Appalachian Project, Bethlehem Farm, Jerusalem Farm, Peru, Nicaragua, New Orleans, Habitat for Humanity, Nazareth Farm, Acadia National Park, Dominican Republic, Pine Ridge Reservation in South Dakota, Philadelphia, and others.

Jane Hibbard Idema Women's Studies Center (JHIWSC).

Established in 1986, the JHIWSC promotes equality and creates awareness of gender issues through education and programming. The Center was named in honor of Jane Hibbard Idema for her work with the Encore for Women Program at Aquinas, designed to meet the needs of women returning to school. To acknowledge Jane Hibbard Idema's work with the Encore Program, as well as her dedication to improving women's lives, the Center was renamed the Jane Hibbard Idema Women's Studies Center in November, 2000. The JHIWSC is supported through the Mary Caroline "Twink" Frey and James E. McKay Endowment Fund at Aquinas College.

The mission of the JHIWSC is to serve as a community resource for women's and gender issues, to promote awareness of those issues through its programming and curriculum, and to empower students and community members to become advocates for gender equality and social justice. The JHIWSC supports this mission in two ways: 1) through the program activities of the Center and 2) through its interdisciplinary academic program, the Women's Studies Minor.

Throughout the year, the JHIWSC sponsors lectures, films, student conferences, student organizations, celebrations, and other events. Prominent speakers who have visited campus have included Jane Goodall, Jennifer Granholm, Marie Wilson, Dr. Sandra Steingraber, Diane Rehm, Marya Hornbacher, Theresa Flores, Nicholas Kristof, Eve Ensler, Stacy Malkan, Vandana Shira, Winona LaDuke, and Sarah Key. In addition, the JHIWSC sponsors a variety of local programs, featuring presentations by faculty, students, or community members on a wide array of topics. Biennially, the Center hosts the Resourceful Women Conference, providing a forum for students from local colleges and universities to present papers and/or creative projects on gender-related topics in a professional setting. In March, the Center organizes a variety of events to celebrate Women's History Month. A calendar of all events sponsored by the JHIWSC throughout the academic year can be found at aquinas.edu/womenscenter/index.html.

In addition to coordinating and sponsoring many programs on gender-related issues, the JHIWSC has an extensive collection of resources available to campus and community members and serves as a liaison to other women's organizations. More information about the Women's studies minor, the academic program, can be found in this Catalog under Women's Studies.

Center for Sustainability (C4S). The Center for Sustainability at Aquinas College (The Center) brings people together to learn and act for sustainability through the design and deployment of principles and practices which will restore our environment, foster economic prosperity, and build vibrant and healthy communities. The Center is inspired by the vision of Economicology of Peter J. Wege to "Create a balance of livability between our ecology and the economy." Established in 2005 as a college and community resource, the Center focuses its efforts through three principal roles.

First, the Center serves a connector role in the Aquinas campus sustainability initiative—a process to redesign the college for sustainability. Through student, faculty and staff involvement, the Center maintains an on-going inventory of Aquinas' progress toward sustainability and provides support and resources to members of the Aquinas community working to redesign the campus. Students, staff and faculty have all been actively engaged in helping Aquinas in its own efforts to move toward sustainability through various work groups, clubs, and college's sustainability committees.

The Center for Sustainability also links the region's business community with sustainable business resources, including the knowledge and enthusiasm of students and faculty of the Aquinas College Sustainable Business Program, a four-year undergraduate B.S. degree. We also link with practitioners who possess regional, national and international expertise in order to share best and next practices which may help organizations of all kinds in their journey toward sustainability. Student internships, projects

and Center programming offer many opportunities for exchanging ideas and fostering opportunities for collaboration and innovation.

Finally, the Center works as a partner with others to provide programming, research, and training to help foster sustainable development in West Michigan. Our website, centerforsustainability.org, offers accessible information to help businesses, organizations, and interested individuals connect with the Center and other community events, resources, and information relating to sustainability.

The Religious Dimension. Aquinas embraces a Catholic tradition, rooted in the Dominican tradition, and welcomes students of all faiths. The Aquinas philosophy is ecumenical, supports and respects all faith commitments, and maintains that the religious dimension of a person's life is a vital and valued aspect of personal growth.

The College takes its commitment seriously to assist students in the development of a personal set of ethical values, to reflect upon the fundamental problems facing society, and to offer quality courses in the area of religious studies.

However, the College also believes that ethical and religious values cannot be imposed; they must be searched for and freely accepted. We believe the search is open-ended and must be conducted in freedom. Therefore, the Catholic atmosphere of Aquinas is provided less for indoctrination than for the active, living example that dedication to Catholic principles from the Dominican perspective provides in giving witness to the validity of Christian principles. Stated from the perspective of the Dominican Order, the Aquinas community is "the preaching": our lives proclaim the Gospel of Jesus Christ. Therefore, a personal and active faith life is fostered through the development of a caring and serving community.

Courses in theology are part of the general education curriculum. A personal and active faith life is fostered through the development of a caring and serving community. Various opportunities for retreats, prayer, service, reflection, and worship are available to all members of the Aquinas College community through our Campus Ministry department and Service-Learning program. Aquinas also offers a variety of faith-based student organizations to support student as they continue to grow in their faith.

Our Students. There is a Dominican hospitality at Aquinas that attracts students of all ages and faiths. Aquinas enrolls approximately 2,000. Of these, about 1,600 students are ages 18 to 22, and another 200 non-traditional adult students are enrolled full-time and part-time. An additional 200 students are enrolled in management and education graduate programs.

Aquinas students come from diverse backgrounds and geographical regions.

While 92% call Michigan their home state, students also come from around the United States and abroad including Israel, Finland, Saudi Arabia, India, El Salvador, Ukraine, Germany, China, Sweden, Ireland and Canada.

Aquinas offers a variety of on-campus housing options, comparative to many larger colleges and universities. More than half of our students live on campus, enjoying a small campus atmosphere in an engaging residential community. Aquinas College has a residency requirement for all traditional full-time enrolled (registered for 12 or more credit hours) first, second, and third year students that are not residing with their parents or legal guardians within a 45-minute commute. Upper class students who have met their residency requirements are also eligible to seek off-campus housing. Aquinas offers an active commuter club to assist the commuter population.

Regina and St. Joseph Halls are traditional residence halls, primarily for first-year students, which feature suite-style housing in which every two rooms share an adjoined bathroom. Hrubby Hall offers single rooms for students who desire a little more privacy. Dominican Hall houses students in quad and double rooms. Our five apartment buildings offer students the benefits of apartment-style living with the convenience of being on-campus. Housing is also available in Living-Learning Communities (LLCs), located in six college-owned houses. LLCs provide students with the opportunity to live with others who have similar goals, passions, and interests. These students create a theme connected to the college mission and charisms, initiate programming which focuses on that theme, and engage with faculty/staff in learning more about the theme.

Commencement Ceremony. Aquinas holds one commencement ceremony in each year in May. Students who graduate in August, December, and May are invited to participate. Diplomas are not presented at the commencement ceremony and are instead mailed to graduates.

Accreditation and History

Accreditation. Aquinas College is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800.621.7440. The College is approved by the Michigan Department of Education to recommend candidates for teacher certification.

History. Aquinas College's rich heritage dates back to 1886, when the Dominican Sisters of Grand Rapids established a normal school for the professional training of candidates of the congregation. In 1922, this school merged with the college for lay women founded that year at Marywood in conjunction with the newly built mother-house. In 1923, the state of

Michigan granted the new institution, known first as Sacred Heart, and later as Marywood College, a charter to grant degrees.

In the fall of 1931, coeducation was introduced, and the school became the first coeducational Catholic college in the United States. The College was moved to Ransom Avenue in downtown Grand Rapids, and reorganized on a two-year basis as Catholic Junior College. Monsignor Arthur F. Bukowski, who came to the College as dean in 1934, was named president in 1937. Under his leadership, preparations were made for Catholic Junior College's development into a four-year school.

In the summer of 1941, the College began to operate as a four-year institution and was renamed Aquinas College in honor of Saint Thomas Aquinas, a Dominican scholar and teacher considered one of the most brilliant minds of the 13th century. Aquinas moved to its present campus in 1945, after purchasing the Lowe estate at 1607 Robinson Road. For the next several years the College made use of the existing buildings on the property for administration and classroom facilities.

Since that time, the campus has seen an on-going expansion which includes the construction and renovation of numerous buildings.

In February 1969, Dr. Norbert J. Hruby succeeded Monsignor Bukowski as president. Under his leadership, the College embarked on a 15-month self-study which involved administration, faculty, and students, and resulted in an updated, more flexible curriculum. It also led to a new form of governance for the College which gave students the opportunity to participate in the decision making processes.

The ensuing years saw the development of the College in a variety of ways, the most significant of which was opening the doors of higher education to adults who previously had not been served by a college or university. Aquinas' Continuing Education program began offering courses in the evening to fit the schedules of adults who were working and/or have family responsibilities. This program has made Aquinas College a leader in serving adult learners in West Michigan. Such programming has also increased the opportunities for traditional aged students who may enroll in evening courses, many of which are taught by practicing professionals from the community.

When Aquinas' third president, Dr. Peter D. O'Connor, took office in 1986, he studied the long-range needs of the institution. In consultation with the faculty and staff, he developed a five-year strategic plan to help bring Aquinas into the 1990s and beyond. A multi-million dollar capital campaign raised funds for the important first steps in that plan: updated science instrumentation for use in the newly renovated Albertus Magnus Hall and financing for the purchase of the Reformed Bible College property, located immediately adjacent to the existing campus. The property provided an

additional 17 acres and 11 buildings which were used for offices, classrooms, student housing, conference facilities and parking.

In 1990, Mr. R. Paul Nelson was named the College's fourth president. A member of the Aquinas community since 1969, Mr. Nelson had served in a wide variety of positions at the College, including Dean of Student Development. Led by Mr. Nelson, the Aquinas community of students, faculty, and staff worked to develop a vision for the College which would embody the Dominican traditions of work, prayer, and community on which Aquinas was founded: "Aquinas College is a faith and values-centered learning community committed to educating the whole person for a life and career of service."

Dr. Harry J. Knopke became the fifth president of Aquinas College in 1997. He implemented a comprehensive action/business plan for Aquinas which guided the growth and development of the College's financials, programs and physical plant. The plan included the construction of the Jarecki Center for Advanced Learning and three new on-campus student apartments, all of which were completed in the fall of 1999. Dr. Knopke's plan also included new delivery systems for a computer-literate student body, enhancements to undergraduate and graduate programs, new academic facilities, and a new Performing Arts Center.

In July 2006, Provost C. Edward Balog was named interim president and he became the College's sixth president in May 2007. Dr. Balog implemented a highly successful enrollment and retention plan; he oversaw the opening the Sturris Sports & Fitness Center, the Grace Hauenstein Library, a new student apartment building, the renovation of the second floor of the Academic Building, the installation of an artificial surface on the athletic field, and the development of both undergraduate and graduate degree programs in sustainable business. Dr. Balog also promoted the establishment of a Center for Sustainability, the Science Initiative, a Common Reading Experience for incoming freshmen, the partnership between the Aquinas Emeritus College and the Osher Foundation to establish the Osher Lifelong Learning Institute (OLLI) at Aquinas College, and the "Fostering Success Scholarship," designed to remove barriers to higher education for young adults who are aging out of the Michigan Foster Care System.

Dr. Juan R. Olivarez '71 was named the seventh president of Aquinas College in 2011 and fully embraced the four pillars of the Dominican charism that the College was built upon: prayer, study, service and community. Aquinas commemorated its 125th anniversary during the 2011-2012 academic year, enjoying a year-long celebration focused on these values and the important role they play in the life of the community.

Dr. Olivarez has initiated a robust strategic planning process that has resulted in a variety of quality initiatives for continuous college-

wide improvement, including the opening of a new student apartment building and the Alksnis Athletics & Recreation Building. Under his leadership, Aquinas was named to the 2013 and 2014 President's Higher Education Community Service Honor Roll. This national designation is the highest honor a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. The College was named one of the "Greenest Colleges" by the Sierra Club, and is listed in The Princeton Review's Guide to 353 Green Colleges: 2015 Edition.

President Olivarez's vision and guidance are positioning Aquinas College for continued success.

II

Admissions and Registration

Admissions

Traditional-Age Student

Transfer Student

Continuing Education

International Student

Registration

Student Classification

Academic Advising

Drop/Add

Independent Study

Credits

Degree Progress, Probation, etc.

Transcripts

Admissions

Traditional-Age Student Admissions. A candidate for admission to Aquinas is considered on the basis of academic preparation, scholarship, and character. Admission depends on a number of factors, including high-school academic record and the scores achieved on the ACT (American College Testing Program) or the SAT (Scholastic Aptitude Test of the College Entrance Examination Board) and college transcripts (if applicable).

If students plan to apply for financial aid from the State of Michigan Competitive Scholarship, they must take the ACT or SAT. No other scores are accepted by the Michigan Higher Education Assistance Authority.

Application for admission to the Freshman class should be made as early as possible in the senior year of high school (the college has rolling admissions). Students should present the following credentials:

1. A completed application form. The application is on our web site at aquinas.edu. Aquinas does not charge an application fee.
2. An official high school transcript
3. The results of the ACT (writing component not required) or SAT;

The ACT and SAT tests are given at pre-announced dates at various centers throughout the U.S. Students may apply for a test one month in advance of the testing date. For information concerning the tests, students may consult their high school counselors or write: ACT, The American College Testing Program, P.O. Box 168, Iowa City, IA 52240; SAT, the College Entrance Examination Board, Box 592, Princeton, NJ 08540. For the ACT, Aquinas is code #1962. For the SAT, Aquinas is code #1018. Students may also visit the following Web sites: act.org or sat.org.

Students must submit a minimum of sixteen (16) acceptable academic units from an accredited high school. The distribution of the sixteen (16) units should represent reasonable coverage of the areas usually included in a college preparatory curriculum.

Home Schooled Students. Aquinas encourages home-schooled students to consider furthering their education after completion of their high school curriculum. Students are asked to submit a high school transcript indicating the coursework, curriculum, and grades received in their program. Greater emphasis is placed upon the results of the ACT or SAT standardized test in consideration for admission. Home-schooled students may be required to complete an “Ability to Benefit” test to gain eligibility. Additional questions should be directed to the Admissions office.

Early Admissions. In the case of an exceptional student, the requirement of graduation from a secondary school may be waived at the discretion of the Committee on Admissions.

Dual Enrollment. High school students are eligible to be dually enrolled in college courses. School districts may provide tuition, books, and course-related fees. Students must apply for admission and meet set admission requirements. Appropriate paperwork can be obtained in the high school guidance office. Please be advised that, by registering for a class, you consent to an official transcript of your college credit being released to your high school upon completion of the course. Special tuition rates exist for Dual Enrolled students. Please visit aquinas.edu/undergraduate for more details.

Middle College. For information regarding Aquinas College's admission policy of Middle College credits, please refer to the admissions requirements area of our website at aquinas.edu/undergraduate/middle_college

Transfer Student Admissions to the Traditional-Age Program From Two-Year Colleges. To be admitted to Aquinas, students must have earned at least a 2.0 cumulative GPA at any previous college in all acceptable college coursework. All previous credit applicable to students' degree program, excluding that earned in vocational, secretarial, or technical courses, is accepted upon students' transfer. Any coursework below a C- will not be accepted for transfer credit. Transfer courses do not count toward the overall grade point average at Aquinas College. Aquinas accepts up to sixty-four (64) semester credit hours from an accredited community or junior college.

Prospective transfer students from two-year schools cannot be admitted if they have been dismissed from or are currently on academic probation.

Associate of Arts Degree. Student entering Aquinas College who have completed the MTA and an Associates of Arts Degree have satisfied the general education requirements except for a course in Theological Foundations. Students will also need to complete the general education competency requirements from the following categories if not already complete through transfer of credit.

- Writing Intensive
- Quantitative Reasoning
- Senior Capstone
- Global Perspectives
- English & Mathematics & Technology proficiencies

Students may also transfer with the Michigan Transfer Agreement before completion of an associate degree where a minimum of 30 hours required for the MTA will complete general education requirements at Aquinas College.

Aquinas College will accept a maximum of 64 transfer credits earned at a community college.

Michigan Transfer Agreement (MTA).

Aquinas College accepts MTA transcripts from any Michigan college or university to meet many of the general education requirements. Please contact our Registrar's Office at (616) 632-2866 for additional information.

Transferring your MTA to Aquinas College. The Michigan Transfer Agreement is designed to facilitate student transfer from one Michigan college or university to another, in this case, Aquinas College. It provides for the transfer of up to 30 semester hours to meet many of the General Education Requirements at Aquinas College. A minimum grade of 2.0 is required for each course. Students may complete the Michigan Transfer Agreement as part of an associate degree or as a stand-alone package. If you have the MTA designation on your official transcript awarded Fall 2014 or after, the following courses will be applied toward your general education requirements at Aquinas College.

- 1 course in English Composition
- A second course in English Composition or 1 course in Communication
- 1 course in Mathematics
- 2 courses in Social Sciences (from two disciplines)
- 2 courses in Humanities and Fine Arts (from two disciplines and excluding studio and performance classes)
- 2 courses in Natural Sciences including one with laboratory experience (from two disciplines)

In addition, each course will be individually evaluated and may be used to meet major or minor requirements.

NOTE: Students seeking an elementary teaching degree should take specific courses to complete their MTA so they will transfer to Aquinas in the best position possible. Please contact the Aquinas College School of Education for specific advising. The MTA may not be the best fit for those pursuing elementary education certification.

If you need assistance with course selection or deciding how the MTA will work for you, please schedule an appointment with the Registrar/Academic Advising Center by calling (616) 632-2866.

Additional courses in General Education are required when transferring to Aquinas College for a bachelor's degree. For Traditional Age Transfer Students with the MTA* and no Associate in Arts degree, the additional requirements are listed below. Some of these requirements could also transfer in from your previous college work, AP, IB or CLEP credit.

- Core Requirements: (unless further transfer coursework has already completed these requirements)
 - o Theological Foundation
 - o General Education 201 - Humanities I or GE202 – Humanities II**
 - o General Education 203
 - o Foreign Language
- Distribution Areas: (unless further transfer coursework has already completed these requirements)
 - o Kinesiology
 - o Career Development
 - o Technology Proficiency
 - o Writing Intensive Requirement
 - o Quantitative Reasoning Requirement
 - o Senior Capstone Requirement
 - o Global Perspective Requirement

For Continuing Education Transfer Students with the MTA* and no Associate in Arts degree, the remaining requirements are as follows.**

- Core Requirements: (unless further transfer coursework has already completed these requirements)
 - o Theological Foundation
 - o General Education 270
- Distribution Areas: (unless further transfer coursework has already completed these requirements)
 - o Technology Proficiency
 - o Writing Intensive Requirement
 - o Quantitative Reasoning Requirement
 - o Senior Capstone Requirement
 - o Global Perspective Requirement

*For Traditional Age students transferring in 60 semester hours or more, there is no Foreign Language, Humanities, General Education 203 – Question Everything; Research as Inquiry or Career Development requirement.

**Traditional Age students transferring in 30 semester hours or more, but less than 60 semester hours must complete a Humanities course (General Education 201 – Humanities I or General Education 202 – Humanities II).

***Continuing Education students transferring in 30 semester hours or more, but less than 60 semester hours must complete a Humanities course (General Education 201 – Humanities I, General Education 202 – Humanities II, or General Education 270 – Culture of World Civilization).

NOTE: Math and Writing proficiency is required for any degree at Aquinas College, if not already complete with courses taken toward the Michigan Transfer Agreement.

Student entering Aquinas College who have completed the MTA and an Associates of Arts Degree have satisfied the general education requirements except for a course in Theological Foundations. Students will also need to complete the general education competency requirements from the following categories if not already complete through transfer of credit.

- Writing Intensive
- Quantitative Reasoning
- Senior Capstone
- Global Perspective
- English & Mathematics & Technology proficiencies

Completing your MTA at Aquinas College

If you choose to complete the Michigan Transfer Agreement through Aquinas College in order to transfer to another participating college or university that accepts the MTA, the courses that fulfill the Michigan Transfer Agreement Requirements are listed below. A minimum of 30 semester hours is required for completion of the MTA as well as a minimum 2.0 grade in each course taken for the MTA.

One Course in English Composition

- General Education 101 – Inquiry & Expression
- General Education 170 – Foundations for Learning
- English 205 – Advanced Composition

A second course in English Composition or one course in Communication

- General Education 101 – Inquiry & Expression
- General Education 170 – Foundations for Learning
- English 205 – Advanced Composition
- Any course in Communication

Two courses in Social Sciences (from two disciplines)

- Any course in Psychology, Sociology, Political Science, Women's Studies, Economics, Business, Communication, Anthropology, or History
- Geography 120 – Human Geography
- Geography 140 – World Regional Geography

Two courses in Humanities and Fine Arts (from two disciplines excluding studio and performance classes)

- Any course in Art, Music, English, Philosophy, Theatre, or History
- General Education 201 – Humanities I

- General Education 202 – Humanities II
- General Education 270 – The Culture of World Civilization

Two courses in Natural Sciences including one with laboratory experience (from two disciplines)

- Any course in Biology, Chemistry, Physics, Environmental Studies, or Physical Geography

One course in Mathematics that should be satisfied by an entry-level college course

- Mathematics 110 – Math for Liberal Arts
- Mathematics 114 – College Algebra & Trigonometry
- Mathematics 121 – Calculus with Analytic Geometry I
- Mathematics 122 – Calculus with Analytic Geometry II
- Mathematics 151 – Elementary Statistics
- Mathematics 252 – Statistics
- Mathematics 260 & 261 – Math for Elementary & Middle School Teacher I & II

From Four-Year Colleges. If students transfer to Aquinas from an accredited four-year college, they may transfer all liberal arts and science credits earned at previously attended school(s) and applicable to students' degree program. Students must complete all distribution requirements and any core requirements specified in the catalog in the year in which they transfer into Aquinas College. However, at least thirty (30) semester hours must be earned in residence at Aquinas, and certain departments require at least half of the major course work to be completed here. Please refer to the index for residency requirements. Prospective transfer students from other colleges cannot be admitted if they have been dismissed from or are currently on academic probation at another college. A minimum cumulative GPA of 2.0 in previous courses is required. Any coursework below a C- will not be accepted for transfer credit. Transfer courses do not count toward the overall grade point average at Aquinas College.

From Unaccredited Institutions. Undergraduate transfer credit from any institution which is not accredited by a regional accrediting association (such as the Higher Learning Commission) will be evaluated on a course-by-course basis. In each case, the student must request from the institution a course description and an indication of the instructor's qualifications for each course evaluated for transfer.

Transfer of credit from another institution to Aquinas involves at least three considerations:

1. The educational quality of the institution from which the student transfers
2. The comparability of the nature, content, and level of credit earned to

that offered by Aquinas

3. The appropriateness and applicability of the credit earned to the programs offered by Aquinas, in light of the student's educational goals

Guest Status. Students from other colleges may be admitted to Aquinas as “guest” students by obtaining a guest application from their home institution and submitting it to Aquinas College. Students should request an official transcript to be forwarded to their “home” institution upon the completion of the course. Guest students are charged the applicable per credit hour tuition rate.

Guest Applications. Aquinas students may take classes as guests at other institutions when it is advisable. Guest applications, available in the Registrar and Academic Advising Center, should be used to assure students that the courses elected will be acceptable toward a degree. If the course(s) chosen is in a major area, the student should review the choice with the major Department Chairperson prior to giving the application to the Registrar. Official transcripts should be requested from the guest institution upon the completion of the course(s) and should be mailed directly to the Registrar/Academic Advising Center at Aquinas College.

Continuing Education Admissions. Continuing Education programs at Aquinas are designed and intended for persons beyond conventional college age who are established in their adult lives and careers and whose education has been interrupted. Accordingly, a person is eligible for admission to our Continuing Education program if he or she fits into any one of the following categories:

- Students whose education has been interrupted (an interruption of two or more years in higher education, or four or more years since high school graduation), or who have been continuously employed on a full-time basis for two or more years and who qualify as a self-supporting student as defined by financial aid regulations.
- All veterans of the Armed Forces or persons who hold a bachelor's degree or professional diploma.
- Students must meet the normal eligibility requirements for any on-campus instruction.

International Student Information. At Aquinas, international students are defined as students who are neither permanent residents nor citizens of the United States. International students hold visas that indicate their intention to return to their home countries upon completion of academic studies. Permanent residents, Deferred Action for Childhood Arrivals (DACA), and students from U.S. trust territories and protectorates are not classified as international students.

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

1. An Aquinas College International Student Application form for the appropriate program for which he or she wishes to pursue (Undergraduate, Continuing Education, Masters of Management, etc.)
2. A carefully-completed Attestation of Finances Form indicating financial support and supporting documents
3. Translated and certified official copies of all previous academic work at the secondary school and college level
4. Copy of passport ID page
5. Proof of English Proficiency: TOEFL score of 79 or above (internet based), IELTS score of 6.5 or above, completion of ELS Language Center course of 112. This requirement is waived for citizens of countries where English is the native language.
6. Deadline for fall semester application is May 1, Spring Semester deadline is October 1
7. Submit all application forms and supporting documents to International Student Admissions, Aquinas College, 1607 Robinson Road, S.E., Grand Rapids, MI 49506-1799, U.S.A. or international@aquinas.edu.

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

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

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

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

Medical Insurance. Health care in the United States is very expensive and it is required that all international students purchase the health insurance policy that Aquinas has secured. If a student provides proof of coverage from a U.S. insurance company the Aquinas Health Center will determine if this requirement will be waived. An application for an insurance plan is mailed with admissions materials. Because dental insurance is not available, it is recommended that dental work be done prior to departure from the home country.

Registration

The College Calendar. Most day classes follow the 16-week semester format with a mid-term break week. Most evening classes follow an accelerated eight-week quadmester format. Online courses are offered through the web as well as hybrid courses, which are web based courses requiring occasional meetings.

The summer sessions are composed of a shorter session six-week session as well as eight and ten week sessions.

Classification of Students. At Aquinas, undergraduate students are classified as regular full-time, regular part-time traditional age, continuing education, guest students, dual enrolled students, or non-degree seeking students.

A regular full-time student is one who is enrolled in a degree program taking twelve (12) or more hours of course work each semester. Any student who registers for fewer than twelve (12) hours a semester is considered a part-time student. All students studying abroad at Aquinas on a student visa are considered regular students.

Continuing Education Programs are designed and intended for persons beyond conventional college age who are established in their adult lives and careers and whose education has been interrupted. An Admissions Review Committee determines the student's program classification.

A guest student is one who attends Aquinas for one semester in order to complete a class or classes to transfer to the home institution.

Students are further classified according to the number of semester hours they have accumulated:

- First Year 0–27 Semester Hours
- Sophomores 28–59 Semester Hours
- Juniors 60–93 Semester Hours
- Seniors 94+ Semester Hours

Non-degree students are those who do not meet entrance requirements or who do not plan to qualify for a degree. Courses taken by non-degree students may not later be counted toward a degree unless the student has been officially admitted as a degree student. Students are accepted as non-degree students at the discretion of Aquinas College.

Osher Lifelong Learning Institute at Aquinas College offers course opportunities to adults 50 years and above. Courses will not be taken for credit and tuition is adjusted for Emeritus students only.

Dual Enrollment. Aquinas College offers dual enrollment with local area high schools making college courses available during the academic year. Eligible juniors and seniors are able to take traditional college courses that have the same rigor and expectations as those taught on the Aquinas campus. They will, in turn, receive college credit at Aquinas College.

Academic Advising. Academic advisors are faculty and professional staff who assist students in planning their academic programs. Academic advisors are available throughout the year to assist students with any academic concern. Those assigned a faculty advisor will be notified of their assignment. A faculty member in the student's major department will become the faculty advisor upon the student's declaration of major.

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

Course Load. Full-time students who attend classes during the day usually enroll for fifteen (15) or sixteen (16) hours. To enroll for more than eighteen (18) hours in a semester, students must have the permission of the Registrar.

Registration. Newly-accepted first year students and transfer students attend on-campus advising sessions, which are held prior to each semester. Registration materials are available on the website prior to each semester which includes instructions for on-line registration through the Registrar/Academic Advising Center.

Late Registration Fee. Students who have not completed their registration process by the end of the second week of class may be assessed

a Late Registration Fee of \$100.00 per class. Late Registration is at the discretion of the Registrar and Provost.

No Show Fee. Students who do not officially drop a class within the initial ten (10) business day add/drop period because of non-attendance will be assessed a fee of \$150.00 per class. For students officially dropping a class, either before the class starts or within the first two weeks of the class, there will be no charge. It is the responsibility of the student to drop the class on-line or deliver their drop/add slip to the Registrar/Advising Center.

Drop/Add. Students may add a semester-long course during the first week of the semester. Students must attend the first class meeting of any quadmester classes. Students may drop a course with no academic penalty up to the midpoint of the semester or quadmester (except where a breach of academic honesty warrants the failure of the course). If the student does not complete the course and has not dropped the course by the final date to drop, a grade of “F” will be given for the course. It is the responsibility of the student to drop and add courses on-line or in the Registrar/Advising Center and to verify that the changes that they have made have taken place on their record.

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

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

Students should contact the Admissions Office when ready to return to Aquinas College. Aquinas may require that the student provide a professional assessment by a qualified medical doctor or psychiatrist on their behalf depending on the reason for withdrawal.

Please note that if the Registrar receives notification that a registered student is no longer attending their classes and has made no Approved Arrangement with their instructors and the Registrar, the Registrar has the prerogative to immediately withdraw the student from Aquinas College. The student will be subject to all costs for tuition and must reapply for admission to the College.

The College realizes that on occasion, students may need to request an exception to the withdrawal policy. If the withdrawal was due to mitigating circumstances that were beyond the student’s control, the student has

the opportunity to provide relevant documentation to support a request to remove academic penalties. Please see the Registrar for assistance.

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

Independent Study. Students may independently pursue areas of study beyond the regularly scheduled courses. Each department offers this opportunity through courses 398 and 399. To register for one of these courses a student must first request an instructor to direct the project. If the instructor agrees, the student must entirely complete an Independent Study/Tutorial contract with that instructor, obtain the signatures of the faculty member and chairpersons, and take the contract to the Registrar/Academic Advising Center. The Registrar will register the student for the approved courses. If the signed contract is received in the Registrar/Academic Advising Center within two weeks of the beginning of the semester, the student may register for the course. Independent Study contracts may not be dropped after the first meeting day on the contract. These contracts are subject to approval by the Registrar and the Provost's office.

Tutorials. From time to time students may for extenuating circumstances ask for a course to be taught as a tutorial. Courses should only be taught as tutorials if the course is needed by the student and the course has either been canceled or does not appear in the schedule. Courses that have multiple sections offered should not be considered for a tutorial. A qualified instructor may agree to teach a tutorial with permission from the department chair. To register for a tutorial, a student must entirely complete an independent study/tutorial contract (including rationale as to why it must be taught in this format), obtain the faculty and chairperson's signatures and take the contract to the Registrar/Academic Advising Center within the first two weeks of the semester or quadmester. Like Independent Study Contracts, tutorials cannot be dropped after the first meeting date on the contract and are subject to review by the Registrar and Provost's Office.

Credits

Credit-F Courses. Most courses are taken for a letter grade. However, a student who is enrolled in a course not in his/her major or minor may submit, during the first week of class only, a request to the instructor to be allowed to take the course on a credit/failure basis (credit equals C- or higher). The instructor has the prerogative to grant or deny the request.

Grades of "CR" (credit) count toward the 124 hours required for a degree but are not calculated in the GPA. Grades of "F" are failures and are calculated in the GPA. No more than eight courses taken for "CR" (credit) may be applied toward a degree.

Auditors. Most courses are open to auditors, who must be formally admitted to the College and must pay the tuition for auditing, which is half the regular per-course rate. Auditors are expected to attend all classes and participate in the assigned activities of the class. They may take all tests and submit assigned papers for evaluation, but they are not required to do so. Auditor status must be declared at the time of registration. In the event of limited registration, grade enrollees will be given preference.

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

Additional Methods of Credit. Aquinas College awards credit for both the Advanced Placement Program (AP) and the College Level Examination Program (CLEP) through the College Board. Aquinas College will accept credit hours for those courses determined comparable to courses offered at Aquinas College for a minimum score of (3) for AP, and according to the minimum American Council on Education (ACE) recommended score for CLEP, and finally determined by the Academic Department in which the credit would reside to be acceptable in transfer.

Aquinas College awards credit for the International Baccalaureate Program (IB), an internationally recognized, pre-university curriculum based on an academically challenged integrated curriculum and international standards. Aquinas College will accept the Higher Level (HL) courses and exams with a minimum score of 5 for general college credit. Credit may be awarded within a specific department only with further approval of the department.

Note: There is a combined credit hour maximum of thirty (30) hours for any AP, CLEP, or IB.

Credit by Examination and Evaluation. If a student believes they have had experience comparable to a course listed in this catalog for which they have not received transfer credit, they may apply for credit by examination. Student application for credit by examination requires a non-refundable \$50.00* fee. If a student's application for credit by examination is approved, the department chairperson is responsible for giving the examination and reporting the result to the Registrar/Academic Advising Center.

Any credit approved will be added to the student's permanent record for a fee of \$100.00* per credit hour granted. Credit acquired in this manner is not considered residency credit. Applications are available in the Registrar/Academic Advising Center in Hruby Hall.

*All fees are subject to change.

Credit through Demonstration of Prior Learning Competency.

Students have the opportunity to demonstrate competency and college-level prior learning for general elective credit which, in some cases, may apply to a major or a minor. Students follow the Guidelines for Demonstrating Prior Learning. Copies of this document and an explanation of the process are available through the Registrar/Academic Advising Center. The Application for Demonstrating Prior Learning Competency may be submitted to the Registrar/Director of Academic Advising. The Registrar will determine whether or not to direct the application to the Prior Learning Competency Committee or to an academic department chairperson, if warranted. Student application for prior learning credit requires a non-refundable \$50.00 fee. Any credit approved will be added to the student's permanent record for a fee of \$100.00 per credit hour granted. Credit acquired in this manner is not considered residency credit.

Some academic departments provide opportunities for demonstration of prior learning through examination only.

Cumulative GPA. Student cumulative GPA represents numerically the average of the letter grades students receive in course work. Each letter grade (as demonstrated in the grading chart) has a certain honor-point value.

Student cumulative GPA is calculated as follows:

number of semester hours as A x 4.0	=
number of semester hours as A- x 3.7	=
number of semester hours as B+ x 3.3	=
number of semester hours as B x 3.0	=
number of semester hours as B- x 2.7	=
number of semester hours as C+ x 2.3	=
number of semester hours as C x 2.0	=
number of semester hours as C- x 1.7	=
number of semester hours as D+ x 1.3	=
number of semester hours as D x 1.0	=
number of semester hours as D- x 0.7	=
number of semester hours as F x 0.0	=

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

Progress toward the Degree Evaluation. A student's work in each course is evaluated by a letter grade and by the number of points earned.

Grade (per semester hour)	Honor Points
A	4.0
A-	3.7

B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0
I	Incomplete

Graduation requires an Aquinas GPA of 2.000 and a cumulative GPA of 2.000.

A grade of C– or higher is required for GE101, 203, 170, 201, 202, 270, language proficiency courses and mathematics proficiency courses. A grade of C– or higher is also required for each course within the major, unless specified otherwise by department. Students seeking a teaching certificate must earn a grade of “C” or above in all major, minor and education classes. All Aquinas College grades are recorded on an official transcript and are calculated in students cumulative GPA.

A grade of I (Incomplete) may be reported for student work if for some acceptable reason a small portion remains unfinished at the end of the semester. Unless the instructor has arranged otherwise, the grade of I automatically becomes F if the work has not been completed within the first eight weeks of the next regular session. Only in rare or exceptional cases can permission be given by the instructor to extend the date by another five weeks.

Academic Progress, Probation, and Dismissal. Students are placed on academic probation when it appears that their performance places their academic objectives in jeopardy. See “Academic Policies” section of this catalog for complete information.

Dean’s List. The Dean’s List honors are awarded to students who have a grade point average of 3.500 or above in a minimum of twelve (12) hours or more of graded credit in any regular semester. See “Academic Policies” section of this catalog for complete information.

Transcripts. All transcripts of a student’s record are official transcripts bearing the seal of the College. Transcript requests should be made through the Aquinas College website, on the Registrar page or in the Registrar/ Academic Advising Center. Transcripts are not issued until the student has

made satisfactory arrangements with the Student Accounts Office in regard to payment of all College bills and fines. The charge for a transcript is \$7 (additional fee charged when ordering online).

Assessment Testing. As part of our ongoing program review and accreditation efforts, students are occasionally requested to take part in surveys and assessment testing sponsored by the College. Because these efforts are vital to the College's ongoing accreditation, students are expected to participate when selected to ensure the validity of the random samples. Results are viewed on an aggregate basis and students' individual performances on these tests will have no bearing on their academic status.

III

Academic Policies

Academic Policies

Attendance

Student Email Account Policy

Academic Integrity

Academic Grievances

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Warning

Dean's List

Academic Policies

Aquinas College students are responsible for knowing and abiding by all rules and regulations as outlined in the Aquinas College Student Conduct Code. For more information go to aquinas.edu/policies.

For a list of all policies, please visit aquinas.edu/about-aq/college-policies

Attendance

Responsibility for class attendance rests with the individual student. Most instructors have an attendance policy in their classes. Attendance in classes is mandatory. Regular and punctual attendance is expected, and the student must accept the consequences of failure to attend or tardiness. Even though class attendance may not be specifically listed on a course syllabus, attendance is required.

Student Email Account Policy

Every Aquinas College student is assigned an Internet e-mail account. It is, therefore, the policy of the College when disseminating official college business information electronically to use College-assigned accounts.

Further, it is the responsibility of each student to check the College- assigned e-mail account regularly. If a student uses another account as his/ her primary account, then mail sent to the College-assigned address should be forwarded to that primary account. Initializing this procedure can be accomplished by following instructions provided on the Student Essentials page.

While faculty and staff are encouraged to direct all electronic messages to a student's college-assigned e-mail account, this policy does not preclude the sending of information to multiple individual student email accounts

Academic Integrity

An Aquinas education is firmly grounded in the values articulated in our official Integrity Statement: Aquinas College is rooted in the Dominican traditions of prayer, study, community and service, combined with a deep respect for truth, honesty and integrity. In this spirit, we strive to create

an environment in which integrity is prized and practiced. We expect all community members to uphold these values through honesty, fairness, and respect for others. Students, faculty, and staff are expected to act based on these values; therefore academic dishonesty is treated as a serious offense.

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

Students commit plagiarism when they submit as their own work:

- Part or all of an assignment copied or paraphrased from another source, any on-line source, a book, a magazine, or a manuscript, without proper citation
- Material prepared by another person or organization
- The sequence of ideas, arrangement of material, or thought pattern of someone else. Plagiarism occurs when such a sequence of ideas is transferred from the source(s) to a paper or other student work without the process of reflection, integration, and reorganization in the writer's mind, and without proper citation

Students are accomplices in plagiarism and equally culpable if they:

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

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

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

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

- Buying or procuring previous examinations given in the course without the consent of the instructor
- Submission of identical papers of work for two different courses without the explicit approval of both instructors.

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

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

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

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

Reports of Academic Dishonesty. When an instructor knows that academic dishonesty has occurred, he/she will file the official form with the Department Chair and the Office of Student Affairs. The form includes:

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

Once a report is received, the Office of Student Affairs may impose appropriate disciplinary sanctions. If no further action is requested or deemed warranted by the circumstances, the Dean will simply retain the report. If multiple reports are received regarding suspected or substantiated academic dishonesty by the same student, the Office of Student Affairs will refer the case to the Provost. The Provost has the discretion to take further steps toward disciplinary action which may include expulsion from the College or revocation of degree. (Note: a student may not withdraw from a course in which he/she has been failed for academic dishonesty.)

If the student feels they have been wrongfully charged with cheating or plagiarism, they may file an academic grievance. The student should contact the Office of Student Affairs or the Provost for more information about this process.

Academic Grievances

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

Student Records. The Family Rights and Privacy Act of 1974 is a federal law which states that a written institutional policy must be established and that a statement of adopted procedure covering the privacy rights of students must be available. The purpose of the law is to require institutions to maintain the confidentiality of student education records.

Aquinas College conforms to the requirements of the law. For further information concerning access to student records, please contact the Registrar/Academic Advising Center, Hruby Hall.

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

Examinations. Regular examinations in all subjects are held at the end of each semester. Oral and written quizzes are given from time to time with or without previous notice to the students. If a student unavoidably misses a test, it is his/her responsibility to contact the instructor to request a make-up test. The instructor has the prerogative to grant or deny the request.

Grade Reporting. Progress records will be available for students at the conclusion of each registration period to show record of those grades received in each course attempted. An e-mail to each student receiving grades for the registration period will be sent to their official Aquinas College e-mail account notifying them that their grades are available for viewing on "My AQ." A printed grade report may be sent to the student upon their request to the Registrar/Academic Advising Center.

Semester progress reports are issued to all undergraduate students for semester long classes. On these reports, (S) Satisfactory, (M) Marginal,

or (U) Unsatisfactory are listed on the student's online information page (MyAq), but are not recorded in the student file or on a transcript. These reports are to alert the student to their progress as they approach the midpoint of each semester long course in which they are enrolled.

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

Academic Probation, Dismissal & Warning

Students are placed on academic probation when it appears that their performance places their academic objectives in jeopardy.

1. Academic probation is based on the grade point average of coursework attempted at Aquinas College. The grade point average required is determined by the number of hours accumulated toward a degree at Aquinas College, including any transfer credit. Students on Academic Probation must meet the conditions of their probation as established by college administrators.
2. Students will be considered as making unsatisfactory progress and will be placed on probation if:
 - Their Aquinas grade point average does not meet the following levels toward their Bachelor's degree requirements
 - After 12 hours (Aquinas plus transfer credit), 1.800 Aquinas GPA
 - After 36 hours (Aquinas plus transfer credit), 1.900 Aquinas GPA
 - After 60 hours (Aquinas plus transfer credit), 2.000 Aquinas GPA
 - Their Aquinas grade point average does not meet the following levels toward their Associate's degree requirements
 - After 12 hours (Aquinas plus transfer credit), 1.800 Aquinas GPA
 - After 24 hours (Aquinas plus transfer credit), 1.900 Aquinas GPA
 - After 36 hours (Aquinas plus transfer credit), 2.000 Aquinas GPA
 - They are not making adequate progress toward their degree program. Academic progress is defined in terms of the number of credit hours a student has earned at Aquinas College in relation to the number of years in attendance. Please refer to the Satisfactory Academic Progress Table #1, Table #2, and "Notes" in the Financial Aid section of this catalog.
3. Students will be dismissed when:
 - they remain on probation for two successive full-time (or full-time

- equivalent) semesters.
- the semester GPA for any semester is less than 1.000, if, in the judgment of the Registrar, such action is in the best interest of the student. Students may appeal their dismissal to the Office of the Dean of Students.
4. Students earning less than a 2.000 for any semester's work, who do not specifically qualify for probationary status, will be sent a notice of Academic Warning. This category should warrant the student's concern, but does not require specific action. These students are encouraged to meet with their academic advisor to review their program and schedule.

Dean's List

Dean's List honors are awarded to students who have a grade point average of 3.500 or above in a minimum of twelve (12) hours or more of graded Aquinas College credit in any regular semester.

Part-time students are eligible for inclusion on the Dean's List if they complete twelve (12) hours or more of Aquinas College graded credit in any two consecutive semesters and achieve a grade point average of 3.500 or above during a year commencing with the fall semester.

Where students are both full-time and part-time in the same academic year, they are eligible for the Dean's List during any full-time semester in which they accumulate twelve (12) or more hours of graded credit of 3.500 or above, and any two consecutive part-time semesters in which they accumulate twelve (12) or more hours of graded credit of 3.500 or above in the same academic year.

The official Dean's List is established two weeks after the end of each marking period based upon the student's semester grade point average on that date. Incomplete grades must be changed to a final grade within two weeks of the end of the semester to be eligible for the official Dean's List. Dean's List honors are noted on the student's permanent record and a formal letter of notification is sent to the student.

Awards presented to seniors upon graduation are: cum laude to those who have maintained a 3.500 GPA or higher throughout their college career; magna cum laude to those with a 3.700 GPA or higher; and summa cum laude to those with a 3.900 GPA or higher. These honors are noted on the student's permanent record and in the commencement program.

IV

Expenses and Financial Aid

Expenses

- Tuition
- Room and Board
- Payment
- Refund Policy

Financial Aid

- Federal Assistance Programs
- Withdrawal and Refund Policies
- Academic Progress
- State of Michigan Programs
- Aquinas Scholarships and Grants
- Spectrum Scholarship Program
- Veterans Administration Benefits
- Scholarships for Adult Students
- Scholarship Information
- Renewal of Financial Aid

Expenses

Tuition for 2016–2017 Academic Year

- Regular (traditional age) undergraduate students:

Full time load (12-18 credit hours)	\$14,782 per semester*
Per credit hour rates:	
1–6 credit hours	\$498 per credit hour*
7–11 credit hours	\$945 per credit hour*
19+ credit hours	\$14,782 plus \$498 per credit hour over 18 credits

- Undergraduate: Continuing Education
All hours: \$498 per credit hour*
- Graduate: Master in the Art of Teaching (MAT), Master in Education (ME), Master of Science Education (MSE), Master of Management (MM), Master in the Art of Counseling (MAC)
All hours: \$548 per credit hour*

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

Tuition entitles the student to the following: class instruction, career counseling and testing services, use of the Grace Hauenstein Library, Wege Student Center and Health Center, and admission to many College events.

The definition of a full-time regular student is: (1) traditional age student (Program type “R” for Regular) and (2) registered for a minimum of twelve (12) semester hours in a semester. A student with a program type of “R” will be considered full-time as of the 15th calendar day of the semester, regardless of subsequent schedule changes, and will be charged the package rate for all credit hours between twelve (12) and eighteen (18). Credit hours in excess of eighteen (18) will be charged on a per credit-hour basis.

When a less than full-time regular student increases their credit hour load during the semester to twelve (12) or more semester hours, they will then be considered a full-time student and will be charged the package rate for the semester.

Room and Board for the 2016-2017 Academic Year

• Room (2016–2017)

Ruth Rasmus, Fr. Bartolome de las Casas, and St. Catherine of Siena Halls	\$5,824 per academic year
	(\$2,912 per semester)
St. Martin de Porres and St. Rose of Lima Halls	\$6,160 per academic year
	(\$3,080 per semester)
Double & Quad Capacity Room Rate	\$4,134 per academic year
	(\$2,067 per semester)
Single Capacity Rooms	\$4,384 per academic year
	(\$2,192 per semester)
LLC Theme Houses, Willowbrook	\$4,942 per academic year
	(\$2,471 per semester)

An increase rate exists for reduced occupancy residence hall rooms.

Contact the Residence Life Office for a listing of these surcharges.

A housing commitment is for the entire academic year. Payment in full is required for a semester even if a student leaves before the end of the semester. If the student terminates their association with the College at the end of the first semester, the student is released from their commitment for the second semester.

• Board (2016–2017)

Residence Hall Meal Plan	\$2,340 per semester
Theme House/Apartment Meal Plan	\$673 per semester
Community A Meal Plan	\$398 per semester
Community B Meal Plan	\$238 per semester

Residential students living in traditional residence halls (Regina, St. Joseph, Dominican, Hrubby, Brown, etc.) are required to participate in the residence hall meal plan. Students living in the LLC House, Willowbrook, and the apartments are not required to be on a meal plan, but may opt into any meal plan. Meal plans and commuter cash are available to commuting students as well. Contact the Food Service Office, located in Wege Center, for more information on these plans.

Deposits

Enrollment Deposit \$300.00

A \$300.00 enrollment deposit (includes \$100 housing deposit) is required of all first year and transfer students. The deposit is refundable through May 1.

Special Fees*

Full Time Regular Student Activity, record, and technology fees	\$249.00 per semester
Part Time Regular Student Records and technology fees	\$50.00 per semester
CE and Graduate Student Records and technology fees	\$60.00 per semester
Course Fees (for certain Art, Career Services, Education, Math and activity classes)	\$5.00 to \$145.00
Credit by Exam Fee	
Processing fee per exam	\$50.00
Fee per credit hour (if granted)	\$100.00
Individual Music Instruction	\$400.00 per class
Lab Fees (per laboratory requirement)	\$10.00 to \$45.00
Late Registration Fee	\$100.00 per course
No Show Fee	\$150.00 per course
Orientation Fee (new students only)	
First year	\$100.00
Transfer or midyear start	\$25.00
Parking Permit - Commuter student	
One semester	\$65.00 per semester
Full year	\$105.00 per year
One quad	\$35.00 per quad
Parking Permit - Dual Enrolled student	
	\$25.00 per year
Parking Permit - Resident students	
One semester	\$155.00 per semester
Full year	\$300 per year
Prior Learning Credit	
Processing fee	\$50.00
Fee per credit hour (if granted)	\$100.00
Returned Check Fee	\$30.00
Study Abroad Program Fee	Varies by program
Transcripts	\$7.00 per copy

Payment of Tuition and Fees

All tuition and fees are payable by the first day of the semester/quadmaster unless a deferred payment option (see below) has been selected. Payment

is due **regardless** of whether you review your bill or not. **All billing is done through MyAQ online and paper bills will not be sent out.** Students with outstanding obligations to the College will not be permitted to register until the total balance is below \$300.00. *The College reserves the right to request cash payment when circumstances so warrant.

Students adding a course(s) during the add/drop period are required to obtain an invoice and settle any financial obligations at that time with the Student Accounts Office.

Payment Plans

Payment plans can be set up by contacting Student Accounts, or by accessing the student accounts webpage, before the tuition due date. The office is open year round.

Student Accounts Balance Policy - effective Fall 2015

If a student's balance is \$300 or greater, and they would still like to register for classes, they can do so by setting up a satisfactory payment plan. The plan can be completed either online, or in the Student Accounts Office, by signing a promissory note that pays the balance by the drop dates outlined below.

Satisfactory payment plans would have the semester balance under \$300 no later than December 28 to accommodate spring registration and May 28 to accommodate fall registration. This is the same for automatic (through Official Payments) or manual (through Student Accounts Office) payment plans.

Students will be dropped from their fall classes if they haven't paid their prior balance by August 1, and from Spring classes if they haven't paid by one week prior to the first day of the semester.

Aquinas College Employer Tuition Reimbursement Plan

The Aquinas College Employer Tuition Reimbursement Plan allows students who are eligible for tuition reimbursement from their employer to apply for deferred payment of tuition. A nonrefundable processing charge of \$50.00 per academic year is due with the application for this plan. The application must be approved by the Student Accounts Office. Once approved, the student may defer payment of tuition up to six weeks following the last class of the course. This Plan is valid for Fall, Spring, and Summer terms of an academic year. The student must reapply for this plan each academic year.

Additional information and applications for the payment plans described in this catalog are available by contacting the Student Accounts Office, Room 131, Hruby Hall or by visiting aquinas.edu/studentaccounts.

Past Due Obligations

Past due obligations include, but are not limited to, billing amounts past

due for any semester, unpaid room damage charges, library materials or fines, telephone charges, health center charges, and parking fines. Students will not be permitted to register, make schedule changes, receive a transcript, or receive a diploma until all financial obligations are paid.

In addition to the charges associated with the payment plans described above, a service charge of 1 percent per month will be assessed on all balances not paid by the due date. A student whose account is delinquent will be dropped from the respective payment plan and the remaining balance due for the semester or quadmester will be due and payable immediately.

The College reserves its right to submit past due accounts to its collection agents and use legal action, if necessary, to secure any payment due. Fees of collection agencies which may be based on a percentage at a maximum of 50% of the debt, plus past and future monthly service charges as defined above, will be added to any debt. The actual cost of these collection services, all expenses, and if necessary, litigation costs, will be the responsibility of the student. By providing a telephone number to Aquinas College, students understand, agree and give express consent that Aquinas College or anyone working on their behalf, including third party vendors, may contact them at the number provided by manually dialing the number or by using automated dialing technology.

Returned Checks

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

Errors or Disputes

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

Tuition Refund Policy

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

Regular Traditional Students

Dropping a class or classes: Regular students will be charged the full time rate if they remain registered for twelve (12) to eighteen (18) credits.

Students have until 4 p.m. on the 10th business day of the semester/quadmester to drop a class without the potential of financial penalty. The 10th business day will always be the 2nd Friday of the semester/quadmester. Any course dropped after 4 p.m. on the 10th business day will be considered a late drop and could result in additional tuition charges.

Withdrawal from Individual Classes:

See Dropping a class or classes above.

Total Withdrawal from the College: The College assumes that a student beginning a semester intends to complete it. A student may choose to withdraw from all of their courses in a particular semester because of personal or health reasons. The student must notify the Registrar in writing of his/her intent to withdraw. Full time students will do this by completing a Withdrawal Form, available in the Registrar/Academic Advising Center. The student will incur tuition charges according to the date of written notification of the withdrawal. Academic penalties will be incurred for any courses that are past midterm at the time of withdrawal. The refund schedule for students who complete a Withdrawal Form to withdraw from the College (**all classes**) is as follows:

Full-time Traditional Students in the 16-Week format only or 16-Week and 8-Week combination

- During the first two weeks of the semester 100% refund
- During the 3rd week of the semester 90% refund
- During the 4th week of the semester 75% refund
- During the 5th week of the semester 70% refund
- During the 6th week of the semester 60% refund
- During the 7th week of the semester 55% refund
- During the 8th week of the semester 50% refund
- After the 8th week of the semester full charges apply

Part-time Traditional Students in 8-Week Format Courses

- During the first two weeks of the quad 100% refund
- During the 3rd week of the quad 60% refund
- During the 4th week of the quad 50% refund
- After the 4th week of the quad full charges apply

Any inquiries regarding the withdrawal policy should be directed to the Student Accounts Office. Any student who feels that individual circumstances warrant exceptions from the established policy may direct an appeal letter with explanation to the Appeals Committee, Student Accounts Office.

NOTE: In the case of a financial aid recipient, the portion refunded may include monies that must be returned to the Federal Title IV programs. The College will use the Title IV refund policy to determine the portion that must be repaid to the Title IV programs. Any refunds otherwise due to a withdrawing student will be reduced by such Title IV refunds.

Please reference the Financial Aid pages in this section for a complete description of the Title IV Refund Policy.

All withdrawal forms must be turned into the Registrar's Office by 4 p.m. on Friday. Any form received after 4 p.m. on Friday will be processed in the following week.

Adult Students—Continuing Education, MM, ME, MAT, MSE

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

Withdrawal from Individual Classes: See Dropping a class/es above.

Refund of Balance on Account

The Easy Refund card provides a choice of methods to receive financial aid or school refunds, including loan refunds. The choices include: an Easy Refund directly deposited into a OneAccount bank account or an electronic transfer to another bank account. Each student will receive an Easy Refund Card mailed to the home address of record. The instructions to make the refund choice are included with this mailing. The student is responsible for choosing a refund method via the secure website. For additional information, visit aquinas.edu/studentaccounts.

Financial Aid

Aquinas College financial aid programs are designed to help qualified students who might otherwise not be able to afford a quality private college education and to honor those students who deserve recognition for past academic or leadership success.

For the past five years, more than 80 percent of our full-time students have received some form of financial aid from the College and a wide variety of other sources. We encourage you to investigate the many programs designed to help you meet your educational expenses.

How to Apply—Title IV, Code Number 002239: Entering students seeking any form of financial assistance must complete the Free Application for Federal Student Aid (FAFSA), designating Aquinas College as recipient of the statement. Financial aid application forms may be completed on line at fafsa.gov. Include a FSA ID for the student and for the parent.

All students who apply for financial aid must first be admitted through the admissions procedure before any financial aid can be awarded. Incoming

first year students will be notified of their financial aid in December.

Federal Assistance Programs: The College determines the amount and recipients of the awards granted under the following programs that are funded by the federal government.

Federal Pell Grant Program: This program, designed to be the base of all financial awards, grants assistance to eligible part-time or full-time students as determined by federal need analysis guidelines. All students who have not received an undergraduate baccalaureate degree are encouraged to apply. Life time limits to receive Pell funding are limited to twelve (12) semesters.

Federal Supplemental Educational Opportunity Grant (FSEOG) This program was developed to assist only those students with financial need as determined by the standard need analysis procedure. The amount of assistance ranges from \$400 to \$750 per year.

Federal TEACH Grant: The College Cost Reduction and Access Act of 2007 created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides up to \$4,000 per year (\$16,000 total for four-year programs) in grants to students who intend to teach full-time in high-need subject areas for at least four years at schools that serve students from low-income families. Graduate students are also eligible for up to \$4,000 per year (\$8,000 total).

**IF YOU FAIL TO COMPLETE THE FOUR-YEAR
TEACHING OBLIGATION YOU WILL HAVE TO REPAY THE
GRANT WITH INTEREST!**

Student Eligibility Requirements

To receive a TEACH Grant you must:

- Complete the Free Application for Federal Student Aid (FAFSA) although you do not have to demonstrate financial need.
- Be a U.S. Citizen or eligible non-citizen
- Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Coursework that will prepare a student to teach in a high-need subject area (e.g., math courses for a student who intends to be a math teacher) is acceptable.
- Meet the following academic achievement requirements:
 - Score above the 75th percentile on one of the following college admissions test(s) - SAT, ACT, GRE, or
 - Graduate from High School with a Cumulative GPA of at least 3.25 on a 4.0 scale AND maintain a cumulative GPA of at least 3.25 throughout your academic program for which you receive a TEACH Grant.
- Complete TEACH Grant counseling
- Sign a TEACH Grant Agreement to Serve and Promise to Pay each year with the U.S. Department of Education

TEACH Grant Agreement to Serve and Promise to Pay: Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve and Promise to Pay (service agreement) that will be available electronically on a Department of Education Web site. The TEACH Grant service agreement specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were first disbursed. Specifically, the TEACH Grant service agreement will provide that.

Teaching Obligation: To avoid repaying the TEACH Grant as a loan with interest you must be a highly-qualified, full-time teacher in a high-need subject area for at least four years within eight years of finishing the program at a school serving low-income students. Specific definitions of these terms are included below.

Highly-Qualified Teacher: You must perform the teaching service as a highly-qualified teacher. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals with Disabilities Education Act – online at: ifap.ed.gov/dpccletters/GENO414.html.

Full-Time Teacher: You must meet the state’s definition of a full-time teacher and spend the majority (at least 51 percent) of your time teaching a one of the high-need subject areas. Elementary school teachers who teach many subjects would not be able to fulfill their service agreement.

High-Need Subject Areas

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education
- Other teacher shortage areas identified at the time you begin teaching.

These are subject areas (not geographic areas) that are listed in the Department of Education’s Annual Teacher Shortage Area Nationwide Listing at ed.gov/about/offices/list/ope/pol/tsa.doc.

Schools Serving Low-Income Students: Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education’s Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits at tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp.

Documentation: For each TEACH-eligible program for which you received TEACH Grant funds, you must also provide documentation to the Department of Education that you completed your teaching obligation. TEACH Grant recipients must also confirm to the Education Department in writing within 120 days of completing or otherwise ceasing enrollment in the TEACH-eligible program that they are fulfilling (or planning to fulfill) the terms and conditions of the service agreement.

Documentation of the teaching service must be certified by the elementary or secondary school's chief administrative officer, upon completion of four academic years of teaching service. This documentation must show that you were a full-time, highly-qualified teacher at a school serving low-income students, teaching a high-need subject area for at least four years.

IMPORTANT REMINDER: FAILURE TO COMPLETE THE TEACHING OBLIGATION OR PROPERLY DOCUMENT YOUR TEACHING SERVICE WILL CAUSE THE TEACH GRANT TO BE PERMANENTLY CONVERTED TO A LOAN WITH INTEREST.

Federal College Work-Study Program: The majority of on-campus jobs are funded under this federal program. If a student works under this program, wages will be paid directly to the student. Students may work a maximum of twenty (20) hours per week.

William D. Ford Federal Direct Loan Program: This is a loan to help the student pay the cost of his/her education. Loan eligibility is determined by a federally-approved formula based on family income and determined need. Under this program a dependent undergraduate student may be eligible to borrow up to \$5500 (first-year undergraduates: 0-28 credit hours), \$6500 (second-year undergraduates: 29-59 credit hours) and \$7500 (third- through fourth-year undergraduates: 60+ credit hours) for a total aggregate of \$31,000. A graduate student may borrow up to \$20,500 per academic year (total aggregate of \$138,500).

Applications are available online at aquinas.edu/financial-aid/loan-applications. Loan eligibility is determined by completing the FAFSA which applies the federally-approved formula based on family income and determined need.

The federal government will pay the interest on the subsidized loan while the student is attending college. Students not eligible for the subsidized loan may borrow from the unsubsidized loan. Effective July 1, 2012, the subsidized loan is no longer available for graduate students. Under the unsubsidized loan program, the student is responsible for the interest during the enrollment period.

Repayment begins no later than six months after graduation or reduction in class load to less than half time enrollment status.

If the student does not meet the obligation to repay the loan, the lender will file a DEFAULT claim. The loan will become due and payable at that time. Collection activities may include legal action to take payments out of the student's wages or salary. Default information will be reported to credit reporting services which could severely affect the student's credit rating. The Internal Revenue Service may be notified to intercept his/her tax refund which will then be applied to the loan balance.

A student in DEFAULT is not eligible to receive other federal student aid. A college will not issue an academic transcript to any student in DEFAULT.

Payment Default: Payment of Title IV Funds (Pell, SEOG, Perkins Loan, CWS, Direct Loan) may not be made to students who have defaulted on a Direct Loan or Perkins Loan at any school, unless they have made satisfactory repayment arrangements.

Refund Policy for Drops and Withdrawals: Drops and withdrawals can be made by contacting the Registrar/Academic Advising Center or the Graduate Offices. Only students can initiate registration changes.

Return of Title IV Funds/Institutional Refund Policy: If you withdraw from ALL classes AND receive financial assistance, you must contact the Financial Aid Office. We will discuss your rights and responsibilities concerning the College's refund policy. Aquinas College's federal refund policy conforms to Section 668.22 of the Higher Education Amendments of 1998. Students who are withdrawing from all classes and are receiving Title IV funds (Pell Grant, SEOG, Direct/PLUS Loan funds) will be subject to the refund policy. This policy applies to students who withdraw or are expelled. The refunds for these students are determined according to the following policy:

The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: unsubsidized and subsidized Direct Loans, Federal Perkins loans, PLUS loans, Federal Pell Grants and Federal SEOG.

Student's withdrawal date is:

1. The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw in writing.
2. The midpoint of the period for a student who leaves without notifying the college
3. The student's last date of attendance at a documented academically related activity.

Student's withdrawal eligibility:

1. Refunds will be prorated on a per diem basis on the calendar up to the 60% point in the semester. Beyond the 60% point there is no refund. A

copy of the worksheet used for this calculation can be requested in the Financial Aid Office.

2. Students withdrawing within the first ten (10) business days of the semester/quadmester will receive 100% refund.
3. Refunds and adjusted bills will be sent to the student's home address following withdrawal.
4. There are no refunds for independent study classes.
5. In accordance with federal regulations, when financial aid is involved, refunds are allocated in the following order:
 - Unsubsidized Direct loan
 - Subsidized Direct loan
 - Plus loan
 - Federal Pell Grant
 - Federal SEOG
 - Other Title IV funds
 - Other State, private, and Aquinas College funds
 - Student
6. Institutional and student responsibilities in regard to the return of Title IV funds

Aquinas College responsibilities include:

- Providing each student with the information given in this policy;
- Identifying students who are affected by this policy and completing the return of Title IV funds calculation for those students;
- Returning any Title IV funds that are due the Title IV programs.

The student's responsibilities include:

- Returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV funds calculation.

NOTE: The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.

If you believe that your individual circumstances warrant that your charges or refund should be determined in a manner other than the published policy, or you would like examples of the refund policy, contact the Student Accounts Office.

To qualify for a refund, it is essential to follow official add, drop, and withdrawal procedures (students enrolled full time, twelve (12) semester hours minimum in the semester long format, are requested to complete a withdrawal form available in the Registrar/Academic Advising Center located in Hruby Hall).

Tuition refunds resulting from drops and withdrawals will be based on the date of official notification in writing to the Registrar/Academic Advising Center.

The definition of a “full-time” regular student is: (1) traditional age students (Program type “R” for Regular) and (2) registered for a minimum of twelve (12) semester hours in a semester. A student with a program type of “R” will be considered “full-time” as of the 15th calendar day of the semester, regardless of schedule changes, and will be charged the package rate for all credit hours between twelve (12) and eighteen (18). Credit hours in excess of eighteen (18) will be charged on a per credit-hour basis.

When a less than “full-time” regular student increases their credit hour load during the semester to twelve (12) or more semester hours, they will then be considered a “full-time” student and will be charged at the package rate for the semester.

Drops: All students have until 4 p.m. on the 10th business day of the semester/ quadmester to drop a class for a full refund. The 10th business day will always be the 2nd Friday of the semester/quadmester. Any course dropped after 4 p.m. on the 10th business day will be charged at the full tuition rate. Tuition refunds resulting from schedule changes will be based on the date of official notification by the student in writing to the Registrar/ Academic Advising Center.

Withdrawals: The College assumes that a student beginning a semester intends to complete it. Any student who wishes to withdraw from the College or from the semester must inform the appropriate administrative offices by completing a withdrawal form. The withdrawal form is available in the Registrar/Academic Advising Center. Please refer to the Expenses Section for tuition refund schedule. Title IV funds will be prorated for a complete withdrawal.

Appeals by those students who feel that individual circumstances warrant exceptions from the established policy should be made in writing to the Appeals Committee, Student Accounts Office.

All students at Aquinas College will have Title IV funds adjusted to their accounts if they withdraw from all courses according to the following scale:

8-Week Format

During the first two weeks	100% refund
During the 3rd week	60% refund
During the 4th week	50% refund
After the 4th week	Full Title IV funds remain

16-Week Format

During the first two weeks	100% refund
During the 3rd week	90% refund
During the 4th week	75% refund

During the 5th week	70% refund
During the 6th week	60% refund
During the 7th week	55% refund
During the 8th week	50% refund
After the 8th week	Full Title IV funds remain

Repayments: For purposes of repayment, financial aid funds are applied to a student’s account in the order of grants, scholarships, and then student loans. If funds have been released to a student due to a credit balance on his/her account, they are released in the order of student loans, scholarships, and then grants.

Satisfactory Academic Progress Policy for Financial Aid: It is the policy of Aquinas College to provide financial aid to students who meet the normal academic standards established by the College and who are making adequate progress toward their degree requirements. Satisfactory academic progress for financial aid requirements shall be defined according to the tables displayed within these guidelines.

Evaluating Progress: Academic progress is evaluated at the end of each academic year to determine a student’s financial aid eligibility for the following academic year. At the time of evaluation, if a student is noted as not making progress, she/he will be placed on satisfactory progress probation for one academic year. By the end of this probationary academic year, the student must meet the stated cumulative hours requirement of that academic year as defined within the tables. Should the student fail to meet the required number of hours, she/he will no longer be eligible for financial assistance for the following academic year.

Measurement of Progress

Academic progress is defined in terms of the number of credit hours a student has earned at Aquinas College in relation to the number of years in attendance. The following tables demonstrate the minimum requirements a student must meet in order to remain in good standing.

Satisfactory Academic Progress - Table #1

Semester #	Full Time Enrollment	Part-Time Enrollment
1	16	8
2	40	20
3	68	34
4	96	48
5	124	63

6		78
7		93
8		108
9		124

NOTE: Academic progress is measured against a normal maximum of five (5) academic years as a full-time student. For the part-time student, progress is measured against a maximum time frame of nine (9) academic years.

1. An academic year equals two (2) semesters plus summer sessions in which a student enrolls during the summer directly following the academic year under review.
2. A semester in which a student is enrolled for less than six (6) hours will not be counted when determining academic progress.
3. A full-time student is one who is enrolled for at least twelve (12) hours per semester. A part-time student is one who is enrolled not less than six (6) hours but not more than eleven (11) hours per semester.
4. The student's academic progress will be measured against her/his EARNED HOURS.
5. CLEP hours are not included in the measurement of EARNED HOURS

For those students with varying enrollment patterns (part-time/full-time), the following table will be used:

Satisfactory Academic Progress - Table #2

Semester #	Full Time Enrollment	Part-Time Enrollment
-1	-1	-1
1	8	4
2	8	4
3	12	6
4	12	6
5	14	7
6	14	7
7	14	7
8	14	7
9	14	7
10	14	7
11		7
12		7

13		7
14		7
15		8
16		8
17		9
18		9

Procedures for Appeal: Upon written appeal by the student, failure to meet satisfactory academic progress requirements will be evaluated by the Director of Financial Aid and a committee appointed by the college. The student will be notified of the decision within three weeks of receipt of the appeal.

State of Michigan Programs

The Competitive Scholarship. The State of Michigan Competitive Scholarship program provides awards based on financial need and your score on the SAT examination, which may be used only for tuition and fees. The scholarship awards may be renewed each year if you remain in good academic standing, continue to show financial need, and remain a legal resident of Michigan.

The SAT examination is the competitive examination for this program. You should take the exam in the spring of your junior year in high school.

Tuition Grants: The State of Michigan Tuition Grant program is designed to assist those students who prefer to attend a private, non-profit college or university. You may be eligible for a grant, which may be used for tuition and fees, depending on financial need as determined by a released copy of your FAFSA.

To be eligible, you must be a legal resident of Michigan and be enrolled or accepted as a student at a private nonprofit college.

TIP Tuition Incentive Program: Students will be notified directly from the State of Michigan if they are eligible for assistance. A certification letter is required before these funds can be applied to tuition charges.

Aquinas Scholarships and Grants: The College awards a number of scholarships and grants to first year students and upperclass students from its general fund (Regular Full Time Traditional Students only). Scholarships are merit-based and are renewable for five years of study. Grants are based on financial need and are renewable if the student maintains satisfactory progress toward the degree and continues to demonstrate financial need.

Aquinas also awards the following, which are based on criteria other than financial need. However, a FAFSA must still be filed.

Aquinas College Spectrum Scholarship Program (Regular full-time students only): Aquinas College has implemented an innovative scholarship program called the Aquinas College Spectrum Scholarship Program. These merit-based scholarships single out worthy students and honor them for their academic and leadership achievements. The first three scholarships listed below are awarded to the top five finalists in the invitational college-sponsored scholarship competition. Recipients of the following full-tuition scholarships are automatically admitted into our Insignis Honors Program. To renew the Aquinas College Spectrum Scholarship the student must meet the renewal GPA and also demonstrate leadership/community service.

JEROME CAMILLUS BYRNE MEMORIAL SCHOLARSHIP This premiere merit-based scholarship was established by Jerome C. Byrne '48 in 1998. This full-tuition plus room scholarship is awarded to an entering full-time undergraduate student enrolled in a degree program. This is a four year award provided the student maintains a minimum GPA of 3.7 each year at Aquinas and demonstrates community service.

JOHN E. VENEKLASEN MEMORIAL SCHOLARSHIP This scholarship was created in 1998 in memory of John E. Veneklasen. The full-tuition award is designed to attract and retain full-time undergraduate students of academic excellence and integrity at Aquinas College. This is a four year award provided the student maintains a minimum GPA of 3.5 each year at Aquinas and demonstrate community service.

R. PAUL NELSON FULL-TUITION SCHOLARSHIP Each year three outstanding incoming first year students are chosen to receive this full-tuition scholarship. This is a four year award provided the student maintains a minimum GPA of 3.5 each year at Aquinas and demonstrates community service.

ST. CATHERINE SCHOLARSHIP Each year ten outstanding incoming first year students will receive this award. This award is valued at \$2,000 annually and is renewable for four years of study provided the student maintains a minimum 3.0 GPA each year at Aquinas College. Candidates for this award must meet requirements for the Monsignor Bukowski and/or Academic Leadership awards and are required to attend an on-campus competition during their senior year. Candidates must place between sixth and fifteenth in the competition.

ST. ANSELM SCHOLARSHIP Each year fifteen (15) outstanding incoming first year students will receive this award. This award is valued at \$1,000 annually and is renewable for four years of study provided

the student maintains a minimum 3.0 GPA each year at Aquinas College. Candidates for this award must meet requirements for the Monsignor Bukowski and/or Academic Leadership awards and are required to attend an on-campus competition during their senior year. Candidates must place between sixteenth and thirtieth in the competition.

Potential students are considered for all of the following Spectrum Scholarships by simply completing and sending in an application for admission. (Regular Traditional Students)

ACADEMIC LEADERSHIP SCHOLARSHIP First year students who excel both in academics and in leadership qualities are honored with this award. This prestigious award is valued up to \$16,000. This award is renewable for up to five years of study provided the student maintains a minimum 3.0 GPA each year at Aquinas and demonstrate community service.

MONSIGNOR BUKOWSKI SCHOLARSHIP First year students with high school grades of B+ or better and very good test scores are considered for this award. This prestigious award is valued up to \$16,000 and is renewable for up to five years of study provided the student maintains a minimum 3.0 GPA each year at Aquinas and demonstrate community service.

PRESIDENTIAL LEADERSHIP SCHOLARSHIP First year students who have a minimum high school GPA of 3.0 and have demonstrated outstanding leadership in their high school and/or community are considered for this scholarship. The student must maintain a 2.75 GPA.

ST. DOMINIC OUT OF STATE GRANT First year students coming from out-of-state high schools are considered for this grant. Eligible candidates are chosen based on their academic record and demonstrated leadership qualities. This award is \$2,000 and is renewable for up to five years of study provided the student maintains a minimum 2.5 GPA or better each year at Aquinas College. This award may be combined with other Spectrum Scholarships.

FATHER PHILIP HANLEY SCHOLARSHIP Each year scholarships are awarded to students who have demonstrated through work in their parish a sense of social responsibility, volunteerism, and sensitivity to issues of peace and justice in the world today. Awards are based upon the recommendation of the pastors, youth ministers, or Directors of Religious Education of each parish. These students must have a high school GPA of 2.7 or above to qualify. This award ranges from a minimum of \$7,000 to a maximum of \$14,000 and is renewable for up to five years of study provided the student maintains a minimum 2.5 GPA each year at Aquinas and demonstrate community service.

ST. THOMAS AQUINAS SCHOLARSHIP First year students qualifying for this scholarship are chosen based on their grades, test scores, leadership ability, and potential for success at Aquinas College. Renewable for up to five

years of study provided the student maintains a minimum 2.5 GPA each year at Aquinas and demonstrate community service.

TRANSFER HONORS SCHOLARSHIP Traditional age students transferring from a college with a cumulative college GPA of 3.5 or higher may receive a \$12,000 transfer honors scholarship. The awards are renewable each year, as long as the student maintains a GPA of 2.75 at Aquinas College. The student is considered for the scholarship at the time of application to Aquinas College. This scholarship is only for traditional age students.

TRANSFER SCHOLARSHIP Traditional age students transferring from a college with a cumulative college GPA of 3.0 - 3.49 may receive a \$10,000 transfer scholarship. The awards are renewable each year, as long as the student maintains a GPA of 2.75 at Aquinas College. The student is considered for the scholarship at the time of application to Aquinas College. This scholarship is only for traditional age students.

Transfer Scholarship Competition: Admitted traditional age students transferring from a college with a cumulative college GPA of 3.0 or higher are eligible to compete for one of five half-tuition scholarships valued at over \$13,500 per year. The awards are renewable each year, as long as the student maintains a GPA of 2.75 at Aquinas College.

AQUINAS TRANSFER GRANT Traditional age students transferring from a college with a cumulative college GPA of 2.70 - 2.99 may receive a \$7,000 transfer grant. The awards are renewable each year, as long as the student maintains a GPA of 2.5 at Aquinas College. The student is considered for the scholarship at the time of application to Aquinas College. This scholarship is only for traditional age students.

AQUINAS INTERNATIONAL STUDENT SCHOLARSHIP International students can receive an International Scholarship. These students are chosen based on their potential for academic success at Aquinas and they may renew their awards if they meet standards for progress at Aquinas College.

VALEDICTORIAN/NATIONAL MERIT SEMIFINALIST SCHOLARSHIP All students who graduate as valedictorians of their class as well as all students who have been named National Merit Semifinalists are eligible to receive the \$1,000 merit scholarship. The award is renewable for up to five years of study provided the student maintains a 3.0 GPA at Aquinas each year.

Other Scholarships and Grants Available

AQUINAS FOSTERING SUCCESS SCHOLARSHIP In an effort to remove barriers to higher education for young adults aging out of the Michigan Foster Care System, Aquinas College has created the “Fostering Success” Scholarship Initiative. This initiative will ensure that total assistance

from scholarships and grants (including ETV funds, see below) will cover tuition, room, board and book costs for up to two prospective students each academic year. Eligible students who are incoming first year students must have a minimum 3.0 GPA and ACT Composite of 22 or higher. Refer to the Fostering Success Web site for more details: aquinas.edu/undergraduate-admissions/aquinas-college-fosterin-success-scholarship-initiative

ATHLETIC SCHOLARSHIP Each year the Athletic Department awards a number of partial scholarships to individuals who excel in a particular sport. Recommendations are made by the coaches and approved by the Athletic Director. The awards are renewable as long as the student meets the criteria outlined in the Athletic Letter of Intent.

AQUINAS ALUMNI SCHOLARSHIP Scholarships ranging in value from \$1,000 to \$4,000 are available to all full-time dependent students who are sons or daughters of Aquinas alumni. An alumnus/alumna is defined as a student who has completed at least sixty (60) hours of study at Aquinas College.

AQUINAS DOMINICAN SCHOLARSHIP This scholarship is awarded to full-time dependent students who are nieces, nephews, sisters, or brothers of a member of the Dominican Sisters of Grand Rapids. The amount of the scholarship varies based on the individual family situation and is renewable for four years of study.

Other Forms of Financial Aid

Certain students may be eligible for the following programs that provide assistance for education costs.

U.S. Department of Veteran Affairs Benefits: The U.S. Department of Veteran Affairs administers certain basic programs for eligible veterans, service persons, reservists, and dependents of veterans seeking assistance for education. Educational benefits that you may be eligible to receive are:

- G.I. Bill (Chapter 34): Service beginning before January 1, 1977.
- VEAP (Chapter 32)/Non-Contributory VEAP (Section 903): Service beginning on or after January 1, 1977 through June 30, 1985.
- New G.I. Bill - Active Duty Educational Assistance Program (Chapter 30): Service beginning on or after July 1, 1985 through June 30, 1988.
- New G.I. Bill: Selected Reserve Educational Assistance Program (Chapter 106).
- Vocational Rehabilitation (Chapter 31): For compensable service-connected disabled veterans.
- Survivors and Dependents Educational Assistance Program (Chapter 35)—For survivors and dependents of veterans whose death or permanent and total disabilities were service-connected or of service persons missing in action or prisoners of war.

Students may obtain further information from the U.S. Department of Veteran Affairs Office nearest their home or from the Veterans Certifying Official in the Registrar/Academic Advising Office in Hruby Hall.

Students receiving V.A. benefits are required to maintain satisfactory progress toward degree completion and abide by all rules and regulations as outlined in the Aquinas College Student Conduct Code.

Scholarships for Adult Students

For students in Continuing Education or one of the master's level programs.

Both adult scholarships are for new students to Aquinas or for students who have experienced a two year break since last attending Aquinas College. Aquinas College alums that completed an undergraduate degree within the last two years and want to enroll at the graduate level are also eligible.

NORBERT J. HRUBY SCHOLARSHIP FOR LEADERSHIP

AND SERVICE Ten competitive scholarships are awarded each year.

Applications and further details are available on the Financial Aid website and in the School of Education, School of Management, Financial Aid and Registrar offices. Applications are due in June for students starting in the fall and are due in the beginning of December for students starting in the spring.

JOHN F. DONNELLY SCHOLARSHIPS Aquinas College and several area organizations partner to offer this scholarship to those employed with a participating school district or corporation. To view a list of organizations, visit the Financial Aid website at aquinas.edu/financial-aid. Students working for participating organizations should request an application from the employer's human resources department.

Other sources of financial assistance for adult students are:

- Your employer: many have tuition reimbursement programs
- Veteran's benefits: Aquinas is approved under Chapter 36, Title 38.
- Federal Direct Loan Program: You must file the FAFSA to determine eligibility for loans. It is best to do this by March 1 of each year.
- Other loans: From lending institutions such as credit unions
- Outside scholarship sources: The AQ Financial Aid Website lists several sources of outside scholarships. The list is updated on a regular basis.

For more information, check with your employer's personnel manager and/or the Aquinas Financial Aid Office.

Additional Scholarship Information: Aquinas College is committed to making your education affordable. More than 90 percent of AQ students receive financial aid. All scholarships that are available to new students are listed on the Admissions page of the Aquinas College website: aquinas.edu/aquinas-college-scholarships. All endowed scholarships available to returning students are listed on the financial aid page: aquinas.edu/financial-aid/endowed-scholarships

If you have applied for financial aid and you qualify, you will be automatically considered for many of these scholarships. However, some scholarships require a separate application. Contact the Financial Aid Office for further information. These scholarships are open to both traditional and adult students unless noted.

Renewal of Financial Aid: All awards are renewable, based on the student's academic progress, the family's financial need, and the availability of funds. Since the financial circumstances of the family may change from year to year, a student's financial aid may also change. For this reason, all students who wish to renew their financial assistance must submit a new FAFSA each year to be eligible for financial assistance the following year. Preference is given to those whose renewal statements are submitted to the processor by March 1.

Financial assistance may be withdrawn if the student does not maintain satisfactory academic progress as defined by the academic probation and dismissal regulations of the College.

V

Academic Programs

Degree Programs
Programs of Study
General Education Program
Other Degree Requirements
Academic Opportunities
Graduate Degree Programs
Courses of Instruction

Degree Programs

Aquinas offers the following degree programs:

- Associate of Arts
- Associate of Science
- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Arts in General Education
- Bachelor of Music Education
- Bachelor of Professional Accountancy
- Bachelor of Science
- Bachelor of Science in Business Administration
- Bachelor of Science in International Business
- Bachelor of Science in Athletic Training
- Bachelor of Science in Nursing from the University of Detroit Mercy in collaboration with Aquinas College and St. Mary's Mercy Medical Center*
- Bachelor of Science in Sustainable Business
- Master in the Art of Teaching*
- Master of Art in Counseling*
- Master in Education (Initial Certification)*
- Master in Science Education*
- Master of Management*

*A separate catalog is issued for these programs.

Associate's Degree Requirements. To earn the Associate of Arts degree or Associate of Science degree, students must complete sixty-four (64) semester hours of work, which include the General Education Plan and proficiency requirements in English and Mathematics (excluding the Writing Intensive, Quantitative Reasoning, and Capstone requirements). At least thirty (30) of the sixty-four (64) semester hours must be earned at Aquinas College. The associate's degree holder may continue to work toward a bachelor's degree. Students must also be in attendance at the College the full-time equivalent of their last semester prior to graduation.

Bachelor's Degree Requirements. To earn a bachelor's degree students must complete 124 semester hours of work which include:

- completion of a major* (usually thirty (30) to forty-eight (48) semester hours)
- fulfillment of the General Education Program (semester hours vary)
- electives to make up the total 124 semester hours
- meeting the writing and mathematics proficiency standards and the residency requirement

- a minimum Aquinas grade point average of 2.000 as well as a minimum overall grade point average of 2.000
- at least thirty (30) of the 124 semester hours must be earned at Aquinas College. Student must also be in attendance at the College the full-time equivalent of their last semester prior to graduation, and have completed a minimum of thirty (30) hours of the last sixty (60) hours toward their degree at Aquinas College

Students will note that the Aquinas program of studies is divided into two significant components—an area of concentration or a major, and the General Education requirements. Electives provide the student with the opportunity to expand either component—more specialization through a second major or a minor, or more breadth within the liberal arts courses of the college.

*NOTE: The Bachelor of Arts in General Education (B.A.G.E.) does not require the completion of a major. If students elect the B.A.G.E., students must complete a planned program of 124 semester hours which includes courses designated for the General Education Program.

Documentation Regarding General Education Requirements:

- Students are subject to the general education requirements found in the academic catalog the year they matriculate
- Students are subject to the major's requirements found in the academic catalog the year they declare the major
- In the event of faculty approval (via faculty assembly) of a curricular change, if the change creates an additional constraint on the student, it would not take effect until the next published academic catalog (the next academic year)--a basic grandfathering approach
- In the event of faculty approval (via faculty assembly) of a curricular change, if the change eases a constraint on the student, it may take effect immediately.

Residency. A minimum of thirty (30) semester hours must be earned at Aquinas College. Credit by examination, IB, Prior Learning Assessment, and CLEP credit (College Level Examination Program) do not count toward the residency requirement. Students must also be in attendance at the College the full-time equivalent semester prior to their graduation.

Programs of Study

Majors, minors, concentrations, or programs are available in these disciplines. For specific course information, see the offerings under “Courses of Instruction.”

Accounting

- Accounting

- Accounting/Business Administration

Art

- Art

- Visual Arts Administration

- Ceramics

- Drawing

- Painting

- Photography

- Printmaking

- Sculpture

- Studio Art

Athletic Training

Biology

Business Administration

- Business Administration

- Business Administration/Accounting

- Business Administration/Art

- Business Administration/Chemistry

- Business Administration/Communication

- Business Administration/Music

- Business Administration/Sport Management

- Business Administration/Theatre

- International Business

Catholic Studies

Chemistry

Communication

- Communication

- Communication/Business Administration

- Communication/Theatre

- Interdisciplinary Communication

Community Leadership

Computer Information Systems

- Computer Information Systems

- Management Information Systems

Economics

Education

Elementary Certification

Secondary Certification

For specific information, refer to the Education section of the Catalog.

English

Environmental Studies

Geography

History

International Studies

Irish Studies

Journalism/Publications

Kinesiology

Athletic Coaching

Athletic Training

Business Administration/Sport Management

Exercise Science

Health Education Teaching Minor

Physical Education Teaching K-12

Legal Studies

Mathematics

Mathematics

Mathematics/Computer Science

Music

Music (General)

Jazz Emphasis

Performance Emphasis

Music Education

Choral Supervision

Instrumental Supervision

Liturgical Music

Business and Music

Nursing

Philosophy

Physics

Chemical Physics

Political Science

Pre-Engineering

Pre-Health

Pre-Law (Legal Studies)

Pre-Occupational Therapy

Pre-Physical Therapy

Psychology

Development Psychology

Industrial/Organizational Psychology

Social Studies (Education)
Sociology
Sustainable Business
Theatre
 Theatre
 Theatre/Communication
 Theatre/Business Administration
Theology
 Liturgy
 Theology
Urban Studies
Women's Studies
World Languages
 French
 German
 Japanese
 Spanish
 Translation and Interpretation

Students who desire an interdisciplinary major not listed above, can contact the Registrar/Academic Advising Center regarding the possibility of arranging for a contractual major.

All undergraduate degrees, except the Associate's degrees and the Bachelor of Arts in General Education, require the completion of a major. While students may declare a major at any time, students should declare one by the time they have accumulated thirty (30) semester hours toward a degree, which will usually occur during their sophomore year.

Students are expected to fulfill the departmental requirements for the major as specified in the College catalog current at the time of their declaration of major. If students have specific questions regarding requirements, they should consult with the department chairperson. All major requirements are subject to the approval of the department chairperson. If no specific residency for the major is listed in the major description in the catalog, the residency requirement is a minimum of eighteen (18) semester hours at Aquinas College.

Second Major. The flexibility of the Aquinas curriculum allows students to complete a second major if they wish. It is the prerogative of the department chairperson to choose what courses to allow toward their major if already counting toward another major or minor area of study.

Minors. To meet a particular educational, cultural or career objective, students may decide to complete a minor.

- A minor is a designated program of studies made up of core requirements and electives of twenty (20) or more hours.
- A minor may be in one academic discipline with the content to be

determined by the academic department.

- A minor may also be interdisciplinary with thematically related courses and approved by appropriate academic departments.

If a minor is being used for teacher certification, it must include a minimum of twenty-four (24) hours.

If no specific residency for the minor is listed in the minor description in the catalog, the residency requirement is a minimum of twelve (12) semester hours.

It is the prerogative of the department chairperson to choose what courses to allow toward their minor if already counting toward another major or minor area of study.

Only those students who have made application for a minor will have this achievement recorded on their transcripts.

General Education Program

The General Education Program focuses on the skills, knowledge, values, and ethics that Aquinas College believes each of its graduates needs to be prepared for career and life in a rapidly changing world. The program is rooted in the mission of the College, the Dominican tradition, and the liberal arts. It is structured to include both requirements and choice, and a core and distribution component. The General Education Program supports and is integrated across the four years of a student's education at Aquinas College.

Philosophy of General Education. The General Education Program combines a breadth of knowledge with the sequential development of a wide range of skills, expanding the students' knowledge and vision for their growth as human beings for their personal and professional futures. It is intended to foster the development of a desire for knowledge and truth, and a spirit of intellectual dialogue and inquiry. It should provide curricular and/or co-curricular opportunities for a knowledge of the Catholic intellectual tradition; for discovering and deepening the spiritual dimension of their lives; for recognizing the dignity and value of the individual with an appreciation of individual differences and the unique gifts each brings to the community; and for developing personally as productive, creative, competent, and compassionate individuals. This is done within an educational atmosphere in which all students, regardless of gender or race, have equal opportunity to contribute and learn.

The structure of the General Education Program includes some required core courses, whose content crosses other academic disciplines, as well as

some areas of choice within a modified distribution system. Furthermore, the program provides an integrated and coherent learning experience complementing the work of the major, which provides the opportunity for an in-depth study of a student's area of interest.

The Aquinas faculty recognizes the advantage of a General Education Program that is structured as a framework over the four years. The integrated series of courses represents areas of skill level, and knowledge and values that are integrated throughout an Aquinas education.

General Education Program Learning Outcomes. In support of the College's mission, the Aquinas General Education curriculum addresses the student learning outcomes listed below, in which the student will:

1. Exhibit competence in disciplines across the liberal arts
2. Read critically and formulate relevant conclusions (critical thinking)
3. Demonstrate proficiency in communication (writing, speaking, reading, listening, presentation skills)
4. Acquire research and analysis skills (quantitative and qualitative)
5. Integrate knowledge of diverse perspectives and cultural traditions.
6. Understand the application of theological and ethical concepts in daily life.

Aquinas College
General Education Program
For Traditional Age Students
Core (13–21 hours)

YEAR 1

- GE100: First Year Experience: College in the 21st Century one (1) hr
- GE101: Inquiry and Expression (Integrated Skills Course) three (3) hrs.
- Foreign Language, Proficiency, or Equivalency Level* 0–8 hrs.
- Career and Self Awareness (1 credit) (CD)

YEAR 2

- GE201, 202: Humanities six (6) hrs.
- GE203, Question Everything: Research as Inquiry 1 hr.

IN YEARS 2 or 3

- Writing Intensive (WI) Course
- Quantitative Reasoning (QR) Course

IN YEARS 1, 2, 3, or 4

- Theological Foundation three (3) hrs.

IN YEAR 4

- Senior Capstone (SC)

NOTE: Number of hours dependent on initial placement.

Distribution (27–29 hours)

1. Social Science (9 credits) Including one three (3) hr. class from each of the following areas
 - Business/Economics (BE)
 - Psychology/Sociology/Communication/Women’s Studies (PSC)
 - Political Science/Geography/Cultural Anthropology (PGC)
2. History/Philosophy (3 credits) (HP)
3. Natural World (6–7 credits) (NL: lab) (NN: non-lab)
Two courses representing two science disciplines (Biological, Physical, Earth Science). At least one must be a lab course.
4. Artistic and Creative Studies (3 credits) (AC)
5. Mathematics (3–4 credits) (MS)
6. Kinesiology (1 credit) (KN)
7. Technology Proficiency (0-3 credits) (T)

NOTE: The core courses of the first year and sophomore years, First Year Experience, Inquiry and Expression, Career and Self Awareness, and Humanities, must be taken in their proper sequence. Permission to drop and/or take out of sequence will be granted by the Program Director and the Provost only in the most exceptional cases.

NOTE: General Education Credit will only be given after a course has been approved by the Advisory Council for General Studies, Committee on studies and notification made to Faculty Assembly.

NOTE: Courses from the distribution list above must bear the each of the following designations:

- Global Perspective (GP) - at least one (1) course
- Quantitative Reasoning (QR) - at least one (1) course
- Writing Intensive (WI) - at least one (1) course
- Senior Capstone (SC) - at least one (1) course

Experiential Learning. Aquinas College encourages students to participate in at least one experiential learning activity prior to graduation. Experiential learning activities include:

- Study Abroad
- Service Learning including courses with academic service learning components
- Internships and/or practicum
- Undergraduate research
- Living Learning Communities

Aquinas College
General Education Program for
Continuing Education Students

Prior to beginning course work at Aquinas, new Continuing Education students without an Associate of Arts degree may be required to take placement testing in areas of reading comprehension, writing, and mathematics. Testing is intended to help Continuing Education students plan a successful undergraduate program based on their individual needs.

Career and Counseling Services offers a career development course, CD210 Career and Life Planning (3 credit hours). This class is specifically designed for returning adults who want a theoretical and practical study of the career planning process applied to their interests, abilities, goals, academic discipline, and fields of interest. Focus is on self-assessment, development of a career and life plan, projects and techniques relating to personal career search and career management.

Core (9 hours)

- Placement Testing: Reading, Writing, and Mathematics
- GE 170: Foundations for Learning three (3) hrs.
- GE 270: Culture of World Civilizations three (3) hrs.
- Theological Foundation (TF) three (3) hrs.
- At least one course with Writing Intensive (WI) designation
- At least course with Quantitative Reasoning (QR) designation
- At least one course with Senior Capstone (SC) designation

Distribution (25–26 hours)

1. Social Science (9 credits) Including one three (3) hr. class from each of the following areas:
 - Business/Economics (BE)
 - Psychology/Sociology/Communication/Women's Studies (PSC)
 - Political Science/Geography/Cultural Anthropology (PGC)
2. History/Philosophy (3 credits) (HP)
3. Natural World (6–7 credits) (NL: lab) (NN: non-lab)
Two courses representing two science disciplines (Biological, Physical Science, Earth Science). At least one must be a lab course.
4. Artistic and Creative Studies (3 credits) (AC)
5. Mathematics (3–4 credits) (MS)
6. Technology Proficiency (0-3 credits) (T)
7. Natural World (6–7 credits) (NL: lab) (NN: non-lab)

NOTE: Global Perspective (GP): At least one course selected from the distribution listed above must bear the Global Perspectives designation.

Transfer Student Curriculum. Aquinas College subscribes to the MACRAO (Michigan Association of College Registrars and Admissions Officers) agreement. Every student entering Aquinas College who has completed an Associate of Arts degree will have satisfied our general education requirements except for the Theological Foundation course. All students must meet proficiency requirements in English and Mathematics. Students transferring to Aquinas College must have transcripts sent from any previous place of training for evaluation toward their degree requirements at Aquinas College. An evaluation will be made and sent to the student upon receipt of all official transcripts.

Electives. Students' choices of a major determine the number of electives students may select. Some students apply their electives to a second major or minor. Elective hours may also be used for field experience, internship, the Campus Interchange or the Cultural Immersion Programs. Language majors are advised to participate in a cultural immersion program.

Other Degree Requirements

All students graduating with a degree from Aquinas College must demonstrate proficiency in English (writing) and mathematics.

English proficiency for traditional-age students Students must successfully complete GE101 with a grade of “C–” or better to earn writing proficiency. Students earning less than a “C–” must repeat the course.

English proficiency for Continuing Education students Based on the results of the assessment of academic skills and/or transfer credit, students may be placed in GE170. Students must earn a grade of “C–” or better in that class for writing proficiency.

English proficiency for students entering with an Associate of Arts degree If a student transfers to Aquinas with an Associate of Arts degree, successful completion of a writing course equivalent to EH105 with a grade of “C–” or better will satisfy English proficiency requirements.

International Student Proficiency International students must demonstrate competence in English by submitting scores from the TOEFL examination or another recognized test of English-language proficiency. A score of 550 on the TOEFL or a score at the 80th percentile of another test is the minimum acceptable standard. Grades in English courses at another college or university will not be sufficient proof of English-language competence.

Mathematics Proficiency Successful completion of one of the following options will fulfill the Mathematics Requirement:

- MS110 with a C– or better.
- MS111 or 114 or 121 or 122 or 231 with a C– or better.
- MS260/261 with a C or better (teachers certificate requires a “C”).
- An equivalent mathematics course in transfer.

Second Bachelor’s Degree If a student already holds a bachelor’s degree from an accredited college, they may earn a second bachelor’s degree at Aquinas by completing at least thirty (30) semester hours of residence credit beyond receipt of the first degree and by satisfying all College and major requirements.

Professional Preparation Aquinas offers courses of study which lead either to professions or further study at professional schools. Although it is possible to be admitted to some professional schools with two or three years of preparatory work, it is strongly recommended that students obtain an undergraduate degree first. This is particularly true of such schools as dentistry, law, medicine, and social work. Our academic programs can prepare students for entrance into any of the above professional schools. The College also offers courses to prepare for study of engineering and medical technology.

Academic Opportunities

Insignis Program For Honors Students. The Insignis Program for Honors Students seeks to create an environment in which students of exceptional academic potential can interact with each other in intellectual and social pursuits. Incoming first year students with a 25 composite score on the ACT or with 1880 combined (or 80th percentile) on the SAT, and who have maintained at least a 3.5 grade point average (GPA) in their high-school academic courses are invited to join Insignis. Current Aquinas students who wish to participate may be nominated by faculty members or may seek membership by applying to the Director of the Insignis Program.

Insignis students work with instructors to design special seminars, or honors work, and they take honors-only sections of the General Education curriculum. Insignis students also take part in many on- and off-campus cultural events. A limited number of competitive scholarships are available. For further information, contact the Directors of the Insignis Program, Dr. Michelle DeRose, derosmic@aquinas.edu or Dr. Jennifer Hess, hessjen@aquinas.edu.

Internships. Internships offer students an experience in a field related to their career goal, academic credit, and increased job skills. They are usually unpaid, but they could include a stipend or salary. Aquinas

Career Services' staff members guide students through their internships, individual appointments, classroom instruction, academic assignments, and performance evaluations are used to facilitate the increase of students' career development and interpersonal skills. Staff conduct individual performance evaluations in conjunction with the on-site supervisor.

Because internships play such an important part in verifying a student's career choice and can fulfill three to twelve academic credit hours, it is recommended that students plan for their internship in advance. International internships and internships that recruit nationally take even more than the usual amount of advance planning. Information concerning all internships is available through the Career Services office located at the Aquinas Advantage Center, Flannery Hall, or by calling (616) 632-2126 for appointments.

Internships are available that relate to all majors and minors every semester. Internships may be taken for major or minor elective credit or for general elective credit. For internships taken for major or minor electives, each academic department reserves the right to add academic assignments in addition to those already outlined in the internship program. All internships must be approved through the Career Services office. If the internship is for major or minor elective credit, it must also be approved by the Academic Department Chairperson. Check with the Career Services office regarding deadlines for registration. Typically, internships follow the academic calendar, however, exceptions can be made.

Pierce Cedar Creek Institute Through a partnership with Aquinas College, Pierce Cedar Creek Institute, a biological field station in Hastings, Michigan, offers a number of rare qualities that make it attractive to the student and faculty member in the natural sciences. Situated in Southwest Michigan, the Institute's 742 acres includes wetlands, forests, and meadowlands. The facilities are up-to-date and modern. Committed to environmental education, the Institute provides students an opportunity to engage in hands-on and practical field experiences through research, field trips and courses. Summer research grants are available. To learn more visit cedarcreekinstitute.org.

Off Campus Study: Dominican Exchange and Study Abroad Programs

All applicants must be full-time Aquinas College students and must first be approved by the Aquinas College International Programs Office before they can participate in any of the current and future Off-Campus Study programs and before they can transfer corresponding academic credits back to Aquinas from any current and future Aquinas Study Abroad or Dominican Exchange Programs. Guest Student applications will be considered on a case-by-case basis.

Dominican Exchange Program Aquinas offers the opportunity to spend a semester at one of three cooperating Dominican colleges while remaining a degree candidate at Aquinas College. Students must have achieved sophomore status to participate. Application for participation during the fall semester must be submitted by February 1 of the preceding academic year. Application for participation during the spring semester must be submitted by September 1 of the current academic year. The cooperating colleges are: Barry University, Miami Shores, Florida; Dominican University, San Rafael, California; and St. Thomas Aquinas College, Sparkill, New York. Students may obtain more information on the Dominican Exchange Program from the Office of the International Programs.

International Study Programs Aquinas College has expanded the number and diversity of international study programs. Students may now participate in language study and cultural immersion programs in Angers, France; Rome, Italy; Tübingen, Germany; Lüneburg, Germany; Freiburg, Germany; Tully Cross, Ireland; Hikone, Japan; Santa Ana, Costa Rica; and Salamanca, Spain. These programs are designed to immerse students in another culture through site-appropriate housing and a variety of service-learning opportunities depending on the program. Full-time, sophomore status, good academic and disciplinary standing, language proficiency depending on the program, an ability and willingness to share in the community-living dimensions, and an openness to cross-cultural experience are prerequisites for participation. Students may obtain more information from the Office of the International Programs located at the Aquinas Advantage Center, Flannery Hall, and online at aquinas.edu/international-programs, or by calling (616) 632-2126 for appointments.

Study in Spain Annually, the College conducts a study program in Spain during the fall semester for students who have achieved at least sophomore standing. The program is open to full-time Aquinas students who have completed Spanish courses through SH202 prior to departure; it provides the opportunity to earn a full semester of credit and live with local Spanish families. The curriculum is centered on the Spanish language and culture, history and literature. Students with advanced language training have the opportunity to enhance their curriculum with courses at the University of Salamanca.

Study in France Annually, the College conducts a study abroad program in France during the spring semester for full-time students who have achieved at least sophomore standing and have completed at least three semesters of college-level French language courses. The program provides the opportunity to earn a full semester of credit through courses at the Centre International d'Études Françaises at the Université Catholique de l'Ouest in Angers, France. The curriculum is centered on French language

and culture, with various electives offered in art, business, history, music, political science and literature. Participants live with local French families throughout the semester.

Study in Ireland Annually, the College conducts a study abroad program in Ireland during the spring semester for students who have achieved at least sophomore standing. The program is open to full-time students; it provides the opportunity to earn a full semester of credit, travel abroad, and live in a rural Irish community. Aquinas faculty members accompany the students and direct the program at the study center located in Tully Cross on the west coast of Ireland. The curriculum's focus is on history, literature, culture and other aspects of Irish studies. Students may also have the opportunity to complete an internship with various Irish non-profit organizations or a classroom placement in an Irish elementary school.

Study in Costa Rica Annually, the College conducts a study abroad program in Costa Rica during the spring semester for approximately students who have achieved at least sophomore standing. The program is open to full-time students who have completed Spanish courses through SH202 prior to departure; it provides the opportunity to earn a full semester of credit, live with local Costa Rican families, and experience service-learning. The curriculum is centered on the Spanish language and Central American/ Costa Rican culture, history, literature, and environmental issues.

Study in Germany Annually, the college conducts a variety of study abroad programs in Germany. Students have the opportunity to participate in an intensive German language and culture program conducted by faculty at the University of Tübingen in Tübingen, Germany. This program is open to full-time students who have completed at least three semesters of German courses. The program takes place on the German academic calendar from April to July. Students live in university housing and have the opportunity to augment their experience with excursions to important regional sites.

Students also have the option of spending the spring semester at Leuphana University in Lüneburg, Germany. This program is open to full-time students who have completed German courses through GN301. The program's curriculum focuses on German language and culture. Additional courses in economics, political science, history, art and engineering are also offered. Students have the opportunity to travel via group excursions to sites of artistic or historic importance. Participants may opt to further engage themselves in the Lüneburg community via various volunteer and internship opportunities. Students live in university residence halls, private apartments with German and other international students, or with local German families depending on availability.

Additionally, students have the opportunity to spend a year at Albert-Ludwigs-Universität in Freiburg, Germany. Participants build upon their

German language skills through special program courses as well as regular university classes offered in a variety of disciplines. The program is open to full time students who have completed German courses through GN301. Students must be of at least junior standing at the time of participation and must have achieved at least a 2.5 overall grade point average and a 3.0 grade point average for German courses. Participants live in university housing alongside German and other international students.

Study in Japan. Annually, the college conducts a study abroad program in Japan depending on student participation. This program is open to full-time students who have the option to spend a semester or year studying at the Japan Center for Michigan Universities campus in Hikone, Shiga Prefecture (located on the shores of Lake Biwa.) Each semester, students will enroll in 12–14 credit hours of curriculum focused on Japanese language and culture. Additionally, students benefit from cultural activities, interviews and presentations within the surrounding community. Students also have opportunities for group excursions through their courses. Housing options include student apartments and local Japanese families.

Study in Italy Annually, the College offers full-time students the opportunity to spend fall semester at the Villa Serenella Study Center in Rome through a partnership with Thomas More College of Liberal Arts. Participants earn a full semester of credit in Humanities, Art & Architecture of Rome, Writing and Theology courses. Workshops in Italian language are also offered. Additionally, students may complete an internship with various Vatican media centers. Co-curricular group excursions occur weekly. Students live in double en-suite rooms in residence halls on the study center grounds.

Graduate Programs

Aquinas College offers several graduate degree programs. Graduate course work is available to those with an undergraduate degree who qualify for graduate study through the application process.

Graduate Programs in Education

Master in the Art of Teaching (MAT) The Master in the Art of Teaching program offers advanced studies for classroom teachers. The program focuses on theory, practical applications, and a humanistic approach to education. The program's philosophy is that teacher education should promote thinking. The School of Education has structured the course of study to encourage the individual skills of each of its students. In turn, Master degree candidates learn to apply the same strategies within

their own classrooms to form connections with each of their students. In education today, the mastery of communication skills is paramount to any teacher's success.

Here, those skills will become the key to a teacher's success – in and out of the classroom. Students may add an additional area of certification as well as complete the requirements to earn the MAT.

Master in Education (M.Ed.) The Master in Education (M.Ed.) is a unique program that was the first of its kind in the area. The program allows college graduates to simultaneously earn both initial teaching certification on the secondary level and a master's degree. The graduate students are taken beyond textbooks and assignments to the core of education: learning. By focusing on such issues as assessment, language acquisition, research and home-community-school relations, students discover new ways of thinking – and of leading.

For information on graduate education programs, call the School of Education at (616) 632-2800 or (888) 329-2748. You may also visit our Web site: aquinas.edu/education/graduate

Other Graduate Programs

Master of Management (MM) The Master of Management program is designed for people from all disciplines who are in positions of responsibility within organizations and need the skills and knowledge to become more effective leaders. The MM program is focused on providing its students with a broad perspective grounded in theoretical concepts, with emphasis on applications in management, leadership, team building, communication, and decision-making.

Aquinas College's strong liberal arts foundation provides the MM program with a distinctively different perspective on business, management, ethics and the environment. Courses are offered in evening and web formats to allow for more flexible scheduling. Concentrations in Organizational Leadership, Sustainable Business, and Marketing Management are available within the Masters of Management program.

For additional information, call (616) 632-2924 or visit our Web site: aquinas.edu/management.

Master of Art in Clinical Mental Health Counseling (CMHC) The Master of Art in Clinical Mental Health Counseling program is designed for people from all disciplines who wish to work in the mental health field. The CMHC is designed to educate and train highly competent professionals to become Licensed Professional Counselors (LPCs). The program has been designed to meet national standards for training of professional counselors and exceeds the standards for licensure in Michigan. With a

hands on, learn-by-doing approach, the CMHC prepares students with a broad spectrum of courses enabling a broad scope of practice including assessment, evaluation, diagnosis and treatment of mental and emotional problems. Students will have opportunities to focus on several specialty areas to enhance their general practice including counseling children, grief counseling & terminal illness, clinical supervision, and marriage, couples, & family counseling. The CMHC also offers a Pastoral Counseling program.

Aquinas College's strong liberal arts foundation provides the CMHC program with a distinctively different perspective on the mental health field. Courses are offered in evening and some hybrid-web formats to allow for more flexible scheduling. Students will have opportunities to focus on several specialty areas to enhance their general practice including counseling children, grief counseling & terminal illness, clinical supervision, and marriage, couples, & family counseling. The CMHC also offers a Pastoral Counseling program.

For additional information, call (616) 632-2153 or visit our Web site: aquinas.edu/master-art-counseling.

Courses of Instruction

The following abbreviations are used with course numbers throughout the catalog and for computerized registration.

AG	Accounting	IR	Irish Studies
AT	Art	JE	Japanese
BS	Business Administration	KN	Kinesiology
BY	Biology	MC	Music
CA	Catholic Studies	MS	Mathematics
CL	Community Leadership	NUR	Nursing
CN	Communication	PC	Physics
CS	Computer Information Systems	PG	Psychology
CY	Chemistry	PH	Philosophy
EH	English	PS	Political Science
EL	Environmental Studies	SB	Sustainable Business
EN	Education	SH	Spanish
ES	Economics	SY	Sociology
FH	French	TE	Theatre
GE	General Education	TY	Theology
GN	German	WL	World Languages
GY	Geography	WS	Women's Studies
HY	History		

Courses in Career Development (CD), Humanities (HS), Insignis (IN) and General Education (GE) are included under the “General Education & Interdisciplinary Courses” category.

The number in parentheses following each course title indicates the number of semester hours of credit.

Letter designations (BE, NL, etc.) following the credit hours indicate the course will fulfill a general education category requirement under the General Education Plan:

<ul style="list-style-type: none"> • AC Artistic and Creative Studies • BE Business/Economics • GP Global Perspective • KN Health/Physical Education and Recreation • HP History/Philosophy • MS Mathematics • NL Natural World—Lab • NN Natural World—Non-Lab 	<ul style="list-style-type: none"> • PGC Political Science/Geography/Cultural Anthropology • PSC Psychology/Sociology/Communication/ Women's Studies • TF Theological Foundations • T Technology • QR Quantitative Reasoning • SC Senior Capstone • TF Theological Foundations • WI Writing Intensive
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Accounting

Cynthia VanGelderren, M.B.A., C.P.A., Chair;
Anthony Burdick, M.S., C.P.A.; Kevin Cantley, M.B.A., C.P.A.

Mission Statement

The mission of the Accounting Department at Aquinas College is to provide excellence in accounting education, preparing technically competent, broadly educated, effective communicators and ethical decision-makers who will contribute productively to the accounting profession, organizations, and the community.

Student Learning Outcomes

1. Students will understand and be able to apply effective marketing, management, business law, economics, finance, and planning strategies.
2. Students will be able to understand, analyze, synthesize, and apply core accounting principles and concepts in for-profit and not-for-profit organizations in the areas of financial accounting, managerial accounting, auditing, tax, and accounting information systems.
3. Students will be able to identify and analyze problems, use research tools to determine alternatives, and effectively communicate recommended solutions using appropriate technology.
4. Students will demonstrate an understanding of professional accounting in a global environment and practice within an ethical framework.

Bachelor of Science in Business Administration (B.S.B.A).

Accounting and Business Administration Dual Major

Major Requirements: Sixty-eight (68) credit hours.

Required courses:

- | | | |
|---------|----------|--|
| • CS156 | • AG315 | • AG410 |
| • CS252 | • AG320 | • AG453 |
| • ES211 | • AG330 | • MS151(MS252 or MS494 may be substituted) |
| • ES212 | • AG336 | • BS201 |
| • AG210 | • AG337 | • BS202 |
| • AG211 | • AG390 | • BS305 |
| • AG304 | • AG405 | • BS331 |
| • AG305 | • AG405L | |

At least twenty-four (24) semester hours must be taken at Aquinas College, eighteen (18) of which must be taken in accounting courses at the 300 level and above.

Bachelor of Professional Accountancy (B.P.A.) 150 Credit Hours Professional Accountancy Major

Major Requirements: Eighty-three (83) credit hours.

Required courses:

- CS156
- CS252
- ES211
- ES212
- MS151 (MS252 or MS494
may be substituted)AG210
- AG211
- AG390
- AG304
- AG305
- AG315
- AG320
- AG330
- AG336
- AG337
- AG397
- AG405
- AG405L
- AG410
- AG453 BS201
- BS202
- BS305
- BS331
- BS460
- BS492
- Accounting internship
- Six (6) hours of accounting or
business electives.

At least twenty-four (24) credit hours must be taken at Aquinas College, eighteen (18) of which must be taken in accounting courses at the 300 level and above.

Accounting Minor

Minor Requirements: Twenty-four (24) credit hours.

Required courses:

- AG210
- AG211
- AG304
- AG305
- AG315
- Minimum of five (5) hours from:
 - AG330
 - AG336
 - AG337
 - AG340
 - AG390
 - AG405
 - AG410

A minimum of twelve (12) credit hours of the minor must be taken at Aquinas College in accounting courses at the 300 level and above.

Every course applied to an Accounting major/minor must be completed with a grade of C– or better. Students may take a course twice to obtain the requisite C–.

A number of college electives are offered and recommended depending on the type of certification desired, e.g. Certified Public Accountant (CPA), Certified Internal Auditor (CIA), Certified Management Accountant (CMA).

Course Descriptions

AG100 Financial Activities for Nonprofits (3) BE An introduction to financial information needed by decision makers for non-profit organizations. Includes an overview of financial reporting, managerial accounting and finance. Specific topics include financial statements, budgeting, strategies for revenue generation, relevant costs, time value of money and cash management.

AG104 Funny Money (3) An introduction to financial information used in investing decisions. Specific topics include the role of money, basic accounting processes and procedures, financial reporting, ethics in financial reporting, time value of money, and financial ratio analysis.

AG210 Principles of Accounting I (4) Introduction to financial accounting and its application to the reporting needs of organizations. Topics include basic accounting processes and procedures, financial statement preparation and analysis, internal control, and the recognition and measurement of accounts included in financial reports. Recommended: MS 114

AG211 Principles of Accounting II (4) An introduction to managerial accounting concepts and the use of accounting information for planning, control and decision-making. Topics include costing of products and services, cost-volume-profit analysis, budgeting, performance evaluation, and costs relevant to decision-making. Prerequisite: AG210.

AG304 Intermediate Accounting I (4) QR A continuation of the study of financial accounting theory and practice. Topics include the development of accounting standards, conceptual framework of accounting, financial statement presentation, and the recognition and measurement of assets. Prerequisite: AG211.

AG305 Intermediate Accounting II (4) A continuation of AG304. Topics include long-term investments, liabilities, stockholders' equity, earnings per share, leases, taxes, and the statement of cash flows. Prerequisite: AG304.

AG310 Special Topics in Accounting (3) Variable topics in accounting. Offered on an occasional basis. Prerequisite: Varies with course offering.

AG315 Cost Accounting (3) Topics include cost definitions, product and service costing, activity-based costing, standard costs, flexible budgeting, planning and controlling costs, and other related topics. Prerequisites: AG211 and Excel proficiency.

AG320 Accounting Communication and Professional Development (3) WI Focuses on the development of research, writing, presentation, and communication skills necessary to be effective in an accounting career. It explores the accounting profession and develops students' abilities to navigate various accounting career paths. Prerequisite: AG211.

AG330 Accounting Systems (3) Reviews the design, implementation, and monitoring of information systems. Emphasis is placed on internal controls in the system. Prerequisite: AG304

AG/BS336 Tax Law I (3) Covers the basic concepts of federal income taxation applicable to individual taxpayers, including realization and recognition of income, deductions and credits. Prerequisite: AG211.

AG/BS337 Tax Law II (3) Continued study of the basic concepts and principles of federal income taxation applicable to partnerships and

corporations. Topics covered include partnerships, S corporations, regular corporations, LLCs, LLPs, gift tax and estate tax. Prerequisite: AG/BS336.

AG340 Forensic Accounting (3) Introduces basic principles of forensic accounting and analysis of financial evidence. Emphasis on evidence, evaluation of systems and fraud detection. Topics include ethics, investigation, legal professional privilege, forensic evidence, and elements of fraud-related offenses. Prerequisite: AG211

AG390 Accounting for Nonprofits (3) Provides an introduction to accounting rules for state and local governmental units, hospitals, colleges and universities, and other nonprofit organizations. Prerequisite: AG211. Prerequisite: AG304

AG397 Field Experience (Variable) Up to twelve (12) semester hours of accounting internship or cooperative experience. Prerequisite: Approval of the department chairperson. Pass/Fail.

AG399 Independent Project (Variable) An individually negotiated project of a defined nature established by contract between the instructor and student. Contract filed with the Registrar. Prerequisite: Approval of the department chairperson.

AG405 Auditing (3) Introduces auditing theory and current procedures and practices. Includes a review of the ethical and professional standards required of the CPA. Other topics include the audit environment, the audit process and the audit report. Prerequisites: AG305 and AG315.

AG405L-Auditing Technology (1) Introduces auditing software widely used by CPA firms, industry and governments. Course should be taken in conjunction with AG405. Prerequisites: AG305 and AG315.

AG410 Advanced Accounting (4) A review of complex accounting areas including, but not limited to, business combinations and consolidations, partnership accounting, and international accounting. Prerequisite: AG305.

AG450 CPA Review (Variable) An organized review of auditing and attestation, financial accounting and reporting, regulation, and business environment and concepts in preparation for the CPA Examination. Some emphasis on developing exam-taking skills. Prerequisite: AG405 or AG410.

AG453 Cases in Accounting (3) SC Accounting capstone course in which students are evaluated on their ability to identify and analyze organizational problems of a financial nature and recommend solutions. Prerequisite: AG405 and senior status.

Applied Science

Robb A. Bajema, Ph.D., Coordinator and Advisor

Bachelor of Science in Applied Science (B.S.)

This inter-disciplinary major provides the science background and management and communication skills required for a successful career in hazardous material related fields. This major will attract students that may have some hazardous materials training and wish to achieve a bachelor's degree related to that experience.

Major Requirements: Thirty five (35) semester hours.

Required courses:

- BY123
- BY 155
- BY156
- CY101
- CY155
- Math: MS114 or higher
- CY156
- GY101
- PC201
- BS201
- CN350

Notes: six (6) credit hours will be accepted for completion of Firefighter I and II state certification. At least twenty-eight (28) semester hours in the major must be taken at Aquinas College. Only courses with a C or better will count toward an applied science major.

Off-campus Courses. Applied Science Requirements: Twenty (20) credit hours will be accepted for the successful completion of listed courses below taken off campus at the Michigan State Police's Hazardous Material Training Center. The number of contact hours is listed after each course.

Chemistry Courses

- Chemistry of hazardous materials I (24 ch)
- Chemistry of hazardous materials II (24 ch)

Technology Courses

- Marplot windows (16 ch)
- Cameo windows (16 ch)
- Aloha windows (8 ch)

Emergency Response Courses

- First responder operations (28 ch)
- Emergency response to hazardous materials (40 ch)
- Emergency response to terrorism (4 ch)

Hazardous Materials Techniques Courses

- Advanced hazardous materials technical (40 ch)
- Hazardous materials specialist (48 ch)

- Hazardous materials safety officer (24 ch)
- Air monitoring (24 ch)

Management Courses

- Incident command (16 ch)
- Planning for hazardous materials incidents (16 ch)

Art

Stephen Schousen, M.F.A., Chair

Joseph Paul Becherer, Ph.D., Lena Meijer Professor in the History of Art;
Dana Freeman, M.F.A.; Amanda Lahikainen, Ph.D.; Chris Laporte, M.F.A.;
Nathan Lareau, M.F.A.

Students interested in any of the major or minor programs listed below are asked to consult with the Art department chairperson. Art majors must consult with Art faculty before registering each semester. For each course in any of the Art Department degree programs, a grade of C- or better is required.

Major Degree Programs

Bachelor of Arts in Art (B.A)

Major requirements: Forty-five (45) semester hours

Required courses:

- AT130
- AT142
- AT230
- AT131
- AT143
- Fifteen (15) hours of art history to include:
 - AT150
 - AT151
 - AT350
 - AT391
 - One (1) Art History Elective
- Five (5) Studio electives including two (2) from the following:
 - AT201
 - AT212
 - AT311
 - AT321
 - AT341
- Submission of a portfolio of work completed at Aquinas before midterm of their last semester. See department chairperson for details of this portfolio.

B.A. majors must have at least twelve (12) credit hours of studio courses and six (6) credit hours in Art History, and participation in the annual student exhibition during their senior year taken at Aquinas

Students majoring in Art are strongly advised to enroll in the following courses as outlined below:

First year, First semester: •AT130 Basic Drawing I •AT143 2 & 3 Dimensional Design	First year, Second Semester: •AT131 Basic Drawing II •AT142 Graphic and Digital Design
Second year, First semester: •AT150 History of Art & Architecture I •Studio Elective	Second year, Second Semester •AT151 History of Art & Architecture II •Studio Elective

Bachelor of Arts in Art History (B.A.)

Major requirements: Thirty-nine (39) credit hours

Required courses:

- AT150
- AT151
- AT350
- Three (3) elective credit hours from film, studio, or art history.
- AT275
- AT391
- Twelve (12) elective credit hours in Art History
- Nine (9) hours in studio courses (from 3 different areas)

Art History Majors are required to submit a portfolio of work completed at Aquinas before mid-term of their last semester. See department chairperson for details of this portfolio.

It is recommended that the College's Foreign Language requirement be fulfilled in either French or German. It is recommended that three (3) credit hours of an elective be fulfilled with three (3) credit hours of AT 398, with directed readings in "Historiography" during the junior or first half of the senior year.

B.A. majors in Art History are required to earn a minimum of eighteen (18) credit hours in art history at Aquinas College. Art History majors are asked to consult with Dr. Joseph Becherer for clarification of these requirements.

Students majoring in Art History are strongly advised to enroll in the following courses as outlined below:

First year, First semester •AT150 History of Art & Architecture I	First year, Second semester •AT151 History of Art & Architecture II
Second year, First semester •Art history elective	Second year, Second semester •Art history elective
Third year, First semester •AT350 Modern Survey	Third year, Second semester •AT381 Contemporary Art

Bachelor of Fine Arts Degree Majors: Ceramics, Drawing, Painting, Photography, Printmaking, or Sculpture (B.F.B.A)

Major Requirements: Seventy-eight (78) hours

Required courses:

- Thirty three (33) hours of foundation studio courses
- AT130
- AT131
- AT142
- AT143
- AT201
- A primary studio concentration (12 hours)
- A secondary studio concentration (9 hours) in ceramics, drawing, painting, photography, printmaking, or sculpture;
- AT202
- AT212
- AT230
- AT311
- AT321
- AT341
- AT400
- Six (6) hours of art electives;
- Fifteen (15) hours in art history courses including
 - AT150
 - AT151
 - AT350,
 - AT391
 - An art history elective

B.F.A. majors are required to earn a minimum of thirty (30) credit hours in studio and nine (9) semester hours in art history at Aquinas College. At least nine studio art credits must be earned during the last two years before graduation. Entry into the B.F.A. program is via a portfolio review conducted near the end of each semester. To remain in the program, B.F.A. students are required to have their portfolio successfully reviewed each semester. A final thesis exhibition is required of all B.F.A. students before graduation. This exhibition must be approved by the Art Department faculty and verified by the department chairperson. B.F.A. Majors are required to submit a portfolio of work completed at Aquinas before mid-term of their last semester. See department chairperson for details of this portfolio.

B.F.A. majors are strongly advised to enroll in the following courses as outline below:

First year, First semester •AT130 Basic Drawing I •AT143 2 and 3 Dimensional Design	First year, Second semester •AT131 Basic Drawing II •AT142 Graphic and Digital Design
Second year, First semester •AT150 History of Art & Architecture I •AT201 Life Drawing	Second year, Second semester •AT151 History of Art & Architecture II •AT202 Advanced Drawing

Dual Major in Business and Art: Visual Arts Administration

Major requirements: Sixty-nine (69) semester hours

Required courses:

Thirty-six (36) hours in Business & related courses

- BS201
- BS202
- BS305
- BS311
- BS357
- BS460
- AG210
- AG211
- ES211
- ES212
- MS151
- CS152

Thirty (33) hours in Art courses

- AT130
- AT142 or AT143
- 3 studio courses selected from:
 - AT212
 - AT230
 - AT311
 - AT321
 - AT331
 - AT341;
- AT150
- AT151
- AT350,
- AT391;
- 6-hour internship in Arts Management.

The 18-hour residency requirement must include nine (9) credit hours in the Art Department. Students should consult with the department chairperson for clarification.

Students majoring in Business and Art: Visual Arts Administration are strongly advised to enroll in the following courses as outlined below:

First year, First semester •AT130 Basic Drawing I •AT143 2 and 3 Dimensional Design	First year, Second semester •AT142 Graphic and Digital Design
Second year, First semester •AT150 History of Art & Architecture I	Second year, Second semester •AT151 History of Art & Architecture II

Minor Programs in Studio Art and Art History

Art History Minor

Minor Requirements: Twenty-one (21) semester hours

Required Courses

- AT150
- AT151
- AT350
- AT391
- Three elective Art History courses.

To earn an art history minor, a minimum of twelve hours must be earned at Aquinas College.

Studio Art Minor

Minor Requirements: Twenty-four (24) semester hours

Required Courses:

- Eighteen (18) hours of studio art courses. Must include:
 - AT130
 - AT142 or AT143)
- 4 (four) hours studio electives
- 6 (six) hours of art history - AT150 and AT151.

Students intending to earn a minor in studio art are required to complete, with the Art department chairperson, a minor agreement form. To earn a studio art minor, a minimum of twelve hours must be earned at Aquinas College.

Exhibition Program. The Art and Music Center houses an excellent exhibition facility, through which the Art Department's exhibition program provides art students and the College and civic communities the opportunity to experience, study, and enjoy artwork in a wide variety of media and conceptual concerns. Exhibition opportunities and requirements are part of each degree program.

Art History Course Descriptions:

Art majors should follow recommended course sequences. Non-majors are welcome in any art history course. Art History General Education Courses:

- AT150, AT151, AT161, and AT360 fulfill the Artistic and Creative Studies General Education distribution requirement.
- AT350 and 391 fulfill the College's Writing Intensive requirement
- AT360 fulfills the College's Global Perspectives requirement.

AT150 History of Art and Architecture I (3) AC Selected major monuments of painting, sculpture, architecture from the cave to early Italian Renaissance, arts of China, and Japan.

AT151 History of Art and Architecture II (3) AC Major monuments of painting, sculpture, and architecture of western world from early Italian Renaissance through 19th century.

AT161 Art Appreciation (3) AC A sampling of a wide range of Art with emphasis on understanding the elements, principles, and language of the visual arts, selected artists, their works, and their historical contexts. This course will not apply for credit in the studio art major.

AT260 19th Century Art (3) An examination of the major artistic personalities and stylistic movements in European art from Neo-Classicism through Post-Impressionism. The independence and European influence on the art of the United States will also be introduced.

AT275 Renaissance Art and Society (3) An investigation of the masters and monuments from 1250–1550. Emphasis is placed on Italy culminating in a study of Leonardo, Michelangelo, and Raphael and their legacy; however, Northern masters and styles will be introduced.

AT350 Modern Survey (3) WI Survey of painting, sculpture, and architecture of western world from Post-Impressionism through World War II.

AT360 Art: A Global Perspective (3) GP This course offers a survey of art from a global perspective by analyzing works of art from the pre-contact Americas, Africa, Asia, the Pacific and contemporary art world. Special consideration is given to the idea of world heritage and art history's engagement with art beyond the western world.

AT380 Baroque Art (3) A study of the artistic styles and cultural centers of European painting, sculpture and architecture of the 17th and 18th centuries. Emphasis will be placed on the development and legacy of leading masters such as Rembrandt, Rubens, Bernini and Caravaggio.

AT384 Art and Architecture Abroad (3) Designed to expose students to the art and architecture of one of the major European Art Centers and surrounding regions without chronographic restriction, this course operates with a broad framework. The structure of the course combines an eight (8) week study period on the Aquinas campus during the 4th quad with a three (3) week intensive study, travel, and drawing experience in Paris. The rubric rotates on a yearly basis offering intensive study of one aspect of (at least two of) the following: painting, architecture, urbanism, literature/art, monuments/sculpture, museums, prints or performance. This framework allows the instructor to take advantage of special exhibits and themes. Prerequisites: AT150, AT151, AT130.

AT391 Contemporary Art (3) WI An exploration of the primary currents in the visual arts from 1945 through the present. Leading figures and artistic currents in the United States and Europe are discussed as will the expanding role of art theory and criticism.

AT398 Independent Readings in Art History (Variable) Individually-negotiated program of readings on selected topics established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

Studio Course Descriptions:

The following studio courses fulfill the Artistic and Creative Studies General Education requirement: AT111 and AT130. All studio courses require a lab fee. Consult current course schedule.

AT111 Art for Non-Majors (3) AC Introduction to visual thinking and process in art through a studio art experience. Specific media (ceramics, drawing, painting, print-making, photography, or sculpture) will vary from semester to semester.

AT130 Basic Drawing I (3) AC Introductory course in drawing from life using traditional materials and subject matter including still life, landscape, and the human figure. A sequence of projects isolates technical and compositional problems.

AT131 Basic Drawing II (3) Continuation of AT130. Emphasis on increased understanding and control of composition as well as basic elements of drawing. Exploration of additional drawing media and techniques. Individual creative solutions encouraged. Prerequisite: AT130.

AT142 Graphic and Digital Design (3) This course introduces the technical and creative aspects of graphic design, digital design and the design process. Assignments will introduce the most current computer applications and image making software used in the graphic design profession. Traditional and digital

design environments will be explored, and principles of 2-d design will be woven into every unit, every project, and every media used.

AT143 2 and 3 Dimensional Design (3) This course will cover the basic elements of both 2 and 3 dimensional design. Studio problems, readings, and critiques will create a visual vocabulary and develop familiarity with both 2 and 3-D materials. Color theory will also be introduced.

AT201 Life Drawing (3) Beginning course in drawing the human form using both clothed and nude models. Accurate observation and rendering will be emphasized along with compositional elements and recognition of a developing personal aesthetic. Prerequisite: AT131.

AT202 Advanced Drawing (3) Continuation of AT201, Life Drawing; broadened technical and conceptual approaches introduced; strong encouragement in recognizing and developing individual direction. Prerequisite: AT131.

AT212 Photography I (3) Exploration of photography as fine art. Includes: basic camera handling, black-and-white film development and printing, aesthetic discussion and critiques. All photography courses require an additional lab fee. Consult current course schedule. Equipment required: 35 mm camera.

AT213 Photography II (3) Continuation of Photography I. Includes further development of camera techniques, darkroom skills, and manipulation of print. Digital photography an option for some projects. Postmodern issues in photography also covered. Individual directions are encouraged, written and verbal critiques included. All photography courses require an additional lab fee. Consult current course schedule. Prerequisite: AT212.

AT214–219 Photography III–VIII (3) Advanced photography course emphasizing personal artistic growth. Frequent critiques. Exploration of advanced techniques. Digital photography an option for some projects. All photography courses require an additional lab fee. Consult current course schedule.

AT230 New Forms Studio (3) Based in a post-modern art aesthetic, this course will allow students to make art using a concept-driven approach. Ideas will be developed via reading, journal-writing, sketching, video, and photography. Final art works will use media appropriate to the idea.

AT/EH240 Artists and Writers in Collaboration (3) A studio/writing workshop centered on collaborative production of art works and creative writing. Students are encouraged to register in collaborative pairs if possible. Prerequisites: for EH240, EH210; for AT240, one studio art class. For EH240 and AT240, junior or senior status or instructor permission.

AT242 Digitally Based Art (3) The Digitally Based Art class is designed to expose art students to various methods of using current image editing technology in the creation of art. Students will not only learn to use image editing software and equipment and how to incorporate new technology into their art practice, but will also learn about the place that technologically based art has in modern art history and in the current discourse. Prerequisite: AT140

AT/WS 252 Women, Ceramics, and the Creative Process. (3) The study of contemporary women ceramic master artists through lecture, discussion and studio work using clay. Images, concepts, and styles of artists studied will be incorporated into student-made ceramic vessels. No prerequisite.

AT302–307 Advanced Drawing III–VIII (3) Individual problems in drawing defined by the student, approved by instructor. Options include addressing a traditional or non-traditional, figurative or non-figurative direction. Frequent critiques. Scheduled in same time slot as AT201 and AT202. Prerequisite: AT202.

AT310 Special Topics in Art (1–3) Trial courses on variable subject matter in studio art or art history, outside of the focuses of regularly scheduled courses.

AT311 Painting I (3) Beginning course in oil painting. Introduction to basic tools and techniques, with an emphasis on observation and composition. Prerequisites: AT130, AT140 or instructor approval.

AT312 Painting II (3) Continuation of Painting I with more advanced problems and techniques. Prerequisite: AT311 or instructor approval.

AT321 Sculpture I (3) Traditional life-sized figurehead project modeled in clay and either kiln-fired or cast in plaster. Additional figurative sculptural problems.

AT322 Sculpture II (3) On a rotating basis, opportunities to work in steel, stone, clay, plaster, bronze, and assemblage. The conceptual emphasis will be on 20th century approaches to sculpture. Individual sculptural directions will be encouraged.

AT331 Ceramics I (3) Introduction to ceramics as a fine-art form. Hand building, wheel-throwing, and glazing techniques. Frequent critiques will build skills in evaluating art objects. No prerequisite.

AT332 Ceramics II (3) Continuation of Ceramics I. Greater student involvement in wheel-throwing, glazing, and firing techniques. Individual directions encouraged. Frequent critiques. Prerequisite: AT331.

AT341 Printmaking I (3) Beginning course in etching, lithography, and relief printmaking. Introduction to materials, techniques and methods unique to these media. No prerequisite

AT342 Printmaking II (3) Continuation of Printmaking I. With more advanced problems and techniques, studio problems are designed to encourage individual direction and the development of a personal aesthetic. Prerequisite: AT341.

AT382 Cityscape Drawing Abroad (3) Introduction to visual thinking and process in art through a studio art experience in drawing, specifically as it applies to the art and architecture of a major art center in Europe. The structure of the course combines an eight (8) week study period on the Aquinas campus during the 4th quad with a three (3) week intensive study, travel, and drawing experience in Europe. Prerequisites: AT130, AT150, AT151, or instructor approval.

AT399 Independent Studio Project (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. Contract filed with Registrar. Department chairperson approval.

AT400 Art Seminar(3) SC Structured experiences centered on the profession of being an artist: slide documentation of artworks, portfolio and resume preparation, discussions with art professionals, and mounting a B.F.A. exhibition. Substantial writing component. Prerequisite: junior or senior status.

AT412–417 Painting III–VIII (3) Advanced courses in painting. Individual problems and directions designed to build strengths in color and composition while emphasizing personal artistic growth. Prerequisites: AT311 and AT312.

AT422–427 Advanced Sculpture III–VIII (3) Continuation of individual directions begun in Sculpture I and II. Prerequisites: AT321, AT322.

AT432–437 Ceramics III–VII (3) Continuation of AT332 with emphasis on individual solutions to problems in design, clay, and glaze composition, forming and firing techniques. Prerequisites: AT331, AT332.

AT442–447 Printmaking III–VIII (3) Advanced course in printmaking. Individual problems and directions designed to foster growth within the print-making media. Prerequisites: AT341, AT342.

Biology

Jeffrey McKelvey, Ph.D., Chair

Thomas Bahl, Ph.D.; Robb Bajema, Ph.D.; Jennifer Hess, Ph.D.; Rebecca Humphrey, Ph.D.; Larry Robert Peters Jr., Ph.D.

Mission Statement. The mission of the Aquinas College Biology Department is to provide an environment that fosters learning, critical thinking, and scientific literacy through courses in molecular, cellular, organismal and environmental biology. Through excellence in classroom instruction, laboratory experiences that support critical concepts and opportunities for independent research, we strive to prepare students to pursue careers in the life sciences and health professions.

Bachelor of Science in Biology (B.S.)

Major Requirement: Thirty-six (36) semester hours in Biology

Required Courses:

- | | |
|--|--------------------|
| • BY160 | • CY111 |
| • BY161 | • CY112 |
| • BY162 | • CY211 |
| • BY328 | • CY212 |
| • BY499 | • MS114, or higher |
| • Minimum six (6) hours of field biology selected from:
- BY241, BY264, BY275, or BY352 | |

Strongly recommended: CY325; MS121; MS252; PC201/202 or PC213/214.

Biology majors must attend twelve Science Division presentations and take the Major Field Test in Biology. At least twenty (20) semester hours of biology course work must be completed at Aquinas College. Biology majors must maintain a G.P.A. of at least 2.00 in biology courses taken at Aquinas College. Only courses with a grade of C– or higher will count toward the biology major.

The major in Biology meets major teaching certificate requirements. Only courses with a grade of C or higher will count toward a teaching major.

Minor in Biology

Minor Requirement: Twenty-four (24) credit hours in biology

Required Courses:

- BY160
- BY161
- BY162
- Minimum three (3) semester hours of field biology selected from :
 - BY123, BY241, BY264, BY275, BY352.

At least eight (8) semester hours of course work taken for the biology minor must be selected from courses at or above the 200 level. At least sixteen (16) semester hours of biology course work must be completed at Aquinas College. Biology minors must maintain a G.P.A. of at least 2.00 in biology courses taken at Aquinas College. Only courses with a grade of C– or better will count toward the biology minor.

The minor in Biology meets minor teaching certificate requirements. Only courses with a grade of C or better will count toward a teaching minor.

Course Descriptions

BY101 Concepts in Biology (3) A broad overview of basic biological concepts including cell structure and function, genetics, ecology, evolution and diversity. Not applicable toward major or minor. Offered every fall.

BY123 Environmental Biology (3) NL Introduction to aquatic and terrestrial ecosystems, with emphasis on human influences. Field experience based labs. Two (2) hours lecture, three (3) hours lab. Not applicable toward the major. Not applicable toward the minor for students having successfully completed BY275 or BY352. Offered every semester.

BY150 Human Biology (4) NL Systems approach to study of basic human anatomy and physiology designed for non-biology majors. Three (3) hours lecture, three (3) hours lab. Not applicable toward the major. Not applicable toward the minor for students having successfully completed BY221 or BY372. Offered every fall and odd-numbered springs.

BY155 Human Anatomy and Physiology I (4) NL An introduction to Human Anatomy and Physiology for nursing and athletic training students. Not applicable toward the major or minor. Three (3) hours lecture, three (3) hours lab. Offered every fall.

BY156 Human Anatomy and Physiology II (3) A continuation of BY155 the study of Human Anatomy and Physiology for nursing and athletic training students. Not applicable toward the major or minor. Three (3) hours lecture/two (2) hours lab. Prerequisite: minimum grade of C in BY155. Offered every spring.

BY160 Principles of Biology (4) NL Introduction to the structure and function of cells, including basic chemistry, metabolism, mitosis, genetics, protein synthesis, and cell regulation. Three (3) hours lecture, three (3) hours lab. Offered every semester.

BY161 Botany (3) Introduction to plant biology, including plant morphology, physiology and diversity. Two (2) hours lecture, three (3) hours lab. Prerequisite: minimum grade of C in BY160. Offered every fall.

BY162 Zoology (3) Introduction to animal biology, including morphology, physiology and diversity. Two (2) hours lecture, three (3) hours lab. Prerequisite: minimum grade of C in BY160. Offered every spring.

BY221 Anatomy and Histology of Vertebrates (4) Structure, function and evolution of vertebrates at organ and tissue levels; emphasis on laboratory observations using a comparative approach. Three (3) hours lecture, three (3) hours lab. Prerequisites: minimum grade of C in BY160, BY161, BY162. Offered every fall.

BY231 Microbiology (4) Morphology, taxonomy, and physiology of bacteria and other microorganisms; microbial genetics, environmental and industrial significance of microorganisms, and infectious diseases will be covered. Three (3) hours lecture, four (4) hours lab. Prerequisites: minimum grade of C in BY160, 161, 162. Offered every spring.

BY241 Ornithology (3) An introduction to the study of birds, their classification, anatomy, physiology, behavior, and natural history. Two (2) hours lecture, three (3) hours lab. Prerequisite: minimum grade of C in BY162 or instructor approval. Offered even-numbered springs.

BY264 Plant Taxonomy (3) A study of the concepts and principles of classification, study of the local flora, and training in the terminology and identification of the vascular plants. Two (2) hours lecture, three (3) hours lab. Prerequisite: minimum grade of C in BY161. Offered odd-numbered springs.

BY/CY270 Secondary Science Practicum (3) This course provides the student with an opportunity to work in an introductory laboratory classroom as an assistant to the supervising instructor for three (3) hours per week. Assistants will help the instructor with set up and take down of lab activities, preparation of lab materials, and teaching/tutoring during the class period. Practicum students will meet for two 50-minute periods per week for lecture and discussion on a variety of topics relevant to the job duties of a secondary science teacher. Participants will also keep journals and perform research on appropriate laboratory exercises for secondary students.

BY275 Aquatic Field Biology (3) The study of aquatic systems and organisms, their functions, origins and interactions. Field oriented labs with training in limnological equipment and analysis. Three (3) hours lecture, three (3) hours lab. Prerequisite: minimum grade of C in BY160, BY161, BY162. Offered even-numbered falls.

BY310 Special Topics (Variable) Variable topics offered on an occasional basis. Prerequisite: Instructor approval.

BY324/PG324 Neuroscience (4) Topics include neuron functioning (action potential production including the behavior of receptors, ion channels and neurotransmitters), synaptic transmission, sensory and motor systems, the neurobiological perspective of learning and memory, drugs and the brain, sex and the brain. Both invertebrate and vertebrate systems discussed. Three (3) hours lecture, three (3) hours lab. Prerequisites: minimum grade of C in BY150 or BY160, sophomore status and instructor approval. Offered even-numbered springs.

BY326 Cell Biology (4) (Open to declared biology majors.) Study of cellular structure and function: bioenergetics, enzyme regulation, membrane dynamics,

cell ultrastructure and cell signaling. Four (4) hours lecture. Prerequisites: minimum grade of C in BY160, BY161, BY162, Junior status. Offered every fall.

BY328 Genetics (5) WI (Open to declared biology majors.) Mendelian, population, and molecular genetics, with an emphasis on recent advances. Four (4) hours lecture, three (3) hours lab. Offered every spring. Prerequisites: minimum grade of C in BY160, BY161, BY162, CY211.

BY341 Parasitology (2) Introduction to parasites infecting humans: symptoms, pathology, diagnosis, treatment, and prevention. Lecture, laboratory. (8 week mod) Prerequisites: minimum grade of C in BY160, BY161, BY162. Offered odd-numbered springs.

BY352 Ecology (3) Population, community and ecosystems ecology; interactions between populations; particular emphasis on modeling ecological phenomena. Three (3) hours lecture, three (3) hours lab. Prerequisites: minimum grade of C in BY160, BY161, BY162. Offered odd-numbered falls.

BY361 Immunology (4) Molecular, cellular and organism-level immunology in health and disease; Foundational topics include: innate immunity, lymphocyte development, B and T cell immunity, and antigen presentation. Introductions to clinical immunology include: vaccines, autoimmunity, allergies, immunodeficiency and tumor immunology. Some current tools in immunological research will be discussed. Format will include lecture, presentations by students, case studies and discussions of primary literature. Four (4) hours of lecture. Prerequisite: minimum grade of C in BY160, BY161, and BY162.

BY372 Physiology (4) (Open to declared biology majors.) Basic physiology of human body systems; neural and neuroendocrine integration and control. Three (3) hours lecture, three (3) hours lab. Prerequisites: minimum grade of C in BY160, BY161, BY162, CY112. Offered every spring.

BY375 Advanced Human Genetics (4) This course takes a disease-based approach to the study of human genetics, including disease etiology, pathology, phenotype, and treatment options. A combination of lecture, literature review, and discussion formats will be employed. Diseases that will be discussed range from inborn errors of metabolism and structural protein defects to the chromosomal breakage syndromes. Methodologies that allow investigators to research human genetics will also be discussed. Four (4) hours lecture. Prerequisite: minimum grade of C in BY328. Offered as needed.

BY398*Readings in Biology (Variable)** Individually-negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

BY399*Independent Project (Variable)** Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with the Registrar. Prerequisite: Approval of the department chairperson.

BY499 Biology Seminar (2) SC Concentrated study of a single topic. Library research and oral presentation required of all participants. Students will be expected to attend all presentations of their seminar topic and twelve additional science division presentations throughout their Aquinas experience. Prerequisite: Senior status and instructor permission. Offered every semester.

***Only three (3) semester hours of combined credit for these courses will be counted toward the required hours for the major or minor.

Business Administration

Swithina Mboko, Ph.D., Chair

Mark Babin, M.B.A., Carlos Baldo, Ph.D., Mark O'Toole, M.B.A., Ron Visscher, M.B.A.

Mission Statement. The mission of the Department of Business Administration, in support of the mission of Aquinas College, is to prepare each student for a career of service to organizations, community, and family through the development of content knowledge and skill competencies within an ethical framework and grounded in the liberal arts tradition.

Philosophy Statement. The Department of Business Administration at Aquinas College is committed to the development of broadly educated, globally oriented, ethical professionals, whose high standards of professional competence enable them to actively contribute to their profession, community and society. Competent professionals in the business and not-for-profit communities must be able to think critically, communicate clearly, research effectively, employ quantitative reasoning, use current technology, and work cooperatively with others.

Our programs encompass both theoretical and application components. The curriculum draws upon and is enhanced by the liberal arts focus of the college. We expect students to draw upon the perspectives gained from studies as diverse as philosophy, mathematics, history, religious studies, psychology, literature, languages, sociology, natural sciences, economics, and the fine arts. Students must gain an understanding of organized institutions so they can deal effectively with this phenomenon that shapes so much of their lives.

The Department of Business Administration is committed to working with other departments in the college to provide a strong organizational background for students in other academic majors through individual courses, business minors, and dual majors.

Opportunities are provided for internships and field experience to help students develop and define long term goals. By integrating coursework with such experiences, students are prepared for careers in a variety of organizations, graduate school, advancement in current professions, and lifelong learning.

The liberal arts and career orientation focus of the department provides students with the ability to see the world community and their relationship to it individually and collectively. It provides them with the specialized knowledge to understand the necessity of efficient and effective organizational practices. We believe the marriage of these two perspectives

provides our Business students with a unique advantage, preparing them for extraordinary service to profession, family, and society.

Minimum Grade Requirement. Any course specified as required in any program offered by the Department of Business Administration must be completed with a grade of “C–” or better with the exception of Communication courses which must be completed with a grade of “C” or better.

Bachelor of Science in Business Administration (B.S.B.A.)

Business Administration Major

Major Requirements: Forty-two (42) credit hours

Required courses:

- CS152
- ES211
- ES212
- MS151 (MS252 or MS494 may be substituted)
- Business law course selected from
 - BS 331 OR BS 332
- Six (6) semester hours of business electives.
- AG210
- AG211
- BS201
- BS202
- BS305,
- BS 460
- BS492

At least eighteen (18) semester hours of the major must be taken at Aquinas College.

Two concentrations are designed to provide the student with professional preparation in the fields of either Marketing or Human Resources. They are described below. Concentrations are elective specializations within a business, international business or dual business major. They require understandings developed in the business core curriculum and so cannot be declared without also declaring a business, international business or dual business major. Courses taken in a concentration are considered as business electives in the context of the requirements of the B.S.B.A.

Bachelor of Science in International Business (B.S.I.B.)

International Business Major

Major Requirements: Seventy-one (71) semester hours.

Required courses Forty-eight (48) semester hours

- CS152
- ES211
- ES212
- MS151 (MS252 or MS494 may be substituted)
- AG210
- AG211
- BS201
- BS202
- BS305
- BS313
- BS315
- BS316
- BS455
- BS456
- BS460
- ES342.

A further requirement is competency in both English and an international business language—French, German, Japanese or Spanish—which includes 23 semester hours (normally 101, 102, 201, 202, 301 and either 302 or 303). As foreign-language competency may differ not only from language to language but also from student to student, competency will be determined by the Department of World Languages.

At least eighteen (18) semester hours of the major must be taken at Aquinas College. Of those eighteen (18) semester hours, a minimum of nine (9) hours must be taken in business administration courses at the 300 level and above. Students electing to complete the concentration in marketing, the concentration in human resources or a substantial foreign internship may delete BS315, BS316, and ES342 from their BSIB requirements. The substantial foreign internship must be approved by both the department chairperson of the Department of Business Administration and the department chairperson of the Department of World Languages. Students may substitute BS325 for BS460 in their BSIB program. If a student is already competent in a foreign language, that student need not complete a particular number of hours in foreign language coursework. Rather, the student must demonstrate his or her competence in that language. Such competence may be certified in writing by the Department of World Languages. Alternatively, the student may demonstrate competence by passing the 300 level business conversation class (for example, FH303, GN303 or SH303) in the language. The student may also demonstrate competence by passing an internationally recognized test, such as the Paris Chamber of Commerce test. The test accepted must be approved by the chairpersons of both the Department of Business Administration and the Department of World Languages.

Marketing Concentration within the Business Major

Concentration Requirements:

- Choose Five (5) courses from:
 - BS311
 - BS316
 - BS342
 - BS357
 - BS360
 - BS414
 - BS415
 - BS442*
 - BS483*
 - ES311
 - BS342

NOTE: One (1) of these five (5) courses must be a capstone course - either BS442 or BS483

Human Resources Concentration within the Business Major

Concentration Requirements:

- Choose Five (5) courses from:
 - BS355
 - BS356
 - BS360
 - BS372
 - BS410
- A practicum approved by the department may be substituted for two of the courses in this concentration

Business Administration and Communication Dual Major

Major Requirements: Fifty-seven (57) semester hours.

Required courses:

- CS152
- ES211
- ES212 MS151 (MS252 or MS494 may be substituted)
- BS202
- BS305
- BS331 or 332
- BS460
- CN101
- CN205
- AG210
- AG211
- BS201
- CN206
- CN301
- CN305
- CN307
- CN401
- Three (3) semester hours selected from BS457 and BS492

At least eighteen (18) semester hours of the dual major must be taken at Aquinas College.

Accounting and Business Administration Dual Major

Major Requirements: Sixty-eight (68) semester hours.

Required Courses: found under ACCOUNTING.

Business Administration and Music Dual Major

Designed for the student who is interested in music industry management

Major requirements: Sixty-six (66) semester hours.

Required courses: found under MUSIC.

Business Administration and Theatre Dual Major

Designed for the Business student who is interested in Theatre Management

Major requirements: Fifty-six (56) semester hours.

Required courses: found under THEATRE.

Bachelor of Science (B.S.B.A)

Business Administration and Sport Management Dual Major

Major Requirements: Sixty-one/Sixty-seven (61/67) semester hours.

Required courses: found under KINESIOLOGY.

Business Administration and Chemistry Dual Major

Major requirements: Sixty-two (62) semester hours.

Required courses:

- | | | |
|-------------|---------|---------------------|
| • CY111/112 | • ES211 | • BS305 |
| • CY211/212 | • ES212 | • BS460 |
| • CY215 | • AG210 | • BS492 |
| • CY325 | • AG211 | • Required allied |
| • CY346 | • BS201 | courses: PC213/214, |
| • CY400/401 | • BS202 | MS121/122. |
| • MS252 | | |

At least twenty (20) semester hours of the dual major must be taken at Aquinas College.

Bachelor of Arts (B.A.)

Business Administration & Art: Visual Arts Administration Dual Major

Major Requirements: Sixty-six (66) semester hours.

Required courses: found under ART.

Business Administration Minor

Minor Requirements: Twenty-six (26) semester hours.

Required courses”

- AG210
- AG211
- BS201
- BS202
- ES211
- Nine (9) semester hours of business administration electives which best meet the students’ educational and career objectives.

A minimum of six (6) semester hours of the minor must be completed at Aquinas College.

Course Descriptions

BS/EH106 Business Communication (3) Introduces students to effective listening, writing, and presenting skills for business and other professional activities.

BS200 Fundamentals of Organizations for the Non-Major (3) BE An overview course which introduces the student to the functions of management, marketing, accounting, finance, and economics. Business principles, concepts, theories, and terms, together with ethics and values, are examined both academically and experientially. As an introductory overview of the academic areas covered by the required core courses in business and business related majors, this course cannot be used as a business elective in a business major or minor.

BS201 Principles of Management (3) BE The focus is on the study of the origin and development of management theory, processes of management,

decision-making, leadership, communication, social responsibility, and international management. Emphasis on application of management principles to managing organizations.

BS202 Principles of Marketing (3) An introduction to basic marketing concepts, including marketing strategy, pricing, promotional activities, product development, and physical distribution. Sophomore status required for traditional age students. Recommended: ES 211

BS/PS/CN 212 Parliamentary Procedure (1) This one credit course in parliamentary procedure is designed to familiarize the student with fundamental practices in the process and procedures of rules of order as practiced in organizations and businesses.

BS235 Social Entrepreneurship (3) This course focuses on how social ventures are created, managed, evaluated and sustained. Emphasis is placed on understanding the opportunities and challenges of using one's managerial and specific academic skills, as well as entrepreneurial talents, to help improve people's lives by creating sustainable programs. A field component visit is involved. Prerequisite: Sophomore status.

BS245 Personal Finance (3) BE Serves as a practical guide to individual money planning. Subjects covered include budgeting, investing, planning for taxes, insurance, consumer decisions, and retirement planning.

BS/CS300 Management Information Systems (3) This course presents an overview of various frameworks for information systems and systems development. Topics include formal systems theory for management problem solving, decision support systems, project management methodologies, feasibility analysis, and IT/IS governance. Practical application is included, using various analysis tools and software environments to create systems proposals, data models, and project plans. Prerequisites: CS151, CS170, CS180.

BS/ES301 Money and Banking (3) A study of financial institutions and markets and of monetary theory. Prerequisite: ES212

BS/CS302 Systems Analysis (3) This course is the second of two courses in business systems analysis using structured methodologies. Topics include process modeling, data flow diagramming, and object-oriented analysis. Practical application is included, using various analysis tools and software environments to create process models, various object-oriented models, and candidate design proposals. Prerequisites: CS152, CS300.

BS305 Financial Management (3) Covers the concepts and techniques underlying effective decision making related to investment and financing decisions. Some of the topics include planning profitability, analysis of risk, valuation of financial assets, time value of money, cost of capital, capital budgeting, planning capital structure, and dividend decisions. Prerequisite: AG211, ES211, MS151, CS152. Also business/ financial calculator proficiency.

BS310 Entrepreneurship and Small Business Management (3) Deals with the successful start-up, operation, and growth of a small business with emphasis on entrepreneurship, the business environment, financial controls and planning, and administrative control. Prerequisite: BS200, BS201 or permission of the instructor.

BS311 Advertising (3) Examines the role of advertising in marketing strategy, with a secondary emphasis on specific skills and techniques involved in the advertising process. Prerequisite: BS202. Open to juniors and seniors only.

BS312 Principles of Investments (3) Covers a general framework for investing, including an overview of the securities markets. The process of analyzing stocks, bonds, option type securities, real assets, international investing, and mutual funds is introduced. Portfolio management is considered. Prerequisites: AG 210 or CS 152.

BS/ES313 International Business (3) BE, GP An introduction to international business theory and practice. The balance of trade, balance of payments, international business strategy options, and the various modes of conducting international trade are included.

BS314 Advanced Management Principles (3) A practical, in-depth view of the functions of management, utilizing on-site visits, speakers, practical exercises, research on the future of management, and self-study to assist students in fully comprehending the day-to-day responsibilities of a manager. Prerequisite: BS201

BS315 Culture in International Business (3) Explores such complex elements as language and communication, cultural and pragmatic disparities of background, and other issues critical to successful international business relations.

BS316 International Marketing (3) Deals with the transaction activities occurring in the international marketplace. Other aspects of international marketing include international channels of distribution, trade promotion activities of governments and other agencies, practices related to foreign operations, licensing arrangements, and the environmental framework of international marketing organizations.

BS/PG321 Industrial Psychology (3) An overview of the theoretical and pragmatic applications of the principles of industrial psychology. Topics include organizational settings, jobs and their requirements, personnel selection and evaluation, job and work situations, accidents, and human errors, and the psychological aspects of consumer behavior. Prerequisites: BS201 or PG100, MS151 or equivalent.

BS325 Ethics and the Ecology of Commerce (3) This course reviews classical positions in ethics as well as current Catholic social teaching in the areas of morality and the role of business. Relationships between business institutions and the natural ecology are then examined. Environmental impacts are explored in terms of raw material extraction, pollution, methods of costing and the long-term sustainability of economic growth. Mechanisms for full costing are explored, as are market growth opportunities, which may be found in the impetus for pollution control and environmental clean up. Regional, national, and international aspects are considered with particular emphasis upon the development of international agreements. Prerequisite: Sophomore status.

BS331 Business Law I (3) Focuses on the basics of business organizations including corporations, partnerships, limited liability corporations, professional corporations; contracts, including formation, legality, enforcement, breach, and remedies; the Uniform Commercial Code with a special emphasis on Sales and Negotiable Instruments and their application to the accounting and banking professions; also facilities liability, surveys estates, creditors rights, bankruptcy, and torts and criminal law as they relate to the business environment.

BS332 Business Law II (3) Focuses on specialized areas of the law as they relate to business such as: property including real property, landlord and tenant relationships, personal property, bailments, secured transactions; government regulation of business including the nature and scope of government regulation, consumer law, environmental law, antitrust, labor relations; also surveys insurance, wills and the law of inheritance, professional liability, and emerging trends.

BS/AG336 Tax Law I (3) Covers the basic concepts of federal income taxation applicable to individual taxpayers, including tax research, realization and recognition of income, deductions and credits. Prerequisite: AG210.

BS/AG337 Tax Law II (3) A continuation of the basic concepts and principles of federal income taxation as it applies to partnerships and corporations. Topics covered include partnerships, S Corporations, regular corporations, LLCs, LLPs, gift tax and estate tax. Prerequisite: BS/AG336.

BS338 Insurance and Risk Management (3) This course introduces students to insurance, the insurance business, and the regulatory climate in which the industry operates. Prerequisite: Sophomore status.

BS/PS340 Public Administration (3) Theory and practical skills involved in working with public agencies and implementing public programs.

BS341 Production Management (3) Covers the managerial decisions involved in plant location, internal factory organization, plant operation and control, planning, scheduling, routing, purchasing, cost control, and inventory control. Prerequisite: BS201.

BS342 Digital Marketing (3) This course provides a theoretical and practical foundation to understand how digital platforms have become part of a marketing strategy. Consequently, connecting this technologies to the Integrated Marketing Communications (IMC). Prerequisites: BS202, recommended BS311.

BS/PG355 Organizational Behavior (3) Examines organizational behavior from both theoretical and historical perspectives, dealing with the diagnosis of individual issues and group issues, the development of an understanding of organizational issues, and concludes with the topic of changing organizations. Prerequisite: BS201 or PG100.

BS356 Organizational Leadership (3) Focuses on the process of influencing individuals and groups toward organizational goals, including such topics as the evolution of leadership theory, leadership effectiveness, and situational leadership. Prerequisites: BS201 or PG100, or approval of instructor.

BS357 Public Relations (3) BE, WI A comprehensive study of the role of public relations in contemporary organizations. Topics include planning issues, international public relations, specialty applications, and product publicity. Critical examination of public relations techniques and ethical issues occurs throughout the course. Prerequisite: BS202. Open to juniors and seniors only.

BS/PG360 Consumer Behavior (3) Analysis of the complex process of buying behavior through systematic development of a behavior model utilizing concepts from psychology, sociology, and social psychology. Prerequisites: BS202 or PG100. Sophomore status.

BS/PG372 Training and Development (3) Review of techniques to determine training needs, to develop appropriate programs, to select methods

of presenting these programs, and to evaluate program effectiveness. Includes application of instructional design and adult learning theory to design of learning experiences. Prerequisite: BS201.

BS397 Field Experience (Variable) Up to three (3) semester hours of internship or co-operative experience in a field directly related to Business Administration, negotiated between major advisor and student. Prerequisite: Approval of the department chairperson.

BS399 Independent Project (Variable) An individually-negotiated project of a defined nature established by a contract between the instructor and student. Contract filed with the Registrar. Prerequisite: Approval of the department chairperson.

BS405 Advanced Financial Management (3) Covers the concepts and techniques underlying effective decision making related to investment and financing decisions. Some of the topics include planning profitability, analysis of risk, valuation of financial assets, time value of money, cost of capital, capital budgeting, planning capital structure, and dividend decisions. Prerequisite: AG211, ES211, MS151, CS152. Also business/ financial calculator proficiency.

BS410 Human Resource Management (3) An overview of human resource management, including staffing, employee development, labor relations, remuneration, security, and performance evaluation. Prerequisite: BS201.

BS413 Project Management (3) This course provides an overview of project management in organizations. The content integrates the socio (people concerns) and the technical (analytical tools) involved in the design, leadership and control of organizational projects.

BS414 Supply Chain Management (3) Reviews the nature and organization of supply chain management, including all components involved in the movement of goods from source to end-user. Prerequisites: BS201, BS202.

BS415 Sales Management (3) Deals with the functions and challenges facing managers in the sales area, including sales techniques, recruiting, selecting and training sales personnel, motivation, supervision, evaluation of sales personnel, compensation plans, and territory management. Prerequisites: BS201, BS202.

BS425 Not-for-Profit Organizations: Theory and Practice (3) Designed as a seminar, this course will explore not only the unique characteristics of not-for-profit organizations but also the problems which they face in today's society. Case analyses, selected readings, and lectures will be utilized to facilitate both discussion and understanding. Prerequisite: BS201 or permission of the instructor.

BS442 Cases in Marketing Management (3) An analysis of the development and implementation of effective marketing strategies through case studies, demonstrating the application of sound marketing principles in decision-making, management, and market forecasting. Prerequisites: BS201, BS202. Open to juniors and seniors only.

BS455 International Finance (3) Basic foreign exchange and stabilization procedures are discussed. Other subjects include methods for short- and long-term overseas corporate investing, financing exports and imports through appropriate international financial channels, and the role of the government in international financial markets. Prerequisite: BS305 or consent of instructor.

BS456 Cases in International Business (3) A case analysis course dealing with various business problems encountered in an international setting. Case materials cover locational problems, investment financing, foreign union development, negotiating with foreign governments, servicing foreign markets, and the legal and tax consideration of foreign operations. Prerequisite: Open to juniors and seniors only.

BS457 Cases in Public Relations (3) A case analysis course focused on the challenges confronted by organizations. Cases deal with developing strategies and programs to respond to public relations problems and opportunities faced by both for-profit and not-for-profit organizations. Topics include crisis management, strategic planning for public relations, and management of the public relations function. Prerequisite: BS357. Open to juniors and seniors only.

BS460 Ethical Application in Business (3) BE Principles and perspectives of ethical business and organizational decision-making are studied and applied to a variety of decisions. Emphasis is placed on the identification of ethical choices in the context of the conflicting pressures on management, both in the public and private sector. Prerequisite: Junior or Senior status.

BS483 Marketing Strategy (3) This course develops an understanding of the organization's market niche through a detailed examination of resource allocation as it affects competitive advantage. Multiple models guiding strategic choice are reviewed. Internal processes for the formulation, coordination, and application of strategy are studied. Realistic applications are then considered. Prerequisites: BS202, Junior or senior status.

BS484 Business Research and Methodology (3) A market-oriented introduction to business research. Subjects covered include the translation of a management problem to a research problem, implementation issues in business research, including basic statistical procedures, and the communication of research results to management. Prerequisites: BS201, BS202, MS151.

BS490 Topical Issues (Variable) Based on both student and faculty interests, the department offers a series of courses dealing with topical issues. Consult current class schedule for listing.

BS492 Cases in Business Policy (3) SC A case-oriented course focusing on organizational strategy and its implementation. Prerequisites: BS201, BS202, BS305. Open to juniors and seniors only.

BS496 Human Resource Practicum (3) The course is a demonstration of academic learning via a carefully designed work experience, jointly developed by the student, faculty and the target organization. The practicum for the HR concentration requires students to apply specific HR procedures or techniques acquired in prerequisite courses, with permission from appropriate management personnel in an organization of their choice. Prerequisites: BS201, BS/PG355, BS372, BS410. The following are recommended: BS356, BS360, and BS413.

Catholic Studies

John C. Pinheiro, Ph.D., Program Director

This interdisciplinary minor explores the Catholic tradition, as expressed in art, literature, poetry, theology, popular piety, and philosophy. Courses focus on those elements of Christian thought, belief, and practice that are critical to understanding Catholic culture.

Mission Statement. The mission of Catholic Studies is to share “the rich experience of the Church’s own culture,” assist students in their spiritual as well as their intellectual development, and establish Aquinas College as the regional center for Catholic intellectual and creative life (Ex Corde Ecclesiae, § 43).

Student Learning Outcomes. Successful minors in Catholic Studies will complete their education with:

- A broad knowledge of the history of Christianity
- A broad knowledge of the Christian view of history best explicated by St. Augustine of Hippo, G.K. Chesterton, and Christopher Dawson
- A broad knowledge of the distinctive spirit of the Catholic vision and tradition
- The distinctive hallmarks of the Catholic imagination, particularly in literature
- A clear understanding of how faith and reason interact in the Catholic intellectual tradition, and of this tradition’s impact on the development of Western Civilization
- Extensive opportunities for spiritual development that provide deep integration of authentic Catholic intellectual understanding and practice of the faith

Catholic Studies Minor

Minor Requirements: Twenty-one (21) semester hours (15 required, 6 elective).

Required Courses:

I. Core:

- CA401 Christian View of History (3)
- EH260 Catholic Writers (3)
- HY277 History of Christianity (3)
- PH248 Catholic Intellectual Tradition (3)
- TY147 The Catholic Vision (3)

II. Electives:

- AT275 Renaissance Art and Society (3)

- AT380 Baroque Art (3)
- CA200 Tolkien, Narnia, and the Catholic Imagination (3)
- CA210 Math and Theology (3)
- CA310 Special Topics in Catholic Studies (3)
- HY311 American Catholic History (3)
- MCHL/TY130 Music in Liturgical Celebration (3)
- PH320 Medieval Philosophy (3)
- TY212 Vatican II and the American Catholic Experience (3)
- TY255 Catholic Social Teaching (3)
- TY345 Church and Spirit (3)

Students must earn a C– or better in a class in order for it to count toward the minor.

Course Descriptions

CA200 Tolkien, Narnia, and the Catholic Imagination (3) The analysis of J.R.R. Tolkien's and C.S. Lewis's imaginative worlds, Middle-earth and Narnia, from the perspective of a Catholic worldview, Tolkien's concept of mythopoeia and Lewis's theological writings. This course is also a Theology elective.

CA210 Math and Theology (3) Three influential mathematical developments of the 20th century have had repercussions in theology: Gödel's Incompleteness Theorems, Cantor's transfinite cardinals and non-Euclidean geometries. We will learn enough math to support our understanding of these results. We will also consider the historical, philosophical and theological contexts in which these results were developed, exploring various controversies associated with these developments. This course also earns one (1) credit toward the math major or minor.

CA310 Special Topics in Catholic Studies (3) Special topics in Catholic Studies offered on an occasional basis by faculty or visiting scholars.

CA401 Christian View of History (3) This course is a cultural history of Christendom, with a particular emphasis on Catholic culture and Christian historiography. When cross-listed with HY312, this course is also a History elective.

Chemical Physics

Advisor: Elizabeth Jensen, Ph.D.

Chemical physics is an interdisciplinary major which combines chemistry's study of the composition of matter with physics' study of the properties of matter and energy. Courses are drawn from the departments of chemistry, physics and mathematics.

Chemical Physics Major

Major Requirements: Fifty (50) credit hours

Required Courses:

- CY111
- CY112
- CY311
- CY312
- CY215
- CY336
- CY346
- CY400/401
- PC213
- PC214
- PC215
- PC316
- MS252

Required allied courses:

- MS121
- MS122
- MS231
- MS241.

Equivalent courses from other colleges may be substituted with the permission of one of the designated advisors.

At least thirty (30) of these hours must be taken at Aquinas College.

Chemistry

Elizabeth Jensen, Ph.D., Chair

Li-Heng Chen, Ph.D.; Jonathan Fritz, Ph.D.; Timothy Henshaw, Ph.D.

Mission Statement. To provide students with knowledge of chemistry befitting their goals: for the general education students that they become literate in basic chemistry; and for the science major students that they possess the knowledge and skills necessary for them to succeed in their post-baccalaureate careers.

The curriculum and course requirements are designed for the degree of Bachelor of Science (B.S.) in chemistry following the recommendations of the Committee on Professional Training of the American Chemical Society. A student completing the B.S. in Chemistry should be prepared for these options: an entry level research position in industry or in governmental agencies; graduate level studies in chemistry or chemical engineering; post-baccalaureate professional studies (medicine, veterinary medicine, dentistry, related fields).

Students will find the curriculum more compatible if their high school education included Biology, Chemistry, Physics and four years of mathematics.

B.S. Degree in Chemistry

Major Requirements: A minimum of thirty-nine (39) semester hours in chemistry.

Required courses:

- CY111/112
 - CY211/212
 - CY215
 - CY311/312
 - CY346
 - CY400/401 or approved research
 - One (1) of the following courses:
 - CY315 or CY336.
 - Required allied courses:
 - PC213/214 and MS121/122
1. One course in applied or mathematical statistics (i.e. MS252 or higher) required. Multivariate Calculus, Differential Equations, Linear Algebra and Abstract Algebra are recommended.
 2. At least twenty (20) semester hours of the required chemistry coursework must be taken at Aquinas College. A GPA of at least 2.0 must be maintained and no more than one C- is permitted in chemistry courses.
 3. Majors are required to take the Major Field Test in Chemistry.
 4. Majors must attend at least eight (8) seminars/lectures sponsored by the department of Chemistry.
 5. A student who has earned a score of 5 on the AP Chemistry exam may be exempt from CY111. This student may choose to start CY211 (organic chemistry) in the fall of the first year but is not exempt from CY112.
 6. Any courses taken at other educational institutions must have approval for transfer before the course is taken.

Minor in Chemistry

Minor Requirements: A minimum of twenty-four (24) semester hours in Chemistry.

Required courses:

- CY111/112
- CY211/212
- CY215
- Elective courses: at least one from the following:

- CY311	- CY325	- CY398
- CY312	- CY336	- CY399.
- CY315	- CY346	

At least twelve (12) semester hours of the minor requirements must be taken at Aquinas College. A GPA of at least 2.0 must be maintained and no more than one C- is permitted in chemistry courses.

Attendance at a minimum of four (4) seminars/lectures of the department of Chemistry is required.

Chemistry and Business Administration Dual Major. Designed for students who have an interest in chemistry but do not want to pursue a career in research. With a dual major in Chemistry and Business Administration, graduates of the program are prepared for positions in management, marketing, advertising, sales, or other business activities in chemical and pharmaceutical companies. Degree is Bachelor of Science

Major requirements: Sixty-two (62) semester hours.

Required courses:

- | | | |
|-------------|---------|---------------------|
| • CY111/112 | • ES211 | • BS305 |
| • CY211/212 | • ES212 | • BS460 |
| • CY215 | • AG210 | • BS492 |
| • CY325 | • AG211 | • Required allied |
| • CY346 | • BS201 | courses: PC213/214, |
| • CY400/401 | • BS202 | MS121/122. |
| • MS252 | | |

At least twenty (20) semester hours of the dual major must be taken at Aquinas

Course Descriptions

CY100 Preliminary Chemistry (3) An introductory survey of elementary inorganic chemistry for those students who need preparation for CY111/112 (General Chemistry). Topics include measurement, nomenclature, structure of atoms and molecules, states of matter, stoichiometry, and acid/base theory. Three (3) hours of lecture per week. Prerequisite: none.

CY101 Environmental Chemistry (3) NL Application of chemical concepts to eco-systems; implications of chemical technology to the social and physical environment. Prerequisites: High school chemistry recommended.

CY102 Chemistry for Non-Majors (3) NL The basic principles of chemistry are applied to everyday living situations. Common elements and compounds will be used to illustrate principles, some of which are acid-base theory, oxidation-reduction, radioactivity, and toxicity. The presentation of these principles may vary each semester depending on the instructor's use of history, household products or other perspective. Chemistry will be related to other disciplines, the national economy, other industries, and the future well-being of humans and the natural environment. Two (2) hours lecture and one lab period per week. Prerequisite: none.

CY111 General Chemistry (4) NL A first college course in chemistry designed primarily for science majors. Topics include atomic structure, chemical bonding, molecular structure, properties of gases, solids, and liquids, stoichiometry, and thermochemistry. Three (3) hours of lecture and one 3-hour laboratory period per week. Prerequisites: CY100 or high school chemistry; math placement score of 18 or higher, co-registration in MS114, or completion of MS114 with a C or better. High school physics strongly recommended.

CY112 General Chemistry (4) A continuation of CY111. Topics include coordination chemistry, descriptive inorganic and organic chemistry, electrochemistry, equilibria, kinetics, and thermodynamics. Three (3) hours of lecture and one three-hour laboratory period per week. Prerequisites: CY111 and CS152 with grades of C- or better. Co-enrollment in CY112 and CS152 is allowed with approval of the chemistry department chairperson.

CY155 General, Organic, and Biochemistry I (3) (NL, if CY157 is also completed) This is the first of two semesters of an introductory course in chemistry for students of nursing and other health-related disciplines. This course may not be applied to the chemistry major or minor. Topics in the first semester will include: measurements and chemical quantities, atomic and molecular structure, chemical bonding, states of matter, chemical reactions,

stoichiometry, thermochemistry, solutions, and gases. Additional topics may also be introduced. Three (3) hours lecture per week. Prerequisites: none. Co-requisites: CY157 (except UDM Nursing students) and MS101 or MS111 unless previously completed with grade of C or better.

CY156 General, Organic, and Biochemistry II (3) This is the second semester of an introductory course in chemistry for students of nursing and other health-related disciplines. This course may not be applied to the chemistry major or minor. Topics in the second semester will include: acids and bases, chemical equilibrium and reaction rates, nuclear chemistry, organic functional groups, carbohydrates, lipids, amino acids and proteins, enzymes, nucleic acids and protein synthesis, metabolic pathways and energy production. Additional topics may also be introduced. Three (3) hours lecture per week. Prerequisites: CY155 with a grade of C or better, AP Chemistry exam score of 3 or higher, or passing score on the chemistry placement exam; MS101 or MS111 (or equivalent) with grade of C or better. Co-requisite: CY158 (except UDM Nursing students).

CY157 General, Organic and Biochemistry Laboratory I (1) This is the laboratory course that may accompany CY155. The laboratory work will illustrate the principles in CY155. This class will meet for one laboratory session per week.

CY158 General, Organic and Biochemistry Laboratory II (1) This is the laboratory course that may accompany CY156. The laboratory work will illustrate the principles in CY156. This class will meet for one laboratory session per week.

CY211 Organic Chemistry (4) This is the first semester of a year-long course in organic chemistry for science majors. Topics include bonding, reaction mechanisms, structure, stereochemistry, and synthesis and reactions of aliphatic hydrocarbons and their derivatives. The correlation of molecular structure to physical properties and instrumentation is introduced. Three (3) hours of lecture and one three-hour laboratory period per week. Prerequisite: CY112, with a grade of C- or better, or its equivalent.

CY212 Organic Chemistry (4) Continuation of CY211. Topics include carbonyl compounds and reactions, aromatic hydrocarbons, the application of instrumental methods (e.g. UV-vis, IR, NMR, MS) in the identification of the molecular structure, heterocyclic compounds. Multistep synthesis will be introduced. Three (3) hours of lecture and one three-hour laboratory period per week. Prerequisite: CY211, with a grade of C- or better, or its equivalent.

CY215 Quantitative Analysis (4) QR A first course in chemical analysis. Topics include gravimetric and volumetric methods, statistical applications, ionic equilibria, chromatography, and spectroscopy. Two (2) hours of lecture and two three-hour laboratory periods per week. Prerequisite: CY112 (or equivalent) with a grade of C- or better.

CY270 Secondary Science Practicum (3) This course provides the student with an opportunity to work in an introductory laboratory classroom as an assistant to the supervising instructor for three (3) hours per week. Assistants will help the instructor with set up and take down of lab activities, preparation of lab materials, and teaching/tutoring during the class period. Practicum students will meet for two 50-minute periods per week for lecture and discussion on a variety of topics relevant to the job duties of a secondary science teacher. Participants will also keep journals and perform research on appropriate laboratory exercises for secondary students.

CY310 Special Topics in Chemistry (4) Intensive study determined by instructor. Credits may be earned under different specific titles.

CY311/312 Physical Chemistry I and II (4/4) A two-semester course in the theoretical principles of chemistry. Topics include thermodynamics, kinetic theory of gases, phase equilibria, electrochemistry, kinetics, and quantum chemistry. Three (3) hours lecture and one three-hour laboratory period per week each semester. May be offered every other year. Prerequisites for CY311: CY112 and MS122 with grades of C- or better. PC213 is also required but may be taken as a co-enrollment. Prerequisites for CY312: CY311 with a grade of C- or better. PC214 is also required but may be taken as a co-enrollment.

CY315 Advanced Organic Chemistry (4) An advanced course in organic chemistry. Topics will include qualitative organic analysis in both traditional and spectroscopic methods, reaction mechanisms and conditions, molecular structure, orbital symmetry, retrograde synthesis, and multistep synthesis. In the laboratory, classical and instrumental methods will be used to identify compounds. Three (3) hours of lecture and one three-hour laboratory periods per week. Offered fall semester in odd-numbered years. Prerequisite: CY212, with a grade of C- or better, or its equivalent.

CY325 Biochemistry (4) A first course in biochemistry for science majors. Topics include biomolecules, enzymes and their mechanisms of action, biological energetics, nucleic acids (their structure and function), and carbohydrate, protein, and lipid metabolism. Three (3) hours of lecture and one three-hour laboratory period per week. Prerequisite: CY212, with a grade of C- or better, or its equivalent.

CY336 Advanced Inorganic Chemistry (4) Principles of inorganic chemistry with emphasis on periodicity, molecular orbital theory, bonding, solid structure, acid/base, reduction/oxidation reactions, and systematic chemistry of the elements. Coordination chemistry and organometallic chemistry will also be discussed. The laboratory will focus on the synthesis and characterization of inorganic compounds. Three (3) hours of lecture and one three-hour laboratory period per week. Offered spring semester of even-numbered years. Prerequisite: CY112 with a grade of C- or better.

CY346 Instrumental Methods of Analysis (4) WI An introduction to instrumental methods both theoretical and practical. Topics include spectroscopic methods (UV/Visible, IR, Raman, AA, AE, NMR), electrochemical methods (potentiometry and voltammetry), chromatographic methods (GC and HPLC), radiometric methods, and thermal methods. Two (2) hours of lecture and two three-hour laboratory periods per week. Prerequisite: CY215 with a grade of C- or better.

CY398 Readings in Chemistry (1–3) Individually-negotiated program of readings primarily directed towards literature searches in chemistry. An independent study contract must be filed with the Registrar. Prerequisite: approval of the instructor and the department chairperson.

CY399 Independent Projects (1–3) Individually-negotiated projects. An independent study contract must be filed with the Registrar. Prerequisite: approval of the instructor and the department chairperson.

CY400/401 Undergraduate Seminar/Research (1/2) SC A two-semester introduction to chemical research. The first semester will focus on development of an individual research topic, writing a proposal, and safety considerations, and may include beginning laboratory work. Chemical Abstracts and other data-retrieval systems will be used to locate information on the theory and method needed for the

project. The second semester will consist of laboratory work and will conclude with a seminar and written report on the results of the project. CY400 will be offered each fall. CY401 will be offered each spring. Prerequisites: Junior or senior status and approval of department chairperson.

Communication

Penny Avery, Ph.D., Chair

Ian Borton, Ph.D.; Kyle Hull, Ph.D.; Renee Beth Stahle, Ph.D.;

David Weinandy, Ph.D. Randy Wyatt, M.F.A.

Mission Statement. The Communication Department mission is to provide a sound theoretical and practical curriculum in human communication which will foster understanding, appreciation and practice of communication in various contexts, prepare students for professional/citizenship endeavors, and equip students for life-long learning.

Student Learning Objectives. Student Learning Objectives for all the Communication Major Options and the Communication Minor include:

- Produce theoretically-informed competent communication in multiple contexts (e.g., interpersonal, public, group, organizational).
- Evaluate communication competency in multiple contexts (e.g., interpersonal, public, group, organizational).
- Analyze scholarly communication literature and contemporary texts.

Student Learning Objective for the Communication and Interdisciplinary Communication Majors only include:

- Design and execute theoretically informed original communication research.

Departmental Policies

- All Communication courses applied to the described majors or minor must be completed with a grade of C or better. Students may only take a course twice to obtain the requisite grades for any of the Communication majors or minor. Each prerequisite must be completed with a grade of C or better before taking an additional course requiring that prerequisite course.
- In order to declare a Communication, Interdisciplinary Communication, Communication Major with Theatre Emphasis, or Communication minor, students must have an overall college grade point average of 2.0. Students falling below the 2.0 overall grade point average may be removed as a major or minor at the department's discretion.
- Students may take a TOTAL of six (6) semester hours from among CN397, CN398, CN399, and Prior Learning credit. Students are strongly encouraged to complete an internship (CN397) graded as credit/fail.

- Every required Communication course is offered at least once a year in either the daytime or evening programs, and every elective course is offered at least once every two years. Therefore, no regularly offered course, required or elective, may be taken as independent study. Students are encouraged to plan their academic schedule with a Communication Department advisor.
- All students seeking teacher certification should prepare to take a content specific state examination. A link to the Speech secondary education endorsement preparation materials can be found on the Communication web page: aquinas.edu/communication/degrees

Communication Major. Designed for students who want a solid foundation in the major areas of the communication discipline toward a Bachelor of Arts degree.

Major Requirements: Thirty-eight (38) semester hours in Communication.

Required courses: Twenty-six (26) semester hours including:

- CN101
- CN205
- CN206
- CN285
- CN305
- CN307
- CN406
- CN498.
- Twelve (12) semester hours of electives chosen from:
 - TE141
 - CN185
 - CN186
 - CN207
 - CN208
 - CN212
 - TE221
 - TE222
 - TE223
 - CN300
 - CN301
 - CN302
 - CN303
 - CN310
 - CN311
 - CN350
 - CN360
 - CN361
 - CN397
 - CN398
 - CN399
 - CN401

No more than six (6) semester hours may be taken from CN397, CN398, or CN399. At least eighteen (18) semester hours must be taken at Aquinas.

Interdisciplinary Major in Communication

Major Requirements: Designed for students who wish a specific focus in the Communication Discipline toward a Bachelor of Arts degree. Forty-one (41) semester hours in Communication.

Required courses: Twenty-six (26) semester hours including:

- CN101
- CN205
- CN206
- CN285
- CN305
- CN307
- CN406
- CN498
- Fifteen (15) semester hours of electives comprised of three (3) hours in Communication and twelve (12) hours in other selected

disciplines determined in coordination with a Communication Department advisor.

• Communication Electives:

- | | | |
|---------|---------|----------|
| - CN185 | - CN300 | - CN350 |
| - CN186 | - CN301 | - CN360 |
| - CN207 | - CN302 | - CN397 |
| - CN208 | - CN303 | - CN398 |
| - CN212 | - CN310 | - CN399 |
| | - CN311 | - CN401. |

A statement of how the chosen electives are related to the specific area of focus is required for approval of this major. No more than three (3) semester hours may be taken from CN397, CN398, or CN399. At least eighteen (18) semester hours must be taken at Aquinas College.

Communication Major with a Theatre Emphasis

Designed for students interested in both Communication and Theatre as they work toward a Bachelor of Arts degree, especially recommended for students seeking secondary education certification in speech.

Major Requirements: Thirty-eight (38) credit hours

Required courses: Thirty-two (32) semester hours including:

- | | |
|---------|----------|
| • CN101 | • TE244 |
| • TE130 | • TE251 |
| • TE141 | • TE253 |
| • CN205 | • CN285 |
| • CN206 | • CN307 |
| • TE242 | • TE341. |

• Six (6) semester hours of electives chosen from:

- | | | | |
|---------|---------|---------|----------|
| - TE123 | - TE250 | - CN305 | - TE361 |
| - CN185 | - TE279 | - CN310 | - TE362 |
| - CN186 | - TE281 | - CN311 | - TE383 |
| - CN207 | - TE282 | - TE310 | - TE384 |
| - CN208 | - TE283 | - TE344 | - CN397 |
| - TE221 | - CN300 | - CN350 | - TE397 |
| - TE222 | - CN301 | - TE351 | - CN398 |
| - TE223 | - CN302 | - TE352 | - CN399 |
| - TE241 | - CN303 | - CN360 | - TE399 |
| | | - CN361 | - CN401. |

No more than six (6) semester hours may be taken from CN397, TE397, CN398, CN399, or TE399. TE253 and TE341 must be taken for a minimum of one (1) credit each. At least twelve (12) semester hours must be taken at Aquinas College.

Business Administration and Communication Dual Major

Provides strong preparation for careers that require a business background and effective communication toward a Bachelor of Science in Business Administration degree.

Major Requirements: Fifty-seven (57) semester hours.

Required courses:

- CS152
- ES211
- ES212
- MS151 (MS252 or MS494 may be substituted)
- AG210
- AG211
- BS201
- BS202
- BS305
- BS331 or BS332
- BS460
- CN101
- CN205
- CN206
- CN301
- CN305
- CN307
- CN401
- BS457 or BS492.

At least eighteen (18) semester hours of the dual major must be taken at Aquinas College.

Business Administration and Communication Dual Major

Concentration Options and Requirements. Two concentrations (Marketing and Human Resources) are designed to provide the student with professional preparation in the fields of either Marketing or Human Resources. Each concentration is fifteen (15) credit hours.

1. Marketing concentration requirements:

- Four (4) courses from: BS311, BS316, BS357, BS360, BS414, BS415, BS484, ES311.
- A capstone course, selected from either BS483 or BS442, is also required.

2. Human Resources concentration requirements:

- BS355
- BS372
- BS410
- Two (2) elective courses selected from BS356, BS360, BS414, PG321. A practicum approved by the department may be substituted for the two elective courses specified in this concentration.

Communication Minor

Minor Requirements: A total of twenty-four (24) semester hours

Required courses: Fifteen (15) semester hours including:

- CN101
- CN205
- CN206
- CN285
- CN307
- Nine (9) semester hours of electives chosen from:
 - TE141
 - TE222
 - CN305
 - CN397
 - CN185
 - TE223
 - CN310
 - CN398
 - CN186
 - CN300
 - CN311
 - CN399
 - CN207
 - CN301
 - CN350
 - CN401
 - CN208
 - CN302
 - CN360
 - CN406
 - CN212
 - CN303
 - CN361
 - CN498.
 - TE221

No more than six (6) semester hours may be taken from CN397, CN398, or CN399. At least twelve (12) semester hours must be taken at Aquinas College.

Course Descriptions

CN101 Introduction to Communication (3) PSC Theory and methods of intrapersonal, interpersonal, small group, organizational, public, intercultural, and mass communication.

CN185 Introduction to Radio Production (3) Introduction to the radio industry and workings of a radio station.

CN186 AQ Sound Management Staff Practicum (1) Experience working for AQ Sound in one of the following staff positions: Station Manager, Programming Director, Music Director, News & Sports Director, Promotions Director, Technology Director, Treasurer, Secretary. Only available for Credit/Fail. Prerequisites: CN185 or department chairperson approval.

CN205 Public Speaking (3) Basic skills for effective informational, persuasive and special occasion public speaking including voice, movement, composition, organization, ethical implications and audience analysis. Prerequisite: CN101.

CN206 Interpersonal Communication (3) Principles underlying communication behavior, focusing on feedback, nonverbal communication, decision making, listening, communication barriers and breakdowns, persuasion, and conflict. Prerequisite: CN101.

CN207 Family Communication (3) PSC Analysis of roles, power, space, and variables of cohesion and adaptability in familial systems, with interpersonal and personal subsystems.

CN208 Nonverbal Communication (3) Elements of nonverbal communication: body and gestures, paralanguage, facial and eye behavior, arrangement and use of space. Prerequisite: CN101.

CN/BS/PS212 Parliamentary Procedure (1) Designed to familiarize the student with fundamental practices in the process and procedures of rules of order as practiced in organizations and businesses.

CN285 Understanding Mass Media (3) Analysis of the dynamics of mass media and its influence on society; criticism of the rhetoric of mass media; techniques for consuming media messages. Prerequisite: CN101.

CN300 Listening (3) Listening combines context theories dealing with various aspects of the listening process with skill application to encourage applied and theoretical competence. Prerequisite: CN101.

CN301 Intercultural Communication (3) Analysis of verbal and nonverbal language relativity and potential barriers and breakdowns in communication between individuals of differing cultures, subcultures, including not only national and ethnic differences, but also differences in age, sex, vocation, financial status, etc. Prerequisite: CN101.

CN302 Communication Ethics (3) WI Principles and perspectives of ethical speech communication are studied and applied to a variety of private and public communication situations. The impact of honest versus deceptive communication of the individual and society is evaluated. Prerequisite: CN101.

CN303 Principles of Persuasion (3) Theory and methods of changing, modifying, and reinforcing attitudes and behaviors through communication. Prerequisite: CN101.

CN305 Advanced Public Speaking (3) Advanced theory and skills for effective informative and persuasive public speaking including audience adaptation, research, composition, organization, support, voice and movement. Prerequisite: CN101, CN205.

CN307 Small Group Communication (3) Principles and perspectives of communication in small groups including development, roles, norms, conflict, language and nonverbal communication; techniques of decision making and problem solving, information sharing and public presentations. Prerequisites: CN101, CN205, CN206.

CN310 Special Topics in Communication (3) Offered as timely issues concerning communication arise.

CN/WS311 Gender Communication (3) Principles and perspectives of the similarities and differences in men's and women's communication. Presents skills that men and women can use to communicate more effectively. Prerequisite: Sophomore

CN350 Crisis Management (3) A pragmatic and theoretical perspective on the role of communication before, during, and after an organizational crisis. Prerequisite: Sophomore

CN360: Conflict Resolution 1 (3) Introduces theoretical concepts related to interpersonal conflict, conflict styles, tactics, power, and relationships through conflict theory, research, observation and practice. Fulfills half the requirements (along with CN361 and 40 hours of observation) to become a State Court Administrative Office approved mediator and listed in court rosters in Michigan to mediate general civil cases (e.g. employment, contract, landlord/tenant, neighborhood disputes) as well as work for Michigan's dispute resolution centers. Prerequisites: CN101, CN206.

CN361: Conflict Resolution 2 (3) Description dictated by the SCAO requirements (not unique to Michigan) for 40-hour mediator trainings, including substantive content, teaching formats and methods, satisfying the training requirements for court-approved mediators in Michigan and other states. Retention of syllabus and manual are needed for mediator approval. Course does not satisfy all requirements of the Michigan Court Rules for approval as mediators (MCR 2.411); additional requirements are discussed. Prerequisites: CN101, CN260, CN360.

CN397 Field Experience in Communication (Variable) Up to six (6) semester hours of internship or experience in a field directly related to communication. Only available for Credit/Fail. Prerequisite: Department chairperson approval.

CN398 Readings in Communication (Variable) Individually negotiated program of readings on a selected topic established between instructor and student. Contracts filed with Registrar. Prerequisite: Department chairperson approval.

CN399 Independent Project (Variable) Individually negotiated project in a selected area related to communication established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Department chairperson approval.

CN401 Organizational Communication (3) Human communication in organizations, including groups and dyadic communication operating in the organizational structure. Prerequisites: CN101, CN206, Junior or instructor approval.

CN406 Advanced Communication Theory (4) SC Survey of principal communication theories; an introduction to theory building. Must be taken at Aquinas College. Offered only in the fall semester. Offered only in the sixteen (16) week format. Prerequisites: CN101, CN205, CN206, CN285, CN307.

CN498 Research Methods (4) WI Quantitative and qualitative methods applied to communication; practicum in research methods; presentation of the research project. Must be taken at Aquinas College. Offered only in the spring semester. Offered only in the 16-week format. Prerequisites: CN101, CN205, CN206, CN305, CN307, CN406.

Community Leadership

Michael J. Lorr, Ph.D., Program Director

The Community Leadership major and minor at Aquinas College are interdisciplinary academic programs that encourage students to become more deeply engaged in the community and consider careers that require social problem solving. The major and minor each require extensive practice in public and non-profit organizations that address suffering, injustice and inequality. This scaffolded, experiential learning program includes interdisciplinary perspectives and coursework in social justice, sustainability, basic human needs, and on a variety of community sectors. The goal of the program is to support student learning so that students develop an

understanding of the complexity of social problems and gain the operational and analytical skills needed to create social change for the public good.

Community Leadership Learning Outcomes

1. Students will develop a deeper understanding of their role and responsibility as community members by studying community strengths, assets, problems, and needs.
2. Students will become effective, active participants in the communities they are a part of by discussing, visiting, and working with specific **community sectors** (e.g., healthcare, government, education, non-profits) emphasizing **social justice** (redistributing resources to those in need and ending oppression and domination in all institutions), **sustainability** (improving the environment, equity, and economy) and **basic human needs** (access to food, clothing, shelter, education, employment, healthcare, transportation, and an unpolluted environment).
3. Students will meet, network with, and be mentored by several community members and community leaders who work towards social justice using multiple methods (e.g., direct action, legislative, social entrepreneurship, policy, social advocacy, activism, mutual aid, direct service, social work).

Community Leadership Major

Major Requirements: Thirty-seven (37) credit hours (28 required, 9 electives)

Required Courses (25 credits):

- CL100 Exploring Community Leadership (4)
- AG100 Financial Activities for Nonprofits (3)
- GY212 Urban Geography (4)
- ES211 Microeconomic Principles (3)
- TY255 Catholic Social Teaching (3)
- SY375 Complex Organizations (3) **OR** BS356 Organizational Leadership (3)
- CL/SY396 Sociological Practicum in Community Leadership (4)
- CL400 Community Leadership Capstone Seminar (4)
- Nine (9) electives. One elective per discipline and two of the three electives must be at the 200-level or above.

Students must have a minimum grade of C in each course.

Community Leadership Minor

Minor Requirements: Twenty-four (24) credit hours (18 required, 3 elective)

Required courses:

- CL100 Exploring Community Leadership (4)
- AG100 Financial Activities for Nonprofits (3)
- TY255 Catholic Social Teaching (3)

- SY375 Complex Organizations (3) **OR** BS356 Organizational Leadership (3)
- CL/SY396 Sociological Practicum in Community Leadership (4)
- CL400 Community Leadership Capstone Seminar (4)
- Three (3) electives at the 200-level or above

Students must have a minimum grade of C in each course.

Elective Courses for Community Leadership

Accounting:

- AG 303 Accounting for Nonprofits (3)

Business:

- BS200 Fundamentals of Organizations (3) BE
- BS235 Social Entrepreneurship for Developing Economies (3)
- BS355 Organizational Behavior (3)
- BS425 Not-for-profit Organizations: Theory and Practice (3)

Community Leadership:

- CL201 Leadership for Social Change (3)
- CL300 Grant Writing (3)
- CL310 Special Topics in Community Leadership (variable)
- CL395 Ireland Community Aides Internship (3)
- CL398 Readings in Community Leadership (variable)
- CL399 Independent Project in Community (variable)

Economics:

- ES211 Microeconomic Principles (3)
- ES212 Macroeconomic Principles (3)

Geography:

- GY120 Human Geography (3) PGC, GP
- GY212 Urban Geography (4)
- GY313 Advanced Urban Geography (variable)

Philosophy:

- PH110 What is Justice? (3) HP
- PH238 Environmental Philosophy (3)

Political Science:

- PS101 American Government and Politics (3) PGC
- PS150 World in Crisis (3) PGC, GP
- PS310 Intergovernmental Relations (3)
- PS/BS340 Public Administration (3)
- PS/CL345 Public Policy (3)
- PS 401 Health Care Policy (3)
- PS402 Education Policy (3)

Sociology:

- SY102 Introduction to Social Work (3)
- SY103 Cultural Anthropology (3)
- SY201 Social Psychology (3)
- SY205 Trying Social Work (4)
- SY/CL209 Sustainable Cities and Environmental Justice (3)
- SY260 Introduction to Social Problems (3) PSC
- SY302 Community Sociology (3)
- SY375 Complex Organizations (3)

Sustainable Business:

- SB315 Building Social Capital (3)

Theology:

- TY250 Christian Morality (3)TF

Women's Studies

- WS260 Women and the Environment (3) PSC
- WS314/SY311 Women, Girls, and Leadership (3)
- WS/PS325 Feminist Theory and Activism (3)

Course Descriptions

CL100 Exploring Community Leadership (3) PSC This introductory course for the Community Leadership major and minor introduces students to the concepts of community, service, civic responsibility, social justice, social entrepreneurship, and leadership in public and nonprofit organizations. In addition to regular class meetings, students will spend at least thirty (30) hours, or 2-3 hours per week, in volunteer/service-learning situations relevant to careers in public, social service, or non-profit organizations. Students will use these volunteer/service-learning experiences coupled with course readings, in-class discussion with the instructor, community leader guest speakers, and peers to begin developing a “reflect, act reflect” framework for community engagement.

CL201 Leadership for Social Change (1) This course offers students opportunities to explore what it takes to create social change through service-learning experiences and leadership development. This course is intended to raise consciousness and increase knowledge surrounding a community issue, provide service opportunities to students surrounding that issue, and guide small cohorts of students in attempts to address that issue.

CL/SY209 Sustainable Cities and Environmental Justice (3) In this course, students investigate sustainable cities and environmental justice from the perspectives of social science scholars, focusing on the meaning of the global environmental crisis for particular urban areas. Throughout the course, students will identify, describe, and evaluate multiple theories and findings that attempt to explain and uncover how cities strive to be sustainable but fall far short of the demands for environmental justice. This course will enable students to attribute multiple social science theories and findings accurately, to take a position based on these theories and findings, to raise and answer counterpoints to these theories and findings, to pose solutions to environmental-based urban

problems, and to use sustainability and environmental justice as frameworks for problem-solving.

CL300 Fund Development and Grant Writing (3) This course provides an introduction to grant research and writing, within a larger context of fund development for nonprofit agencies, for students who have little or no prior experience in developing grant proposals.

CL310 Special Topics in Community Leadership (variable) Offered as timely issues concerning community leadership arise.

CL/PS345 Public Policy (3) A study of the contexts in which public policy is made and implemented; includes analysis of how people's lives are affected differently by specific public policies.

CL395 Ireland Community Aides Internship (3) For four decades, Aquinas College has been providing students study abroad opportunities in Tully Cross, Ireland to connect with its history, culture, landscape, and most importantly, its people. Modeled on the highly successful "Teacher's Aide" Internship, this course provides students with the opportunity to spend fifty (50) hours working as interns for key community development and human services programs in the Renvyle Peninsula community. The community internships provide students with the opportunities to learn about rural community development and, through partnering with local non-profit groups, students gain meaningful experiential knowledge about how community leadership has revitalized this rural and traditionally under-served region. Students interview for positions and work with community leaders to find suitable placements. In addition to serving as interns, students report their experiences back to an Ireland Program Director for formal evaluation.

CL/SY396 Sociological Practicum in Community Leadership (4) In this field placement course, students spend at least 150 hours, or 10-15 hours per week, in service-work/learning-work situations relevant to careers in public, social service, or non-profit organizations, in addition to regular meetings with the instructor. This practicum provides the practical experience for deepening community engagement and raising important questions about society and social justice. Prerequisites: CL100 or SY101

CL398 Readings in Community Leadership (variable) This is an individually negotiated program of readings on a selected topic established by contract between instructor and student. This course requires the prior approval of the Community Leadership Director.

CL399 Independent Project in Community Leadership (variable) This is an individually negotiated project in Community Leadership established by contract between instructor and student. This course requires the prior approval of the Community Leadership Director.

CL400 Community Leadership Capstone Seminar (4) SC This course builds on the "reflect, act, reflect" framework of community engagement started in CL100 and continued in CL396. Students utilize their recent experience in CL396 to develop an analysis of how the agency and the larger community might more effectively address suffering, social problems, and social injustice. In concert with the student's organization, community leaders, and the instructor, students reciprocate the time and training they received at their organization by completing at least two higher-level community projects that increase the ability of the organization to fulfill its mission and each student's ability

to impact the community (e.g., program development, program assessment, fundraising, grant writing, direct action, legislation, social entrepreneurship, policy-making, social advocacy, activism, legislation, social entrepreneurship, policy-making, social advocacy, activism, mutual aid, direct service, social work, letter writing/petitioning campaigns).

Computer Information Systems

Swithina Mboko, Ph.D., Sally Clements, M.A.

The CIS/MIS program is in the process of being strengthened and updated. Students who declare a major or minor in CIS/MIS are subject to the program requirements as stated in the Academic Catalog effective at the time of their official declaration. Incoming students who express an interest in this program should be advised that current program requirements may or may not change as the program undergoes this reassessment and update.

The Computer Information Systems program offers courses leading to Majors in Computer Information Systems (CIS) and Management Information Systems (MIS). The program also offers minors that can be used to complement other disciplines, secondary education certification in CIS, and multiple technology courses meeting General Education requirements.

Program Mission Statement. To prepare students for careers in information technology, working with information technology programs, and for careers as teachers in secondary education.

Student Learning Outcomes. Students earning a CIS or MIS Major will:

- Demonstrate mastery of fundamental programming constructs (e.g., basic computation, simple I/O, standard sequence, selection, and iterative structures; functions/methods)
- Exhibit a basic understanding of IT infrastructure (e.g., networks, operating systems, standard components, security/client configuration)
- Accurately design a relational data model and administer its implementation (e.g., normalization, physical design, structured query language)
- Successfully apply knowledge of data structures, logic algorithms, and analysis techniques to solve business and information problems

Program Overview. The program offers courses in five main areas: programming, systems, networking, web development, and database. Aquinas and the CIS program have offered the CIS major for more than twenty-five years. Aquinas students and alumni have earned graduate school admittance, placement in internships and entry-level jobs, and advanced field achievement in these areas during their college career and after graduation.

The program also offers a major in Management Information Systems. The purpose of this degree is to emphasize the balance of information technology and the knowledge of business functions. The MIS degree focuses on the design, implementation, management, and use of Information Technology applications in organizations, while adding fundamental business administration skills to the student's toolset.

In both the CIS and MIS majors, the program prepares tomorrow's information technology and systems executives and professionals. The information age requires a new set of management skills focused on the appropriate use and integration of technology in a strategic manner.

Students interested in any CIS or MIS program should meet with a CIS program advisor. A maximum of three (3) credit hours of CS397 (Field Experience/Internship) may be used toward a major. The only Credit/No Credit courses that may be applied to any CIS/MIS program are CS210, CS397, and CS460. Current students wishing to take courses from other colleges and apply them to any CIS/MIS major or minor must have written program approval prior to course enrollment. A combined maximum of six (6) credit hours of independent study, life experience, and/or field experience credits can be applied to the major. A minimum of twenty-four (24) credit hours for the CIS major and twenty-one (21) credit hours for the MIS major must be taken at Aquinas College. A minimum of twelve (12) credits toward a CIS or MIS minor must be taken at Aquinas College. For a course to count towards any CIS program major or minor, the earned grade must be a straight "C" or better.

Technology Course Requirement. Students may be required to take 0, 1, 2, or 3 of the following 1-credit technology courses: CS151, CS152, or CS153.

Aquinas offers the following additional technology courses:

- CS150
- CS154
- CS155
- CS156
- CS157
- CS158
- CS159
- CS160
- CS161

One or more of which may be required in conjunction with majors or minors in other departments. Students also have the option to test out of some of these courses for credit. This process requires them to demonstrate their proficiency and understanding of the course content. For more information on this credit-by-exam procedure, refer to aquinas.edu/tech.

All students taking any CIS course are required to have an Electronic Login Manager (ELM) account before the first meeting. For all eight-week CS courses, students are required to attend the first week unless they have prior instructor approval.

Bachelor of Science Major in Computer Information Systems

CIS Major Requirements: Forty-nine (49) semester credit hours

Required courses:

- CS170
- CS180
- CS182
- CS220
- CS242
- CS244
- CS300
- CS302
- CS304
- CS308
- CS332
- CS334
- CS336
- CS338
- CS460

Bachelor of Science Major in Management Information Systems

MIS Major Requirements Forty-four (44) semester credit hours

Required courses:

- CS153
- CS154
- CS156
- CS158
- CS170
- CS180
- CS242
- CS252
- CS300
- CS302
- CS304
- CS308
- CS332
- BS201
- BS202
- AG210
- AG211

CIS Minors. Three separate CIS minors are offered to suit specific IT/IS needs: networking, analysis, and web design. Requirements for each of these are listed below. In general, for a CIS minor to be declared in conjunction with another major or minor at Aquinas, no more than one third of the courses (typically two (2) courses or a maximum of eight (8) credits) may overlap.

CIS Web Design Minor

Minor Requirements: Twenty-four (24) semester hours

Required courses:

- CS158
- CS161
- CS170
- CS180
- CS182
- CS220
- CS258
- CS242
- CS244

CIS Networking Minor:

Minor Requirements: Twenty-two (22) semester credit hours

Required courses:

- CS170
- CS180
- CS242
- CS332
- CS334
- CS336
- CS338

CIS Analyst Minor

Minor Requirements: Twenty-five (25) semester credit hours

Required courses:

- CS170
- CS180
- CS242
- CS300
- CS302
- CS304
- CS308
- CS332

MIS Minor. The MIS Minor provides knowledge and skills in working with Information Technology to supplement a variety of majors.

Minor Requirements: Twenty-five (25) semester credit hours

Required courses:

- CS153
- CS154
- CS156
- CS157
- CS170
- CS180
- CS252
- CS332
- CS300
- BS201
- AG210

In general, for a MIS minor to be declared in conjunction with another major or minor at Aquinas, no more than one third of the courses (typically two (2) courses or a maximum of eight (8) credits) may overlap.

CIS and Teacher Certification. CIS certification is available for secondary education majors. Requirements of a secondary education major and minor are offered as listed below:

CIS Teacher Certification Major

Major requirements: Thirty-eight (38) semester credit hours

Required courses:

- CS170
- CS180
- CS182
- CS220
- CS242
- CS300
- CS302
- CS304
- CS332
- CS334
- EN330
- EN332

CIS Teacher Certification Minor

Minor requirements: Twenty-six (26) semester credit hours

Required courses:

- CS170
- CS180
- CS182
- CS220
- CS242
- CS300
- EN330
- EN332

Suggested Course Sequence, CIS Major:

Year 1 – Semester 1	Semester 2
CS170	CS182
CS180	CS151
CS154	CS258
CS158	MS151
Year 2 – Semester 1	Semester 2
CS220	CS153
CS242	CS244
CS152	CS252
Year 3 – Semester 1	Semester 2
CS300	CS304
CS302	CS308
	CS332
	CS334
Year 4 – Semester 1	Semester
CS336	CS460
CS338	

Suggested Course Sequence, MIS Major

Year 1 – Semester 1	Semester 2
CS170	CS154
CS180	CS156
CS153	
Year 2 – Semester 1	Semester 2
CS242	BS202
CS152	CS158
BS201	CS252
Year 3 – Semester 1	Semester 2
CS300	CS304
CS302	CS308
CS157	CS332
Year 4 – Semester 1	Semester 2
AG210	AG211

Course Descriptions

CS150 Technology Concepts (1) This course provides students with the opportunity to become aware of the concepts of workplace and personal technology, as well as technology trends and how they impact personal and professional life. The unique role of the individual in the development, use, ethics and security of technology is highlighted. This course utilizes an e-book and online resources as well as classroom presentation and discussion. Students of all skill levels, backgrounds, and career goals will benefit from these vital topics.

CS151 Word Processing (1) T This hands-on lab course covers basic word processing functions such as editing, formatting, and printing using Microsoft Word. Course projects introduce skills such as header/footers, cover pages, tables, and research paper style. This course would be beneficial to all students who need to improve their understanding of document creation and editing.

CS152 Spreadsheets (1) T This hands-on lab course covers basic spreadsheet functions such as simple formulas, formatting, and print layout using Microsoft Excel. Course projects introduce skills using a variety of formulas and basic functions, charts, and absolute addressing. This course would be beneficial to any students with a desire to analyze numerical data, manage finances, perform simple statistics, or generate charts and graphs.

CS153 Presentation Graphics (1) T This hands-on lab course introduces presentation graphics software. Microsoft PowerPoint is used to create and edit on-screen “slide” presentations, handouts, and overhead transparencies. Course projects introduce skills such as adding clipart, creating custom backgrounds, and maximizing transitional effects. This course would be beneficial to any students who will be making presentations in other courses, in future business settings, or for educational purposes.

CS154 Database (1) This hands-on lab course covers basic database and file management functions using Microsoft Access. It is a software application class, not a programming course, and introduces skills such as creating reports, setting up input forms, and looking up database information. Database software packages are used to create and manage data files such as employee records, inventory files, names and addresses, and business contact lists. This course would be beneficial to students of all backgrounds.

CS155 Internet (1) This hands-on lab course covers a variety of Internet concepts such as email, search strategies, browser software tips, basic web page design, and ethical/ legal issues related to the Internet. No prior Internet experience is required, but some basic experience with computers is helpful. Students must have access to the Internet and an email account outside of class. (Aquinas student accounts are available.) Students with extensive prior Internet experience or those interested in web page design should consider taking CS158 instead of this course.

CS156 Accounting Technology (1) Accounting technology provides an opportunity for students to generate financial information for planning and decision-making using a leading full-service accounting information system. Students learn to create financial statements and supplemental schedules, budgets, graphical analysis, and other reports that facilitate the process of problem resolution.

CS157 Project Management (1) This hands-on lab course covers the basic functions of project management software. Some of the topics covered include

breaking your project into phases, identifying critical tasks, managing costs and resources, viewing and printing reports, managing the critical path, and refining project plans.

CS158 Web Page Design (1) This hands-on lab course covers web page design using Adobe Dreamweaver. Basic HTML coding is introduced, but programming experience is not a prerequisite. Some prior experience with computers and the Internet, however, is presumed. Students must have access to the Internet and an email account outside of class. (Aquinas student accounts are available.) Course projects introduce skills such as using templates, integrating graphics and images, forms, and frames.

CS159 Desk-Top Publishing (1) This hands-on lab course covers desktop publishing concepts and application using Microsoft Word, Microsoft Publisher, Microsoft PowerPoint, and Adobe Dreamweaver. Experience and knowledge of basic word processing skills are beneficial. Course projects introduce skills such as creating templates, integrating graphics and images, designing newsletters, and formatting multi-section documents.

CS160 MIDI Music Publishing (1) AC This course is designed to teach anyone, even non-musicians, how to create professional-looking music scores quickly with the aid of the computer for personal use, and for transporting music to other instruments. This course is currently taught using FINALE software. The course also discusses the principles of MIDI (Musical Instrument Digital Interface) Sequencing, and Analog vs. Digital Recording.

CS161 Image Editing (1) This hands-on lab course covers the creation and editing of professional quality graphics. These graphics can be used to enhance web pages, professional presentations (with photography), and other non-chart graphics. Students will scan, manipulate, and compress digital images. The course is currently taught using Adobe software.

CS170 Principles of Operating Systems (3) Fundamental concepts in operating systems and how they are used in computing will be explored. Hands-on exposure to Windows and a UNIX-type operating system are included. A study of disk layouts and management as well as memory management will be presented. Windows and UNIX command prompt manipulation will complete the requirements. Co-requisite of CS180 recommended.

CS180 Structure and Logic (4) Fundamental concepts in structured object-oriented programming using the C# programming language. Structures include sequence, selection, repetition, writing, and the use of methods and objects. Programs will be designed using the Warnier-Orr diagramming tool. Designs will be coded, debugged, and tested using the C# programming language. Co-requisite of CS170 recommended.

CS182 Data Structures with C# (4) Programs using classes, objects, error handling, arrays, and array-based lists will be designed, coded, debugged, and tested using the Windows GUI interface and the C# programming language. Prerequisites: MS151, CS180.

CS198 Independent Reading (Variable) Individually-negotiated program of readings for non-majors in a selected topic established by contract between the instructor and the student.

CS210 Introduction to Algorithms (2) This course focuses on techniques for constructing correct and efficient algorithms, as well as on tools to reason

about the algorithms. Students will analyze, design, and develop programmatic solutions to selected problems. Class will include discussion of problem-solving strategies and existing solutions, with the majority of the time spent programming and testing the possible solution(s). This is a credit/no-credit course. Prerequisite: CS182.

CS220 Survey of Programming Languages (3) Fundamental concepts of programming in low- and high-level languages, compiled and interpretive languages, procedural and non-procedural languages will be studied. As this is primarily a programming course, students will be designing, writing, testing, and debugging programs in several languages. Prerequisites: CS158, CS182.

CS242 Database Theory (3) Introduction to concepts and technology of database management systems; physical data organization; hierarchical, network, and relational models; reading and writing basic structured query language (SQL) statements using a commercial relational database management system. Prerequisites: CS154, CS170, CS180.

CS244 Web Programming with Databases (4) Students will design and implement an application using a database engine and a programming language that supports web development. Students will study and use advanced SQL statements, and will be required to design, code, debug, and test a web-based application. Prerequisites: CS220, CS242.

CS251 Advanced Word Processing (1) This course is the second of two courses in word processing. It is designed to teach advanced topics such as mail merge, envelopes, web forms, macros, Visual Basic for Applications, indexing, table of contents, and newsletters. Prerequisite: CS151.

CS252 Advanced Spreadsheets (1) This course is the second of two courses in spreadsheets. It is designed to teach advanced topics such as advanced formulas, list management, templates, object linking and embedding, macros, Visual Basic for Applications, data validation, and pivot charts and tables. Prerequisite: CS152.

CS254 Advanced Database Technology (1) This course is the second of two courses in database technology. It is designed to teach advanced topics such as object linking and embedding, subforms, switchboards, pivot tables and charts, reporting and forms, Visual Basic for Applications, and database administration. Prerequisite: CS154.

CS258 Advanced Web Page Design (1) This course is the second of two courses in word processing. It is designed to teach advanced topics such as XHTML formatting, Dreamweaver, Photoshop, Flash, Fireworks, JavaScript and dynamic HTML and animation. Prerequisites: CS158.

CS260 Advanced Midi Music Publishing (1) This course is designed to enhance the FINALE experience gained in CS160 by giving the student working knowledge of MIDI (Musical Instrument Digital Interface) Sequencing and Digital Audio Recording techniques through the use of a powerful computer-based Digital Audio Workstation software product known as Sonar X-1. Students will learn how to record, edit, mix and master professional musical tracks and export to mp3 and CD formats. Prerequisite: CS160.

CS/BS300 Management Information Systems (3) This course presents an overview of various frameworks for information systems and systems development. Topics include formal systems theory for management problem

solving, decision support systems, project management methodologies, feasibility analysis, and IT/IS governance. Practical application is included, using various analysis tools and software environments to create systems proposals, data models, and project plans. Prerequisites: CS151, CS170, CS180.

CS/BS302 Systems Analysis (3) This course is the second of two courses in business systems analysis using structured methodologies. Topics include process modeling, data flow diagramming, and object-oriented analysis. Practical application is included, using various analysis tools and software environments to create process models, various object-oriented models, and candidate design proposals. Prerequisites: CS152, CS300.

CS304 Systems Design (3) This course implements the logical models created in Systems Analysis. Topics include data analysis, event analysis, interface design and prototyping, and post-implementation and support. Practical application involves implementation of specific process analysis and design including physical network architecture modeling, input and output graphical user interface design prototyping, program design, and documentation and presentation of design to an audience. Prerequisites: CS153, CS302.

CS306 COBOL (3) Input, output, and data movement statements; arithmetic statements, conditional statements, perform statements. Application of COBOL to problems involving sequential files, report writing, and sort/merge. Prerequisite: CS182.

CS308 Project Management (3) Explores management techniques for information systems projects. Includes task identification, staffing, scheduling, security, risk identification and management, performance evaluation, and implementation methodologies. Hands-on use of a project management software package, as well as team competition in a simulated project management (software-driven) experience is included for practical application of skills. Prerequisites: CS157, CS252, CS302.

CS310 Special Topics in Computer Information Systems (variable)
Offered when needed as timely issues concerning information technology arise.

CS317 Java Programming for Teachers (3) The creation and management of applications using Java. Students will write applications in Java, using objects and advanced data structures including stacks, queues, linked lists, and binary trees. Prerequisite: CS182.

CS327 Computer Graphics (3) Computer graphics standards; 2-dimensional graphics primitives including point, line, and polygon; translation, scaling, and rotation; graphical icons; applications in windowing environments; business graphics including bar chart and pie chart; introduction to 3-dimensional graphics; use of a graphics software package. Students write programs to create and manipulate graphical entities. Prerequisites: CS258, CS182.

CS332 Installing, Configuring, and Administering Windows Client (3) An introduction to a Windows client operating system. Students will be required to install, configure, and maintain a Windows client operating system. Students will study security, memory management, priorities, and sharing of system resources. Prerequisite: CS170.

CS334 Managing and Maintaining a Windows Server Environment (3) An introduction to a Windows server operating system. Students will be required to install, configure, and maintain a Windows server operating

system. Students will study LANs, WANs, VPN, the OSI model, security, memory management, backup strategies, and sharing of system resources. Network accounts for users, computers, and printers will be created and tested. Prerequisite: CS332.

CS336 Implementing, Managing, and Maintaining a Windows Server Network Infrastructure (3) The study of the Windows server operating system as part of a larger network. Concepts of integrating several domains, enterprise networks, and mixed operating system environments are studied. Students will install and configure Windows Servers for DHCP, DNS, WINS, Windows Software Update Service, and Remote Access (via VPNs). Troubleshooting of TCP/IP and other network issues will be addressed. Prerequisite: CS334.

CS338 Designing Security in a Windows-Based Network Environment (3) The study of basic network security practices using a Windows-based network configuration. Students learn to craft and implement a set of security policies based on an analysis of possible threats. Authentication, access control, public-key encryption, IIS security, server/workstation hardening, and intrusion-detection topics will be addressed. Prerequisite: CS336.

CS397 Field Experience (Variable) Approved work experience in the computer held established by contract between the instructor and the student. Prerequisite: CS182.

CS398 Independent Reading (Variable) A student may apply to take an Independent Reading course towards major or minor requirements. An outline should be prepared by the student and submitted to one of the faculty in the program. Upon the faculty's approval, a contract is signed between student and faculty member for a specified work to be done by the student in a specified period of time for a specified number of credit hours. Upon the completion of the work by the student, the faculty member will submit a letter grade. Prerequisite: CS182.

CS399 Independent Project (Variable) A student may apply to take an Independent Project course towards the major or minor. An outline should be prepared by the student and submitted to one of the faculty in the program. Upon the faculty's approval, a contract is signed between student and faculty member for a specified work to be done by the student in a specified period of time for a specified number of credit hours. Upon the completion of the work by the student, the faculty member will submit a letter grade. Prerequisite: CS182.

CS460 Practicum in Information Technology (3) Students will form teams and select an application to design, code, test, debug, install, and document. The students on each team must demonstrate their academic learning over the previous three and one-half years in the other courses in the major. This is a credit/no-credit course. The instructor serves as the consultant, subject matter expert, and evaluator of the application completed by each team. Prerequisites: CS244, CS258, CS304, CS308, CS336.

Economics

Todd R. Yarbrough, Ph.D., Chair

Stephen Barrows, Ph.D.

Mission Statement. The mission of the Economics Program is to foster critical, reflective, informed, and empowered participants and citizens, who understand cause and effect in the realm of economics. Through a range of courses and activities, the Economics Program offers crucial academic exposure to the study of economics and real world examples. The program also offers students non-classroom opportunities to participate in economic projects and experiences

Economics Major

Major Requirements: Thirty-three (33) semester hours in Economics

Required courses:

- ES211
- ES212
- ES311
- ES312
- ES499
- MS151 (or higher-level statistics course)*.
- Remaining hours in Economics courses

Students preparing for graduate work in economics or in business (MBA) should take statistics at the level of MS252 or higher (e.g., MS493, 494) and at least one semester of calculus. Additional calculus and work in linear algebra is highly recommended.

Students preparing for graduate studies in law, theology, public policy, urban planning, and other areas should consult with the program chairperson about appropriate supporting course work.

Students preparing to enter the job market on graduation should consider additional work in areas such as finance, CIS, accounting, marketing, communications, and applied mathematics.

* At least eighteen (18) credit hours toward the major must be earned at Aquinas College. Any ES-designated course specified as required for the major must be completed with a C- or better grade.

Economics Minor

Minor Requirements: Twenty-one (21) semester hours in economics

Required courses:

- ES211
- ES212
- ES311 OR ES312

Highly recommended courses: ES/BS 301 and ES 492

ES211 & 212 may be taken in either order, but it is recommended that students take ES211 first.**

** At least twelve (12) credit hours toward the minor must be earned at Aquinas College. Any ES-designated course specified as required for the minor must be completed with a C- or better grade.

Course Descriptions

ES211 Microeconomic Principles (3) BE Introduction to the economic problem and the study of economics; basics of supply and demand; introduction to concepts and models used to understand the economic behavior of households and firms, economic outcomes under various market structures, market failures, and international trade.

ES212 Macroeconomic Principles (3) BE Introduction to the economic problem and the study of economics; basics of supply and demand; introduction to concepts and models used to understand the business cycle (fluctuations in national income and employment) and inflation; basics of international finance.

SB/ES 300 Environmental Economics and Policy (3) Microeconomic theory and models of environmental economics are examined, such as common property resources, externalities, environmental accounting, contingent valuation, and maximum sustainable yield, along with the complex economic and social impacts of environmental policy. Prerequisites: EL100 and ES211.

ES/BS301 Money and Banking (3) A study of financial institutions and markets and of monetary theory. Prerequisite: ES212.

ES311 Intermediate Microeconomics (3) Study of the theoretical models used to understand the economic behavior of households and firms, the outcomes to be expected under different market structures, and market failures; introduction to ways of assessing the efficiency and justice of market systems. Prerequisite: ES211, ES212.

ES312 Intermediate Macroeconomics (3) Study of the theoretical models used to understand business cycles and inflation and to evaluate fiscal and monetary policy. Prerequisite: ES211, ES212.

ES/BS313 International Business (3) BE, GP An introduction to international business theory and practice. The balance of trade, balance of payments, international business strategy options, and the various modes of conducting international trade are included.

ES342 International Economics (3) A study of the fundamental principles of international economic relations. Subjects covered include the economic basis for international specialization and trade, the economic gains from trade, trade policies, economic blocs, and the international financial system. Prerequisite: ES211, ES212.

ES/BS352 Labor/Management Relations (3) Reviews the historical development of Labor and Management Relations in the United States. Explores the key aspects of today's management/labor/ government interactions. Highlights the collective bargaining process through simulation. Prerequisite: ES212.

ES/PS376 Public Sector Economics (3) Public Sector Economics is the study of tax and expenditure policy and theory. Public goods (education,

infrastructure, etc.) require unique funding mechanisms to induce economic efficiency. Public sector economics is the study of these mechanisms. Beginning with a treatment of the median-voter model and utility maximization, the course charts a robust discussion of the interaction between government and citizen as taxes are collected, revenues are spent, and the efficiencies/inefficiencies of these mechanisms are uncovered. The course will focus on both the theoretical foundations of public sector economics and what the empirical research has to say about theory. Pre-requisites: E211 and ES212 are both pre-requisites for the course. An understanding of algebra is mandatory and an understanding of calculus will be beneficial.

ES397 Field Experience in Economics (Variable) Up to three (3) semester hours of internship or experience in a field directly related to Economics, negotiated between major advisor and student. Prerequisite: Approval of the department chairperson.

ES398 Readings in Economics (Variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

ES435 Development Economics (3) A study of economic development from primitive agricultural economies to modern manufacturing and post-industrial economies. Subjects include the many economic changes that accompany economic growth and why economic growth does or does not occur. Prerequisite: One course in economics.

ES465 Econometrics (3) Introduction to Econometrics offers a general introduction to econometric methodology. The course begins with the classical linear regression model. After analyzing the properties of the simple and multivariate regression models, we will delve into a richer class of models to deal with endogeneity, such as IV-regression, and 2SLS-regression. At this point, we will switch gears, and learn basic techniques of time-series data. All topics in the class will be analyzed in two contexts: theory and application. That is, after analyzing the theoretic properties of estimators, we will then apply them to real-life examples and data sets, with emphasis on both visualization and interpretation. The semester will conclude with group projects. Prerequisites ES211, ES212, MS110 or MS111, and MS151 or higher level statistics course.

ES492 History of Economic Thought (3) WI Analysis of the contributions and perspectives of major economic thinkers from Adam Smith to the present. Prerequisite: Junior status.

ES499 Capstone Course in Economics (3) SC Serves as capstone to economics major. This course applies microeconomic and macroeconomic theory to a variety of topics and requires students to engage in a research project. Students will read and analyze related journal articles. Includes a career exploration/goals component. Prerequisite: twenty-one (21) hours of economics including ES311, ES312; MS 151 or higher-level statistics course, or concurrent enrollment in any unfinished course.

Education

Susan English, Ph.D., Dean of the School of Education
Nkechy Ezech, Ed.D.; Gina Garner, Ph.D.; Rui Niu-Cooper, Ph.D.; Carol Winkle, Ph.D.

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

Aquinas College education students may choose to pursue elementary teacher certification or secondary teacher certification. They may also choose from a wide range of major/minor options associated with teachable endorsements approved by the Michigan Department of Education (MDE). As MDE certification requirements are subject to change, consult the School of Education website or contact an education department advisor for the most current information on program completion and MDE certification requirements.

Academic Expectations. Students must maintain a 2.5 minimum GPA to remain in the education program and must earn a “C” or better in all courses counting toward certification and program endorsements. A limited number of education courses (never more than 50% of a major/minor) can be transferred from other institutions.

Initial admission into the education program requires:

- Minimum 3.0 college GPA
- Passing scores on all three components of the Michigan Professional Readiness Examination (PRE) or equivalent ACT/SAT scores

Disclosure of Civil and Criminal Infractions. The State of Michigan regulates and determines the legal acceptability of teacher certification candidates. The School of Education will complete a Michigan criminal background (ICHAT) and National Sex Offender check upon entrance into the education program and at the time of program completion. From the time of admission through recommendation for certification, students must accurately disclose to the college all criminal infractions. Falsification of records or failure to disclose criminal infractions could result in immediate dismissal from the education program. Students are responsible for fees associated with additional Michigan and FBI background checks which may be required by some placement school districts.

Student Teaching Semester. After successful completion of all coursework and program requirements, students will complete a one semester, full-time student teaching placement. Students must apply to

student teach at least one full semester PRIOR to student teaching. Before being recommended for certification, students must also take and pass any associated Michigan Teacher Test for Certification (MTTC) exams, and must submit a comprehensive program portfolio. Additional information about these expectations can be found on the School of Education website.

Program Options

Students will select either an elementary or a secondary teacher certification program and associated major/minor coursework that leads to MDE subject-area endorsement(s).

Elementary Teacher Certification Endorsement Options.

Students pursuing elementary teacher certification will complete a series of professional preparation courses in addition to one or more of the majors/minors listed below. In light of Michigan Department of Education requirements, elementary education candidates should exercise great care when selecting general education courses. Consult an education advisor for additional details.

Elementary Professional Preparation Course Requirements:

- EN130
- EN201
- EN207
- EN209
- EN290
- EN456
- EN301
- EN461
- EN466
- EN444
- EN442
- EN440
- EN406
- EN495
- BY123
- GY101
- EN275
- MS260
- MS261
- MS271
- ES211 or ES212
- GY120
- PS101
- HY101
- KN146
- KN358

NOTE: These courses must be completed with a grade of “C” or better.

Major/Minor Options (choose at least one):

- Bilingual Spanish K-12 minor
- Early Childhood Education minor
- English as a Second Language K-12 minor
- Integrated Science major (grade 6-8)
- Language Arts major (grade 6-8)
- Language Arts and Mathematics dual minor (grade 6-8)
- Learning Disabilities K-12 major
- Mathematics major (grade 6-8), Social Studies major (grade 6-8)
- Spanish major (K-8 or K-12)

Secondary Teacher Certification Endorsement Options.

Students pursuing secondary teacher certification will complete a series of professional preparation courses in addition to one major AND one minor from the options listed below. Be sure to consult with an education advisor regarding restrictions on major/minor combinations.

Secondary Professional Preparation Course Requirements*:

- EN130
 - EN201
 - EN207
 - EN209
 - EN456
 - EN301
 - EN461
 - EN466
 - EN408
 - EN453
 - EN454
 - EN406
 - EN498
- The method elective(s) associated with each major/minor. (*Math major professional preparation requirements differ; see Mathematics section for more information.)

NOTE: These courses must be completed with a grade of “C” or better:

Majors (choose at least one)

- Biology
- Chemistry
- English
- French
- German
- History
- Learning Disabilities (K-12)
- Mathematics
- Music (K-12)*
- Physical Education (K-12)
- Political Science
- Social Studies
- Spanish (6-12 or K-12)
- Speech

NOTE: *Music majors are not required to complete a minor

Minors (choose at least one)

- Bilingual Spanish (K-12)
- Biology
- Chemistry
- English
- ESL - English as a Second Language (K-12)
- Geography
- Health
- History
- Mathematics
- Physical Education
- Physics
- Political Science
- Speech

NOTE: *Geography minors must complete a Social Studies major

Program Course Requirements.

NOTE: Michigan Department of Education regulations prohibit students from double counting coursework completed to meet major, minor or professional preparation requirements. Courses can often be used, however, to meet general education requirements.

Major/Minor Notifications. As MDE certification requirements are subject to change, consult the School of Education website or contact an education department advisor for the most current information on program completion and MDE certification requirements.

Bilingual Spanish K-12 minor requirements (twenty-four (24) credits):

- SH305
- SH363
- EN367
- EN457
- EN459
- EN471
- EN476
- EN494
- At least twelve (12) credits of the Bilingual Spanish minor must be taken at Aquinas College. All students (even native speakers of Spanish) are required to take a Spanish proficiency exam prior to enrolling in the Bilingual Spanish program. Assessment of Spanish proficiency will be made in the Department of World Languages. Language coursework: requirements to be determined based on the assessment of Spanish proficiency.
- Costs associated with required language proficiency exams will be the responsibility of the student. This applies to the following programs:
 - Education - Bilingual Spanish
 - Education - French
 - Education - German
 - Education - Spanish

Biology major/minor requirements

- Consult the Biology department for course and major/minor expectations. Students are encouraged to complete an Integrated Science major in conjunction with a Biology major/minor.

Chemistry major/minor requirements:

- Consult the Chemistry department for course and major/minor expectations. Students are encouraged to complete an Integrated Science major in conjunction with a Chemistry major/minor.

Early Childhood Education minor requirements (twenty-five (25) credits):

- EN320
- EN321
- EN322
- EN345
- EN421
- EN431
- EN445
- EN491
- EN324
- At least twelve (12) credits of the Early Childhood Education minor must be taken at Aquinas College.

English major/minor requirements:

- Consult the English department for course and major/minor expectations. English majors and minors are required to take either EH/EN400 or EH/ 460.

ESL-English as a Second Language minor requirements (twenty-seven (27) credits):

- EN322
- EN443
- EN457
- EN458
- EN459
- EN471
- EN476
- EN494
- Three (3) credits of electives (EH230 or EH231)

Costs associated with required language proficiency exams will be the responsibility of the student. This applies to the following programs:

- Education - Bilingual Spanish
- Education - French
- Education - German
- Education - Spanish

French major requirements:

- Consult the World Languages department for course and major/minor expectations. In addition, education students must also complete FH497 as their method elective.

Geography major/minor requirements:

- Consult the Geography department for course and major/minor expectations. In addition, education students must complete EN450 and EN300 as method electives. Geography major/minor must be completed in conjunction with a Social Studies major.

German major requirements:

- Consult the World Languages department for course and major/minor expectations. In addition, education students must also complete GN497 as their method elective.

Health minor requirements:

- Consult the Kinesiology department for course requirements.

History major/minor requirements:

- Consult the History department for course and major/minor expectations. In addition, students must also complete EN450 as their method elective. Students are encouraged to complete a Social Studies major in conjunction with a History major/minor

Integrated Science major – Elementary requirements: (46 to 48 credits):

- BY123
- BY150
- BY160
- BY161
- BY162
- CY111 or CY155
- CY112 or CY156
- PC201 or PC213
- PC202 or PC214
- GY101
- GY129
- EL100

Currently available only to elementary certification candidates; secondary candidates should check the website for updated program status.

Language Arts major requirements thirty-six (36) credits:

- EH115
- EH/EN382
- EH/EN388
- EN441
- EN455
- EN463
- EH205
- EH/EN400
- EN/EN460
- CN205
- CN206
- CN300 (CN101 is a prerequisite).

Language Arts minor requirements twenty-four (24) credits:

- EH115
- EH/EN382
- EH/EN388
- EN441
- EN455
- EN463
- EH205
- EH/EN400
- CN206 (CN101 is a prerequisite).

Learning Disabilities K-12 major requirements thirty-six (36) credits:

- EN322
- EN441
- EN442
- EN443
- EN455
- EN461
- EN462
- EN464
- EN465
- EN466
- EN470
- EN490

Mathematics major/minor requirements:

- Consult the Mathematics department for course and major/minor expectations. Education students must complete MS375 as their method elective. See Mathematics for secondary certification requirements.

Music (K-12) major requirements:

- Consult the Music department for course requirements. Consult with both the Music department and the School of Education regarding program requirements.

Physical Education K-12 major/minor requirements:

- Consult the Kinesiology department for course requirements. Consult with both the Kinesiology department and the School of Education regarding program requirements.

Physics minor requirements:

- Consult the Physics department course and minor expectations.

Political Science major/minor requirements:

- Consult the Political Science department for course and major/minor expectations. In addition, students must also complete EN450 as their method elective. Students are encouraged to complete a Social Studies major in conjunction with a Political Science major/minor

Social Studies major - Elementary requirements forty-six (46) credits)

- HY101
- HY102
- HY161
- HY162
- GY120
- GY130
- GY140
- GY302
- PS101
- PS150
- PS205
- ES211
- ES212
- One course from: HY211, HY212, or HY213
- One course from: HY221, HY260, or HY303
- EN450 as a methods elective.

Social Studies major - Secondary requirement forty-three (43) credits):

In addition to the following courses, students must complete a minor in either History, Geography, or Political Science.

- HY101
- HY102
- HY161
- HY162
- GY120
- GY 130
- GY 140
- GY 302
- PS101
- PS 150
- PS 205
- PS 321
- ES211
- ES212
- EN450 as a methods elective.

Spanish major requirements:

- In addition to the major course requirements listed by the World Languages department, education students must also complete SH497 as their method elective for secondary certification and/or SH496 for elementary/K-12 certification.

Speech minor requirements:

- Consult the Communications for department course and minor expectations.

NOTE: Michigan Department of Education regulations prohibit students from double counting coursework completed to meet major, minor or professional preparation requirements. Courses can sometimes be used, however, to meet general education requirements.

Course Descriptions

EN130 EdTech: Technology Basics for Educators (1) Offered fall and spring semesters. This course covers important, foundational topics related to educational technology and exposes teachers and future teachers to some of the many resources available to support K-12 teaching and learning. An emphasis is placed on resources for Michigan educators. Conducted entirely online, this course provides participants with the opportunity to experience and reflect on what makes online learning effective. Course readings, discussions, and activities address meaningful technology integration, active learning with, collaborative applications assessment of student learning, and the legal, ethical, and social issues surrounding teacher and student use of technology. In addition, Assistive Technology and Universal Design for Learning will be explored. Prerequisite: none. This course is open to all students.

EN201 Introduction to Education (3) Offered fall and spring semesters only. Students are required to work in a supervised K-12 school setting, assisting children and serving as a teacher aide 4-5 hours per week over the course of at least twelve (12) weeks of a semester. Students will also attend class twice a week during this semester, engaging in reading and writing assignments and class discussions. All field placement assignments for this class will be limited to public and private schools in Kent County school districts. Prerequisite: minimum 3.0 college G.P.A., passing competency exam scores, and School of Education approval. Supervision fee of \$125. Field component: forty (40) hours.

EN207 Human Growth and Schooling (3) Offered fall and spring semesters. The content of this course includes (a) theories of human development and learning according to, for example, Skinner, Piaget, Erikson, Kohlberg, Goleman, Vygotsky, and brain development theorists, (b) preliminary applications of these theories in human contexts, especially classrooms, (c) beginnings of strategies for classroom instruction based on these theories, and (d) parent involvement to promote student learning at home. Field component: Variable; minimum of two (2) class observations.

EN209 Foundations of Education (3) Offered fall and spring semesters. The important ideas and issues in America's schools today are the product of their past. This course will investigate these ideas and issues, particularly race, class, and gender relations in American society and their impact on public education. The course will begin with an overview of underlying philosophy systems, proceed through historical crises in American cities and schools, and consider current reform proposals and projects Field component: one (1) class observation.

EN275 Science for Classroom Teachers (3) Offered spring semester. This is a course designed to strengthen competencies in the teaching of Science

at elementary and middle school levels. This course will emphasize science content and best practices/strategies for the teaching of science. Learning in this course is constructive, inquiry-driven, and project based. Participants will work in small groups, perform investigations, discuss concepts and results, keep journals, and learn how to effectively utilize inexpensive, readily available materials and explore local resources. All course objectives are aligned with the Next Generation of Science Standards and the Michigan K - 12 Framework for Science Education. Prerequisite: EN201. Field component: six (6) hours of observation in elementary/middle school science classrooms.

EN290 Visual and Performing Arts for the Classroom Teacher (3)

Offered spring and fall semester. This unique course is designed for students seeking elementary teaching certification. Instruction will be delivered in a module format and cover four areas of visual and performing arts: art, music, dance, and theatre. Direct instruction in these areas will provide the foundation for a student led performance at the conclusion of the class. This performance will integrate all concepts taught and will ultimately provide students with a model that can be used in the elementary classroom. Prerequisite: EN 201. Field component: three (3) hours.

EN/GY300 Geography in Education (3) Education method elective for elementary candidates and appropriate for secondary geography majors / minors. Designed to assist elementary and secondary teachers in procuring, analyzing, and organizing geographic materials into meaningful units of work consistent with contemporary objectives of geography. Prerequisite: EN201, GY120.

EN301 Assessing Student Learning (3) Offered fall and spring semesters. Learners will develop and defend a comprehensive assessment philosophy upon which all future assessment decisions and designs will depend. Students will include a critical analysis of assessment formats and relate each to their assessment philosophy for consistency. Students will critically analyze pencil and paper formats for assessment and design a fully developed authentic performance assessment complete with student directions and scoring rubrics as well as designing a proposal for a building or district wide portfolio assessment program. Learners will also produce an assessment plan for a specified unit of instruction and supply a thorough description of the grading policies they will incorporate in their assessment plan. Learners will be regularly assigned Reaction and Reflection papers (five per semester) will focus on the consistent use of assessments as learning and how assessments can be used as important teaching tools. Alignment between standards, instruction and assessment is also emphasized in Reflection paper responses. Learners also describe their beliefs about assessment, supply a list of the assessment formats they will use in their teaching and explain and defend how they will determine grades for students. They will also provide a model of how they will set up their grade books for recording the results of assessment and describe how they will maintain communication with stakeholders regarding student achievement. Field component: Required for individuals pursuing the Learning Disabilities Endorsement. Prerequisite: EN 201.

EN320 Infant and Toddler Education (3) Offered fall semester.

Restrictions: Early Childhood minors only. Not an education method elective. Infant and Toddler Education is an in-depth study of planning and providing developmentally appropriate programs for infants and toddlers. The following issues are addressed: child development research for children from birth to age three; interactions between children and caregivers in a group setting;

evaluation of learning materials; planning for emotional, social, intellectual and physical growth; communication between staff and parents; the environment as teacher; and licensing requirements. Emphasis is placed on relationships and the role of the family. Current issues in infant and toddler development with emphasis on brain development and infant mental health are explored. Active observation and participation in infant and toddler programs are required. Prerequisite: EN201, EN207, EN345. Field Component: twenty (20) hours of developmental study of young children in an accredited and constructivist infant/toddler setting.

EN321 Curriculum Development in Early Childhood Education (3)

Offered fall semester. Restrictions: Early Childhood minors only. Curriculum Development in Early Childhood Education focuses on content and methods for planning and implementing developmentally appropriate and culturally relevant activities and environments designed to enhance children's physical, social emotional, language, cognitive, and aesthetic development; awareness of various forms of discrimination and identification of bias in materials; and application of methods that foster respect and appreciation for cultural and linguistic diversity. Inspired by the Reggio Emilia approach, an emergent negotiated curriculum process, promotion of meaningful family and community relationships and inclusion of children with special rights are addressed. Observation and participation in the field are required. Field Component: Observations in two (2) early childhood classroom. Prerequisites: EN201, EN207, EN345.

EN322 Emergent Literacy (3) Offered spring semesters. Restrictions: requirement for LD major, language arts, ESL and early childhood education endorsements. This course is not an education method elective. Foundations of language and literacy development beginning in infancy to grade 3, concluding with reading and writing activities with an emphasis on the "hundred languages of children"; special attention is given to symbolic representations, cultural differences and the learning environment. The importance of parental involvement, integrated and balanced curriculum in early childhood classroom is addressed. Prerequisite: EN201, EN207. Field component: twenty (20) hours in a literacy-rich environment.

EN 324 Current Issues in Early Childhood Education (1) This course will focus on the identification and analysis of current issues in the early childhood field. The analysis will include critical examination of efforts to deal with these issues. Knowledge gained through this course will help prepare teachers to manage these issues as well as any which arise in the context of the teaching profession. Every year this course will cover five current issues in early childhood education in the following: 1) research and theory regarding early care and learning environments for all children 2) family and community characteristics, 3) key public policy and its impact on young children and their families; 4) the new world of early childhood education, and 5) "New "Best practice" in meeting the special needs of young children. Prerequisite: All early childhood courses. Must be taken with EN491.

EN330 EdTech: Integrating Technology into the Classroom (3)

Education method elective for elementary and secondary candidates. This course, focused on integrating technology into K-12 classrooms, is offered in a fully online format. Topics include K-12 technology standards, technology-rich lesson planning, and the creation of online lessons. Education students taking this course benefit not only from the opportunity to explore current educational

technology topics, but also experience online learning first-hand. The graduate research project provides an opportunity for teachers to research and apply current best-practices to their grade level and content area. Prerequisite: EN201.

EN331 EdTech: Web Authoring & Online Learning (3) Education method elective for elementary and secondary candidates. This course provides exposure to and practice with Internet tools and resources which support K-12 learning. Course activities develop participants' knowledge and understanding of pedagogical issues as they relate to teaching and learning in the online environment, and the development of quality online teaching and learning experiences. Topics covered include web authoring, online discussions, blogging, podcasting, chat rooms, and basic scripting. By the end of the course, students will create and teach an online lesson. Although basic computer skills and knowledge of the Internet are helpful, this course is appropriate for beginning to advanced Internet users. Prerequisite: EN201.

EN332 EdTech: MS Office in the Classroom (3) Education method elective for elementary and secondary candidates. Offered in a hybrid (blended) format, this course develops participants' personal knowledge and skills related to MS Office productivity software (Word, PowerPoint, Excel, and Access). Project work addresses both teacher and student productivity, demonstrating how these tools can be used to enhance both teaching and learning. Topics covered include word processing, spreadsheets, presentation graphics, database reporting, and keyboarding tutorial software. Course activities focus on practical classroom applications such as photo seating charts, labels, signs, flashcards, timelines, conversion tables, charts/graphs, and interactive PowerPoint games. Prerequisite: EN201.

EN333 EdTech: Digital Multimedia (3) Education method elective for elementary and secondary candidates. This course, offered in a hybrid (blended) format, prepares teachers to use digital images in the classroom effectively. Through a combination of hands-on activities, instructor presentations, readings, and independent project work, participants will learn how digital images can be used to support both teaching and learning in K-12 classrooms. Topics covered include video and digital camera equipment, image editing, storyboarding, web publishing, and reflective documentation. Access to digital camera equipment is required. Please see Aquinas College Library Media Center if you do not have one. Prerequisite: EN201.

EN345 Foundations of Early Childhood Education (3) Foundations in Early Childhood Education provides an overview of historical, philosophical, psychological, educational, and contemporary influences on the field of early childhood education. Students explore a) historical antecedents and current research in early childhood education b) development of primary models of curriculum and pedagogy c) critical aspects of young children's development and the creation of learning opportunities in the classroom d) developmentally appropriate practice and its application across different developmental levels e) issues in developing and implementing high quality early childhood education including the importance of family, culture, and community e) needs of diverse learners f) the role of assessment in early learning; and g) approaches that support children's emotional and social well-being as essential components of the learning process. Field component: ten (10) hours observation. Prerequisites: EN201, EN207.

EN367 The Hispanic in the U.S. (3) Offered fall semester of even years only. Not an education method elective. The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive “American culture.” Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographical areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, biculturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants. Prerequisite: EN201. Field component: variable hours.

EN/EH382 Teaching Children’s Literature (3) Offered fall semester. Required for elementary reading minor. Not an education method elective. This course presents a variety of literature and correlates texts with thought-provoking strategies to use in any classroom PreK - 12. Topics include the principles of text selection to build community, ways to motivate learners, build content knowledge, nurture response, promote inquiry, and spur writing in an effort to promote lifelong literacy. Prerequisite: EN201. Field component: one (1) read aloud in a classroom (daytime)

EN/EH388 Teaching Young Adult Literature (3) Offered spring semester. Required for elementary and secondary reading minors. Not an education method elective. This course will introduce students to significant young adult authors and their books and will introduce them to strategies for teaching literature to middle and high school students. In addition, techniques and principles in the selection, evaluation, and promotion of young adult literature will be discussed. This is a course that secondary English majors should take, and it would be helpful if students have fulfilled their Literary Studies requirement (either EH221 or EH222) before taking the course. Prerequisite: EN201. Field component: eight (8) hours (daytime).

EN399 Readings in Education (Variable) Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with the Registrar. SPECIAL NOTE: Students registering for “Teacher’s Aide in Ireland” must register for three (3) credits and earn a letter grade of “C” or above in order to have this course accepted as an education method elective. Prerequisite: EN201.

EN400 Teaching Writing (3) (also listed as EH400) Offered spring semesters. Secondary English majors and minors are required to take either EN400 or EH400. These courses cannot be double counted to fulfill requirements for both English major/minor and Education. This course introduces students to current theories about the teaching of writing, gives them practice as writers of expressive and expository writing, and provides them with practical strategies for teaching writing as a process in secondary classrooms. Writing issues discussed include designing effective writing assignments, responding to student writing, prewriting and revision strategies, grammar and assessment. Prerequisite: EN201. Field component: variable hours tutoring at a self-selected grade level.

EN406 Application of Learning Theory (3) SC Offered fall and spring semesters. Restrictions: required with student teaching. This course intends to support student teachers while they apply learning and instructional theories to classroom practice during a semester of student teaching. Plan and collaboratively discuss challenges in student behavior management. Discussions will revolved around classroom management, assessment, instruction, literacy, technology, special education, and diverse learners. Other topics will relate to current educational concepts in the context of working as a teacher. Prerequisites: SOE approval.

EN408 Curriculum for Secondary Teachers (3) Offered fall and spring semesters. Restrictions: secondary candidates (grades 6–12) only (requirement). This class explores GLCEs and HSCEs in secondary content areas (grades 6–12), formative and summative assessments designed to stimulate and evaluate higher level thinking skills, the Michigan Department of Education Merit Curriculum (including graduation requirements, teacher contact hours, and professional development mandates,), and classroom management theories and practices. Current trends in the delivery of special education and English Language Learner services will be explored. Learners will develop a 9-week curriculum map, including ten (10) days of detailed lesson design and appropriate assessments. Learners will develop a comprehensive classroom management plan, in conjunction with the development and articulation of an educational philosophy. Learners will perform ten (10) hours of observation in a secondary classroom and write journal reflections throughout their experience. A portfolio of materials will be submitted to the instructor at the conclusion of the class. Prerequisite: EN201 and EN301. Field component: twenty (20) hours of observation (daytime).

EN421 Early Childhood Administration (3) Offered spring semester. Restrictions: Early Childhood minors only. Not an education method elective. This course focuses on leadership, organizational issues and principles of early childhood program management with emphasis on collaborative systems of management. Planning developmentally appropriate environments, parent involvement, selecting and using authentic program assessment, documentation, advocacy, staff development, record keeping and finance management are also explored. Current issues, problems, staff and family relationship as it relate to running a quality program are addressed as well. Field component: ten (10) hours in a NAEYC Accredited setting Prerequisite: EN201, EN207, All ECE courses before EN 491.

EN431 Exploring of the Reggio Emilia Approach (3) Offered fall semesters. Restrictions: required for early childhood minors. This course is an introduction and overview of the Reggio Emilia Approach that highlights fundamental principles regarding curriculum, child development, adult and child interactions, the environment as an educational value, and the theories and philosophy that are the foundation of this way of working. Discussion of these elements and how they may be used as a guide in exploring and adapting the Reggio Approach within the context of this culture are tied to state curriculum objectives for educators and other guidelines such as NAEYC for children. Prerequisite: EN201 and EN207. Field component: ten (10) hours.

EN440 Literacy III (3) Offered fall and spring semesters. Required for elementary certification, learning disabilities major, and secondary reading minor. This course provides a further look at quality literacy instruction.

Students will develop a unit of study in reading (following the Common Core State Standards), deepen their understanding of literacy assessment, observe in classrooms to analyze literacy instruction, and review reading philosophies/programs in various schools to analyze similarities/differences. Also, students will tutor two children during the course in order to gain experience in small group instruction, developing individualized and appropriate instructional plans based on a child's learning needs, strengths, interests, and learning styles. Prerequisite: EN442; Field component: seventeen (17) hours.

EN441 Advanced Literacy Assessment and Intervention (3) Offered spring semester. Required for elementary and secondary reading minors and learning disabilities major. Education method elective for elementary certification. Strongly recommended for early childhood minor and language arts major/minor. This course presents an advanced understanding of literacy assessments and intervention. Emphasis is placed on informal and formal assessments, assessment procedures and analysis techniques, reading and language challenges, instructional goals based on assessment results, and appropriate instructional activities/interventions for struggling readers. Also, the concept of "Response to Intervention (RtI)" will be explored in depth, including its current contexts in classrooms, schools, and districts. Students will tutor a child during the course, developing an individualized and appropriate instructional plan based on a child's learning needs, strengths, interests, and learning styles. Prerequisite: EN442; Field component: twenty (20) hours

EN442 Literacy II (3) Offered fall and spring semesters. Required for elementary certification, learning disabilities major, elementary and secondary reading minor. Not an education method elective. This course is designed to present an introduction to informal literacy assessment measures using early literacy assessments, informal reading inventories, running records, and others. Students will learn how to use assessment results to plan for instruction – both as a classroom teacher and as a reading tutor. Discussions will focus on effective literacy methods and strategies that help children become successful readers and writers. Students will tutor a child during the course developing an individualized and appropriate instructional plan based on a child's learning needs, strengths, interests, and learning styles. Prerequisite: EN201 and EN444; Field component: ten (10) hours.

EN443 Literacy for the Linguistically and Culturally Diverse Learner (3) Offered fall and summer semesters. Required for language arts, learning disabilities, ESL and reading endorsements. Not an education method elective. This course is designed to present effective literacy instruction for linguistically, culturally, and socioeconomically diverse students. Topics explored will include matching students to books, academic vocabulary instruction, classroom management, and classroom learning environment. Students will work in a diverse classroom throughout the semester, observing for literacy practices and assisting students with reading and writing needs. Prerequisite: EN442. Field component: thirty (30) hours tutoring in school setting (daytime).

EN444 Literacy I (3) Offered fall and spring semesters. Required for elementary certification, learning disabilities major, and secondary reading minor. Not an education method elective. This course provides an overview of the pillars of reading (phonemic awareness, phonics, fluency, comprehension, and vocabulary), the reading process, the components of quality reading instruction, the frameworks for literacy instruction, and the components of

quality writing instruction (handwriting, spelling, and writing process). Many articles and books surrounding the pillars (and more) are required reading. Active student participation in discussions and off-site visits are expected. Students observe in classrooms, seeing literacy instruction across grade levels. Also, students volunteer time in the Literacy Center to learn about the resources available. Prerequisite: may take concurrently with EN 201 or complete EN 201 as a prerequisite. Field component: ten (10) hours observing in classrooms five (5) visits/daytime); two (2) hours volunteering in Media/Reading Clinic Resource Area (flexible hours).

EN445 Early Intervention (3) Offered spring semester. This course offers the candidate an opportunity to know about and to understand early childhood students who are at risk for development delays or with established conditions. An exploration of etiology and developmental characteristics of young children with exceptional needs frames the study. Candidates will gain a foundation upon which they can build the skills to understand, analyze and reflect upon best practices and use/apply sound professional strategies to assist young children. Emphasis shall be placed on the ability to instruct and adapt instruction for children at risk for optimal development. This course will also focus on the tools of assessment and methods of referral for young children with disabilities, with an emphasis on the goals and benefits of assessment. IFSP, IEP, early intervention and legal issues surrounding these topics will be featured. Prerequisite: EN201, EN207, EN345, EN320. Field component: twenty (20) hours in an approved site.

EN450 Methods in Social Studies (3) Offered spring semester. Appropriate education method elective for secondary candidates with a major or minor in history, political science, geography or economics. Strategy for organizing and teaching Social Studies in a creative, challenging, and compassionate manner. Prerequisite: EN201.

EN453 Methods of Secondary Education (3) Offered fall and spring semesters. Restrictions: secondary candidates only (required). Not an education method elective. Study of approaches to secondary teaching; the adolescent phase of human development, listening, observing, and teaching skills. Field observations and microteaching in the subject area. Required for secondary certification. Prerequisite: EN201, EN466, EN408, EN454. Field component: thirty (30) hours.

EN454 Content Area Literacy (3) Offered fall and spring semesters. Required for secondary certification. Education method elective for elementary certification, particularly candidates interested in teaching middle school. This course is the study of literacy in content material across the curriculum for students in grades 6–12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. There is a fieldwork component, working with secondary students who need assistance in literacy strategies. In addition, Common Core State Standards will be incorporated into the study of content area literacy. Prerequisite: EN201, EN301. Field component: eighteen (18) hours.

EN455 Adolescent Literacy (3) Offered fall semester. Required for learning disability major and elementary and secondary reading minors. Not an education method elective. This course focuses on adolescent literacy, specifically the reading, writing, and thinking abilities of students in grades 6–12. Topics will include motivation, out-of-school literacy practices of

adolescents, the influence of culture on adolescent learning, and strategies to work with adolescent learners, especially those who struggle with and/or are reluctant about reading and writing. In addition, Common Core State Standards will be incorporated into the study of adolescent literacy. Participants will reflect on their own experiences as adolescents, learn about ideas to motivate adolescents, review current research on adolescent literacy, and directly apply the course information in a tutoring situation with an adolescent. Prerequisite: EN442. Field component: eighteen (18) hours tutoring in Secondary Reading Clinic (during class time)

EN456 Multicultural Issues in Education (3) Offered fall, spring and summer semesters. Multicultural Issues in Education provides a comprehensive overview of the theory and practice of multicultural education. Emphasis is given to valuing diversity, and applying multicultural anti-bias global perspectives. This course offers the opportunity for a lively discussion of controversial topics such as classicism, racism, sexism, and discrimination based on abilities, religion, language, and age. Prerequisite: EN201 or may take during the same semester as EN201. Field component: minimum of six (6) hours

EN457 Introduction to Teaching English as a Second Language (ESL) (3) Offered fall, spring, and summer semesters. Required for all Bilingual Spanish and English as a Second Language minors. Appropriate education method elective for elementary and secondary candidates. Introduction to central ESL theories, terminology and teaching methodologies and strategies for those new to the field of ESL with an emphasis on specific issues concerning mainstream K-12 teachers working with English language learners. Links between theory and practice are made through a field component. Course participants with an interest in teaching English as a foreign language or teaching foreign languages are welcome and will be accommodated. Prerequisite: EN201. Field component: variable hours.

EN458 Advanced Methods and Materials of Teaching English as a Second Language (3) Offered fall semesters. Required for ESL minors. Not an education method elective. The course will have as its focus two important areas of English language teaching: materials and methodology. Students will evaluate various kinds of ESL instructional materials for English language learners and examine methods for teaching English to speakers of other languages. Emphasis is on teacher techniques and strategies for teaching the four skills, grammar, pronunciation and vocabulary. Prerequisite: EN457. Field component: variable hours.

EN459 Assessment and Evaluation in ESL (3) Offered spring semesters. Required for Bilingual Spanish and ESL minors. Not an education method elective. Geared to studying the processes for designing, analyzing and implementing assessment measures for English language learners with a focus on classroom-based evaluation and forms of authentic assessment. Links between assessment and instruction, examination of formal and informal types of formative and summative assessments and their value as feedback for teachers, parents and administrators are emphasized. Field component provides participants opportunity to investigate various aspects of assessment of professional interest. Prerequisite: EN457. Field component: variable hours

EN460 Teaching Creative Writing (3) Offered fall semesters. Secondary English majors and minors are required to take either EH/EN400 or EH/EN460. These courses cannot be double counted to fulfill requirements for both

English and education. This course is designed around the concept of “teacher as writer.” Students will develop writing portfolios of their own creative works to serve as models for their potential students. Students will develop and teach creative writing lessons in the field as well as in class. Prerequisite: EN201. Field component: one (1) hour.

EN461 Inclusion I (3) Offered fall, spring, and summer semesters. Inclusive education begins with the philosophy behind education and the emergence of an inclusive educational approach to students with disabilities in the general education classroom. Appropriate instructional objectives will be examined that fit children and adolescents in an inclusive educational setting. Adaptations to the general education curriculum will be assessed and matched with the academic, social/emotional, physical and behavioral needs of the child or adolescent. The maintenance of conditions and strategies for suitable instruction will be linked to the learning goals of the individual student. The ability of the general education teacher to function as a member of the IEP team will be stressed in light of other important relationships such as those with parents, paraeducators and other teachers. Prerequisite: EN201 or may take during the same semester as EN201. Field component: minimum of two (2) hours.

EN462 Special Education Curriculum and Methods (3) Offered spring semester. Required for the Learning Disabilities major. Not an education method elective. This course is designed to enhance students’ knowledge of currently used methods and curricula in special education settings. Students will develop IEP goals and plan instructional units based on assessment information. Emphasis will be placed on research-based teaching strategies, differentiated instruction, and Universal Design for Learning. Prerequisite: EN201, EN461, EN464. Field component: minimum ten (10) hours.

EN463 Reading Internship (3) Offered fall and spring semesters. Required for elementary and secondary reading minors. Not an education method elective. This course intends to provide interns with the experience of the daily duties of a reading teacher/literacy interventionist/literacy coach. The intern becomes involved in the reading philosophy of the school and works with students, teachers, and potentially parents. This is a full-day field experience across twenty-five (25) days in a semester. The intern will work with the cooperating teacher to develop and implement a project based on the literacy needs of the school. The practicum may not be done concurrently with the directed student teaching placement. Prerequisite: EN201 and all reading requirements and/or instructor approval. Field component: twenty-five (25) days/160 hours (daytime).

EN464 Learning Disabilities: Theory to Practice (3) Offered fall semester. Required for the Learning Disabilities major. Not an education method elective. This course is designed to provide students with knowledge of learning disabilities as related to historical foundations, legislation, causes, characteristics, identification, and service options. Students will also learn about instructional strategies and practices for students with reading, writing, and math disabilities. Prerequisite: EN201, EN461.

EN465 Inclusion II (3) Offered fall semester. Required for learning disabilities major. Not an education method elective. This course provides information on how to make general education learning environments productive for students with diverse learning needs. An emphasis will be placed on collaboration and teaming among special and general education teachers as

well as other school personnel. Additional topics include Child Study Teams, team teaching models, working with paraeducators and families, access to the general education environment and curriculum, and Differentiated Instruction.

EN466 Classroom Management (3) Offered fall, spring and summer semesters. Education method elective for elementary and secondary candidates; requirement for LD majors. This course is designed to equip teachers with a variety of strategies for responding to behavioral issues in the classroom. Teachers will be given a variety of tools that can be used to individualize classroom management and best meet the needs of diverse learners. Prerequisite: EN201; Field component: ten (10) hours

EN470 Special Education Assessment (3) Offered spring semester. Not an education method elective. This course provides an overview of the primary types of assessment used within special education for identification and ongoing monitoring. Emphasis will be placed on the use of data to make decisions pertaining to diagnosis of a Specific Learning Disability and goals for individualized education programs. Additional topics include: basic concepts of measurement, formal test administration, limitations in existing instruments ordinarily used in assessing exceptional children, use of accommodations for students with disabilities on both state and local assessments, ethical concerns related to assessment, and behavioral or academic observation. Prerequisite: EN464; Field component: five (5) hours.

EN471 Theories of Bilingual Education and Bilingualism (3) Offered spring semesters. Required for Bilingual Spanish and ESL minors. Not an education method elective. This is an introductory course to bilingual/multilingual and English language education with an emphasis on the theories and practices underpinning bilingual programs and the teaching of learning of English language learners. The course provides an overview of the field, including the main concepts of bilingualism, and different models of bilingual and ESL programs. A main component of the course will be to examine peoples' beliefs and experiences of becoming bilingual. Another component will center on specific educational issues that affect bilingual development in a school setting. The field experiences of this course will act as cohesive ties between what we explore, study and experiment with in course readings and discussions and the real world of bilingual/multilingual learners and teachers. Prerequisite: EN457; Field component: variable hours.

EN476 Second Language Acquisition (SLA) (3) Offered fall semester. Required for ESL minors. Not an education method elective. This course is an introduction to the subject of second language acquisition and learning. The prime objective of the course is to help educators better understand how people learn (or don't learn) languages as well as to examine the complex issues surrounding SLA in educational contexts. The course provides participants with opportunities to analyze the processes of child and adult SLA, how they differ from L1 acquisition, and the implications of these theories for teaching and learning of second languages. Personal experiences with SLA and teaching second language learners will be utilized to tie together theory and practice. Field work and course texts will be used as a spring board for projects in which course participants will investigate a SLA topic that interests them and/or directly relates to their own classroom context. Prerequisites: EN457. Field component: variable hours

EN490 Learning Disabilities Practicum and Seminar (3) Offered fall and spring semesters. Required for the Learning Disabilities major. Not an education method elective. This course provides guided practice in special education settings working directly with students who have special needs. During the course of the practicum, the student will become more adept in the development and implementation of effective assessment and teaching strategies for students with learning disabilities and students who are at-risk. Each student is required to serve a minimum of 80 hours in a designated special education setting at either the elementary or secondary level. In addition, students will participate in seminar sessions which will be held throughout the semester. Prerequisite: EN201, EN461, EN 462, EN464, EN470, Field component: minimum of eighty (80) hours.

EN491 Early Childhood Education Practicum (3) Offered fall, spring and summer semesters. Required of all Early Childhood minor candidates. Not an education method elective. The Early Childhood Practicum is a (160 hours) supervised and evaluated teaching experience in a pre-primary setting. Principals of learning and interaction are practiced in a developmentally appropriate early childhood program. The practicum experience is designed to give students the opportunity to apply their knowledge and skill in working with young children at increasing levels of interaction. Students are responsible for a full range of teaching and care giving duties including observing, documenting, assessing and planning for projects inspired by the interests and developmental level of the children, and in collaboration with other adults in the field setting. Prerequisite: EN201 and all early childhood requirements must be completed before the student can be allowed to take this course. This course must be taken before Directed Student Teaching. Field component: 160 hours

EN494 Practicum ESL/Bilingual Education (3) Offered fall and spring semesters. Required of all Bilingual Spanish and ESL minors. Field placement in a Bilingual Spanish or ESL or classroom under the supervision of a certified Bilingual Spanish or ESL teacher. Prerequisite: All bilingual or ESL coursework. Field component: 160 hours in an approved site.

EN495 Directed Student Teaching, Elementary School (12) Offered fall and spring semesters only. A minimum fourteen-week internship in a local elementary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Must enroll in EN406 concurrently.

EN498 Directed Student Teaching, Secondary School (12) Offered fall and spring semesters only. A minimum fourteen-week internship in a local middle or secondary school under the direct supervision of an experienced certified teacher. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement. Must enroll in EN406 concurrently.

SH496 Teaching Foreign Language in the Elementary and Middle School (3) Offered fall semesters. Restricted: Foreign language majors only. Required for elementary certification in foreign language as an education method elective. Required of all students seeking K-12 teacher certification in

Spanish. This is an education methodology course and does not count toward the foreign language major. Prerequisite: EN201, 207; Proficiency of sixth semester in the language, as determined by the foreign language exit exam. Exams for respective languages are offered during the fall semester. Please contact the Department of World Languages for exact dates and times.

FH/GN/SH497 Teaching Foreign Language in the Secondary School (3)

Offered spring semesters. Restricted: Foreign language majors only. Required for secondary certification in foreign language as an education method elective. Required of all students seeking K-12 teacher certification in Spanish. This is an education methodology course and does not count toward the foreign language major. Prerequisite: EN201, 207; Proficiency of sixth semester in the language, as determined by the foreign language exit exam. Exams for respective languages are offered during the fall semester. Please contact the Department of World Languages for exact dates and times.

MS260 Mathematics for Elementary and Middle School

Teachers I (3) MS Offered fall, spring and summer semesters. Required of all elementary candidates. Not an education method elective. Students must prove algebra proficiency by either passing an algebra test or have taken a college algebra class within the past three years and earned a grade of "C" or better. Topics appropriate for grades K-8 include measurement, geometry, logic, and graphing. Emphasis is on constructing understanding through experience: exploring, extrapolating and explaining concepts and relationships. Problem solving, both in groups and individually, is a major theme. Prerequisite: MS111 or equivalent; may be taken concurrently with EN201 or complete EN201 as a prerequisite. Field component: fifteen (15) hours.

MS261 Mathematics for Elementary and Middle School

Teachers II (3) MS Offered fall, spring and summer semesters. Required of all elementary candidates. Not an education method elective. Topics appropriate for grades K-8 include number patterns, number theory, algebra, probability and data analysis. Emphasis is on constructing understanding through experience: exploring, extrapolating and explaining concepts and relationships. Problem solving, both in groups and individually, is a major theme. Prerequisite: EN201, MS260. Field component: fifteen (15) hours.

MS271 Mathematics Methods for Elementary and Middle School

Teachers (3) Offered fall, spring and summer semesters. Required of all elementary candidates. Not an education method elective. Course expands on the content from MS260 and MS261, examines the ways children learn and fail to learn mathematics, and emphasizes strategies for teaching and designing lessons. New content focuses on concepts and operations of whole numbers, rational numbers and proportional reasoning. Tutoring and teaching field experience requirement included. Prerequisite: EN201, MS260, and MS261; Field component: fifteen (15) hours

MS375 Methods of Teaching Secondary Mathematics (3)

Offered spring semester of odd years. Restrictions: secondary Mathematics major and minors only. Required by the Mathematics Department for anyone preparing to teach mathematics in grades 6 through 12. Provides a detailed examination of the pedagogy for teaching some specific areas of mathematics and of appropriate instructional strategies and techniques. Students will be required to design and teach a unit which exemplifies the above. Focus on individual

learner. Prerequisite: EN201 or may take during same semester with EN201 with permission. Field component: 5–10 hours.

PI101 Foundations of Conductive Education—Part 1 (2) This introductory course will provide an overview of the Conductive Education method: its aims, philosophy and practice. It opens with a discussion of the purposes of the Conductive Education method. This leads to consideration of the principles underlying the system. Concepts such as activity, group work, motivation, intention and facilitation, as well as orthofunction, will be examined closely. The course will also outline some of the basic practices of Conductive Education in various settings. Current issues in Conductive Education will be introduced and discussed. Field component. Prerequisite: acceptance into the POHI program.

PI102 Foundations of Conductive Education—Part 2 (2) This course is a continuation of PI101/Foundations of Conductive Education—Part I. Course content will build upon the foundation of concepts discussed in PI101. Field component. Prerequisite: PI101.

PI103 Symptoms Studies—Part 1 (2) The purpose of this course is to provide a general background to the condition of cerebral palsy. Focus will be on causation, typology and how the development of the child with cerebral palsy is subsequently affected. Field component. Prerequisite: acceptance into the POHI program.

PI104 Symptoms Studies—Part 2 (2) This course continues in the study of cerebral palsy; its causes, typology and how the development of the child with cerebral palsy is subsequently affected. Field component. Prerequisite: PI103.

PI201 Neuroanatomy—Part 1 (2) Brain function must be studied from molecular, biochemical, physiological, anatomical, pharmacological and psychological perspective all at once. Most important of all, today's students must acquire a firm conceptual basis even though today's concepts will surely evolve over the duration of their careers. It is far easier to teach and learn with a single discipline. This course creates a portrait of the central nervous and part of the muscular system in broad strokes in hopes that the student can in two semesters attain an appreciation for the modern concepts that guide further study. This section of the course deals primarily with the anatomy of the brain. Prerequisite: PI101, BY155, BY156.

PI202 Neuronatomy—Part 2 (2) This section of the course focuses on the anatomy of the spinal cord, ascending and descending systems in it, and various levels of movements. Prerequisite: PI201.

PI203 Neurophysiology—Part 1 (2) Following anatomical knowledge, introduction to the function of the nervous system, i.e. neurophysiology, is necessary. Structure and function are closely connected concerning elementary sensory motor performances. More complicated performances, like the sleeping-waking phase, are less dependent on anatomy and are to be explained by neurophysiology. Prerequisite: PI201.

PI204 Neurophysiology—Part 2 (2) Within this course the student will learn the characteristics of the neurological system and associated motor development in babies and infants. This includes learning what to observe for in examination for motor delay and differences. Prerequisite: PI202, PI203.

PI205 Establishment of Orthofunction (2) This course is designed for development of the understanding of the concepts of Orthofunction and intention, and their development, facilitation, observation, and routine. Awareness of issues in Conductive Education theory and practice are also explored. Field component. Prerequisite: PI102, PI104.

PI206 Applications of Orthofunction (2) This course focuses on the rules of the construction of the different task series for the various client's stages of development and in accordance to their given goals. Field component. Prerequisite: PI101, PI203, PI205.

PI207 Conductive Education for Pre-School and Kindergarten Child Part I (2) This course focuses on the special characteristic and development of the motor disabled pre-school/kindergarten aged child. Field component. Prerequisite: PI102, PI104.

PI208 Conductive Education for Pre-School and Kindergarten Child Part II (2) The content of this course builds upon the components learned in PI207 regarding the needs and application of conductive education to the 3–8 year old child with motor impairment. Field component. Prerequisite: PI203, PI205; PI207.

PI301 Conductive Education—Infant and Toddler (2) The purpose of this course is to develop an understanding of the ways in which Conductive Education targets the enablement and enhancement of the development of young children with cerebral palsy, with a particular focus on the development of play, communication and co-operation between parents and the educator. Field component. Prerequisite: PI208.

PI302 Conductive Education—School Age and Adolescents (2) This course is designed to deal with the characteristics, needs and interventions for the school aged/adolescent student with cerebral palsy or related neuromotor impairment. Content will focus on understanding and application to program design. Field component. Prerequisite: PI301.

PI304 Neuropathology (2) This course introduces future educators to the most important diseases and conditions where motor dysfunction is a leading symptom. Persons living with these diseases and conditions are candidates for the conductive education system and thus the future educator's identity is also formed through this introduction. Students will learn the forms of these illnesses and conditions and the limits of the conductive education method in these cases. The course builds upon the basic elements of neuroanatomy, neurophysiology and pathophysiology. A unified picture of the clinical patterns introduced as novelties on the basis of preliminary knowledge is given. Prerequisite: PI204.

PI305 Conductive Education Program Planning (2) This course is designed to prepare the student to establishing appropriate co-ordination, planning, organization and execution of the complex program for all aged clients. This includes the understanding of the integration and complexity of the conductive program. Field component. Prerequisite: PI102, PI104.

PI306 Speech Development for Special Populations (2) An understanding of the normal sequence of speech and language development and the effects of various disorders on this process will be developed. The course will include discussion of articulation, language, voice, fluency, pragmatic and auditory memory development and disorders. Intervention strategies that

can be used to improve both verbal and non-verbal communication in special populations will be introduced through classroom activities and lab experience. Prerequisite: EN201.

PI401 Neuropsychology (1) This is a lecture course on selected topics on neuropsychology. This course offers theoretical and clinical summary regarding the most important normal and altered neuropsychological functions (various forms of cerebral palsy) and dysfunctions, i.e., handedness vs. chanced handedness in hemiplegics and in asymmetric tetraplegics. Prerequisite: PI202, PI203.

PI402 Comparative Studies of Rehabilitation Methods (2) This course familiarizes the student with the history and comparison of the therapeutic and rehabilitation possibilities offered to children with cerebral palsy. Special emphasis is on their applicability in the comparison to the conductive education system. Prerequisite: PI208, PI302, PI304, PI306.

PI404 Directed Student Teaching, POHI (6) This course is designed to prepare the student to establish appropriate coordination, planning, organization and execution of the complex program for all aged clients. This includes understanding of the integration and complexity of the Conductive Education program. Prerequisite: all POHI classes, EN495;

English

Gary Eberle, M.A., Chair

Daniel Brooks, Ph.D.; Brent Chesley, Ph.D.; Rebecca Coogan, Ph.D., Jennifer Dawson, Ph.D.; Michelle DeRose, Ph.D.; Vicki McMillan, M.A., M.F.A.; Gretchen Rumohr-Voskuil, Ph.D.; Pamela Dail Whiting, M.A., M.F.A.

Mission Statement: Mission: The English Department serves students, the campus, and the community through the study of literature, writing, language, and theory. The Department prepares students for graduate programs and for careers in fields such as teaching, journalism, advertising, public relations, law, business, library science, professional writing, and editing for publications.

We hope to provide students with a broad knowledge of the history and development of literature in English, as well as to develop their reading, writing, speaking, critical and analytical skills to prepare them for graduate studies and careers. We also hope to instill in students an appreciation for literature as a means of understanding human experience.

Student Learning Outcomes: Successful majors in the English Department will complete their education:

- with a broad and a detailed knowledge of the British and American literary traditions;

- with a facility with language that will enable them to express themselves effectively in persuasive, creative, and analytical modes of writing and speaking;
- with an ability in critical and analytical thinking that will prepare them for a variety of professional careers;
- with an ability to articulate an appreciation of literature as an art form.

Degree Granted: Bachelor of Arts (B.A.)

English Major with Literature Emphasis

Major Requirements: Thirty-six (36) credit hours, exclusive of EH101, EH105, EH106, EH115, EH245, EH246, and EH247. At least eighteen (18) hours must be taken at Aquinas College.

Required courses must be fulfilled according to the following distribution:

- EH221;
- Nine (9) credit hours from the British Literature Core (EH361, EH362, EH363, EH364, EH365);
- Six (6) credit hours from the American Literature Core; at least one must be at the 300 level (EH273, EH370, EH371, EH372);
- Three (3) credit hours from each of the following six groups:
 - Composition (EH205, EH210, EH400*);
 - Genre/Thematic Studies (EH218, EH225, EH260, EH266, EH355, EH356);
 - Linguistics and Literary Theory (EH230*, EH231*, EH450);
 - Major Authors (EH401, EH410, EH451);
 - Diversity Studies (EH211, EH212, EH255, EH274, EH395)
 - Elective (any other English course, except those listed in sentence one of this description). In lieu of an elective, students seeking teacher certification are required to take EH388.

NOTE: Those seeking teacher certification are required to select courses marked with an *.

English Major with Writing Emphasis

Major Requirements: Thirty-six (36) semester hours, exclusive of EH101, EH105, EH115, and EH245. At least eighteen (18) hours must be taken at Aquinas College.

Required courses must be fulfilled according to the following distribution:

- EH 205
- EH 210
- EH 220
- EH 221;
- Three (3) hours from EH106, EH291, CL300;
- Six (6) hours from EH348, EH349, EH350, EH352;

- Nine (9) hours from literature courses. Three (3) hours must focus on literature before 1800. No more than three (3) hours may be below the 300 level. Students should choose literature courses appropriate to their writing interest.
- Three (3) hours from EH/BS106, CL300, EH230, EH/AT240, EH247, EH248, EH265, EH291, EH292, EH293, EH310 (if the topic is writing), EH348, EH349, EH350, EH352, EH397, EH398/99, EH400, EH460.
- Three (3) hours from EH401, EH/TE410, EH451

NOTE: The state of Michigan does not consider writing a teachable major. The English department strongly encourages students who major in English with Writing Emphasis to earn a second major in another discipline.

English majors must also assemble a portfolio of their work and submit it to the English Department for approval before graduation. Guidelines available from members of English Department or at the English Department web site aquinas.edu/english.

English Department Minors

English Literature Minor

Minor Requirements: Twenty-four (24) semester hours, at least twelve (12) of which must be taken at Aquinas College.

Required courses:

- EH221, Introduction to Literary Studies,
- At least one course from each of the following distribution areas:
 - British Literature surveys : EH361, EH362, EH363, EH364, EH365, EH410
 - American Literature surveys (EH370, EH371, EH372)
 - Diversity Studies (EH211, EH212, EH255, EH274, EH388*,EH395)
 - Composition and Language (EH205, EH210, EH220, EH230*, EH231*, EH348, EH349, EH350, EH352, EH400*)

The remaining credit hours must come from any English literature course with no more than one from the 100-level (EH115).

NOTE: Those seeking teacher certification are required to select courses marked with an *.

Writing Minor

Minor Requirements: Twenty-four (24) semester hours, at least twelve (12) of which must be taken at Aquinas College.

Required courses:

- EH205 Advanced Composition
- EH210
- At least one of the following: EH106, EH291, CL300

- Fifteen (15) credit hours from the following:
 - EH106 - EH293
 - CL300 - EH310 (if the topic is writing)
 - EH220 - EH348
 - EH230 - EH349
 - EH/AT240 - EH350
 - EH247 - EH352
 - EH265 - EH399 (reserved for advanced writing students)
 - EH291 - EH400
 - EH292 - EH460 (reserved for advanced writing students).

NOTE: A student must earn at least a C (2.0) in a course in order to count it toward the major or minors.

Course Descriptions

EH100 Basic College Writing (3) A course in which students improve basic writing skills and processes. This course is designed to help students achieve success in GE101 (a required General Education course) as well as other college-level writing. Not to be taken concurrently with GE101.

EH/BS106 Business Communication (3) Introduces students to effective listening, writing, and presenting skills for business and other professional activities.

EH115 Understanding and Appreciating Literature (3) AC Students in this course will read a range of literature from the genres of fiction, poetry, creative nonfiction, and drama. A diversity of authors and time periods will be explored through the literature, arranged thematically or according to genre. Students will be introduced to those key craft elements of each genre, which makes the genre effective and unique, so that they can become more insightful about literature. Ultimately, the primary goal for students in this course is to understand and appreciate literature and perhaps, along the way fall in love with the work of a poet, a playwright, and a fiction and creative nonfiction writer.

EH205 Advanced Composition (3) WI The writing of non-fictional prose. Not for first year students.

EH210 Creative Writing (3) WI, AC The writing of original poetry and/or short fiction based on the instructor's discretion.

EH211 World Literature (3) AC, GP Selected texts from world authors drawing from various genres and periods.

EH212 World Literature in English (3) AC, GP A study of world authors who are not British or American but whose work is written in English. Authors covered may include writers from South Africa, Canada, India, the West Indies, Nigeria or other countries where English serves as a first or common language.

EH/TE217 Dramatic Literature (3) AC Study of the elements of drama through close readings of works from various ages and countries.

EH220 Creative Writing II (3) The writing of original poetry, fiction, creative nonfiction, and scripts. Not for first year students. Prerequisite: EH210.

EH221 Introduction to Literary Studies (3) AC Principles of literary prose and verse; structures, techniques, and devices of various literary types. This course is required for English majors and minors.

EH225 Literature and Motion Pictures (3) AC Comparative study of fiction and drama, and the feature motion pictures inspired by them.

EH230 Grammar of Modern English (3) Analysis of the language through traditional, structural, and transformational grammar.

EH231 History of the English Language (3) AC Origin of the language and its development; exercises on vocabulary origin and semantic change and important dictionaries.

EH/AT240 Artists and Writers in Collaboration (3) A studio/writing workshop centered on collaborative production of art works and creative writing. Students are encouraged to register in collaborative pairs if possible. Prerequisites: for EH240, EH210; for AT240, one studio art class. For EH240 and AT240, junior or senior status or instructor permission.

EH248 Revising and Editing your Own Prose (3) This course helps students develop the technical skills for revising and editing their own prose. Students must have manuscripts of their own completed before the course begins and will work with those manuscripts for class exercises. Prerequisites: GE101

EH/WS255 Women Writers (3) AC Selected texts in English by female authors. Draws from all genres and periods.

EH260 Catholic Writers (3) AC This course explores fiction written by Catholic writers and analyzes and discusses how their faith manifests itself in their novels and short stories.

EH261 Irish Literary Heritage (4) AC Selected readings in Irish poetry, prose, and drama.

EH265 Writing Center Theory and Practice (3) WI This course will utilize writing theory and technique to train students to be student consultants for the Aquinas College Writing Center. Specifically, the course will equip students to assist Writing Center visitors with key elements of the writing process, including but not limited to: idea generation, thesis development/topic focus, organization, revision, editing, grammar correction (usage and punctuation), discipline-specific documentation and formatting. Instructor permission required.

EH266 Studies in English Literature (3) AC Intensive study of literature to be determined by instructor. Credits may be earned under different specific titles.

EH273 Studies in American Literature (3) AC Intensive study of literature of 19th and 20th century America, to be determined by instructor. Credits may be earned under different specific titles.

EH274 African-American Literature (3) AC A study of the influences, major authors and developments in African-American literature.

EH291 Introduction to Journalism (3) Writing course focusing on basic practices and principles of modern newspaper reporting.

EH292 Advanced Journalism (3) Writing course focusing on special skills for writing features and editorials.

EH293 Publication Practicum (1) Writing, reporting and/or editing for campus newspaper. Prerequisite: Instructor approval.

EH310 Special Topics in English (3) Intensive study determined by instructor. Credits may be earned under different specific titles.

EH348 Poetry Writing (3) The writing of poetry and the study of its elements. Prerequisite: EH210.

EH349 Fiction Writing (3) The writing of fiction and the study of its elements. Prerequisite: EH210.

EH350 Nonfiction Writing (3) The writing of nonfiction such as the memoir, personal essay, literary journalism, and lyric essay. Prerequisite: EH210 or EH291.

EH/TE 352 Script Writing (3) The writing of scripts for the stage and/or screen and the study of the elements of script writing. Prerequisite: EH210.

EH355 The Novel I (3) The evolution of the novel in English from its origins to 1900, using representative works from British and/or American writing.

EH356 The Novel II (3) AC The evolution of the novel since 1900. This course will treat novels written in English and may include translations of representative modern novels written in other languages.

EH361 Early British Literature (3) Major literary productions from Beowulf (8th century) through the 16th century. Old and Middle English texts, with exception of Chaucer, studied in translation. Prerequisite: EH221 with a grade of C or higher.

EH362 British Literature: 17th and 18th Centuries (3) Introduction to poetry and prose of the English 17th and 18th centuries, from Donne through Johnson and Boswell. Prerequisite: EH221 with a grade of C or higher.

EH363 British Romantic Literature (3) Primarily a study of poetry by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Prerequisite: EH221 with a grade of C or higher.

EH364 British Literature: Victorian and Early 20th Century (3) Study of representative poetry, prose, and drama from the Victorian Age to World War I. Prerequisite: EH221 with a grade of C or higher.

EH365 20th Century British and Irish Literature (3) Selected readings from English and Irish poetry, drama, and prose from beginning of the 20th century to present. Prerequisite: EH221 with a grade of C or higher.

EH370 American Literature I: Colonial through Early Federal Period (3) A survey of American writing from the first European colonization of North America through the first fifty years of the American federation. Prerequisite: EH221 with a grade of C or higher.

EH371 American Literature II: 19th and Early 20th Centuries (3) Survey of major fiction and poetry in America written during the American Renaissance and up to the First World War era. Prerequisite: EH221 with a grade of C or higher.

EH372 American Literature III: 20th Century (3) Study of representative examples of American literature since World War I era. Prerequisite: EH221 with a grade of C or higher.

EH/EN388 Teaching Young Adult Literature (3) Required for elementary and secondary reading minors. Not an education method elective. This course will introduce students to significant young adult authors and their books and will introduce them to strategies for teaching literature to middle and high school students. In addition, techniques and principles in the selection, evaluation, and promotion of young adult literature will be discussed. This is a course that secondary English majors should take, and it would be helpful if students have fulfilled their Literary Studies requirement (either EH221 or EH222) before taking the course. Field component: none. Prerequisite: EN201; cumulative grade point average of 2.5

EH395 Studies in Diversity (3) Intensive study of literary topics and/ or authors determined by instructor. Credits may be earned under different specific titles.

EH397 Field Experience/Internship in Journalism (Variable)

EH398 Readings in Literature (Variable) Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

EH399 Independent Project (Variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

EH/EN400 Teaching Writing (3) WI Offered fall and spring semesters. Secondary English majors and minors are required to take either EN400 or EH400. These courses cannot be double counted to fulfill requirements for both English major/minor and Education. Required for secondary reading minor. Education method elective for secondary certification and language arts major, particularly candidates interested in teaching middle school.

This course introduces students to current theories about the teaching of writing, gives them practice as writers of expressive and expository writing, and provides them with practical strategies for teaching writing as a process in secondary classrooms. Writing issues discussed include designing effective writing assignments, responding to student writing, prewriting strategies, grammar and writing, literature and writing, grading, and assessment. Field component: variable hours tutoring at Aquinas College or in middle or high school classroom (variable times). Prerequisite: EN201; cumulative grade point average of 2.5

EH401 Major Authors Seminar (3) SC Intensive study of one or more authors, to be determined by the instructor. Credits may be earned under different seminar titles. English majors only. Prerequisite: EH221 with a grade of C or higher.

EH/TE410 Shakespeare (3) SC Introduction to the reading and study of Shakespearean history, tragedy, comedy, and tragi-comedy. Prerequisite: EH221 OR EH/TE217 with a grade of C or higher.

EH450 Literary Theory (3) A study of selected major critical writings and application of principles to literary texts. Prerequisite: At least nine (9) semester hours of literature courses and EH221 with a grade of C or higher.

EH451 Chaucer (3) SC Reading in Middle English of Chaucer's major works: Troilus and Criseyde, the Canterbury Tales; historical, biographical,

sociological backgrounds. Prerequisite: EH221 with grade of C or higher. EH361 recommended prior to enrollment in this course.

EH460 Teaching Creative Writing (3) WI This course is designed around the concept of “teacher as writer.” Students will develop writing portfolios of their own creative works to serve as models for their potential students. Creative writing lessons will be developed and implemented. Field component. Prerequisite: EN201; cumulative grade point average of 2.5.

FILM COURSES

None may apply to the English major.

EH245 Classic Cinema (3) Largely a historical study of motion pictures from beginnings through mid1960s.

EH246 Modern Cinema (3) Study of representative works by major world directors from 1960 to present.

EH247 Writing About Film and Drama (3) Variable content course focusing on writing reviews and scholarly essays in criticism about genres, recurrent themes, or major filmmakers/dramatists.

Environmental Studies

Richard E. McCluskey, Ph.D., Chair

James Rasmussen, Ph.D.; Deborah Steketee, Ph.D.; Matthew W. Tueth, Ph.D.

Students whose interest and course work are concentrated in science will earn a Bachelor of Science (B.S.) degree, while those more interested in human/cultural courses will earn a Bachelor of Arts (B.A.) degree.

Students opting for the Environmental Studies program should arrange the negotiable courses and/or the environmental field experience with the consent of the Environmental Studies coordinator and/or advisor, and their academic advisor. None of the 32 semester hours is applicable to the student’s first major.

Any student who completes the major courses, plus the appropriate credit in a major field or departmental concentration, may graduate with a double major in such fields as Biology-Environmental Studies, Geography-Environmental Studies, Chemistry-Environmental Studies, Sociology-Environmental Studies, et al.

Environmental Studies Major A student may pursue an Environmental Studies major as a second major along with any other major.

Major requirements: Thirty-two (32) semester hours

Required (CORE) Courses:

- EL100 Introduction to Environmental Studies (3) NN
- EL301 Advanced Environmental Studies (3)

- GY101 Earth Environments (4) NL
- BY123 Introduction to Environmental Biology (3) NL
- CY101 Environmental Chemistry (3) NL **OR** CY102 Chemistry for Non-Major (3) NL
- GY120 Human Geography (4) PGC, GP **OR** SY103 Cultural Anthropology (3) PGC, GP
- GY385 Geographic Information Systems - GIS (4)
- EL490 Advanced Techniques and Topics (4)
- EL499 Environmental Studies Capstone Research Seminar (1), SC
- SB100 Industrial Ecology (3)

Students may gain credit toward an Environmental Studies major by enrolling in the following:

Electives:

- EL310 Special Topics in Environmental Studies (3)
- SB201 Environmental Business Management (3)
- GY370 Geography of Water Resources (3)
- EL/PS/SB346 Environmental Policy and Politics: Issues & Approaches (3)
- EL395 Field Experience in Environmental Studies (Variable)
- EL398 Readings in Environmental Studies (Variable)
- EL399 Independent Project in Environmental Studies (Variable)

Students must earn a grade of “C” or higher in courses they wish to count towards their Environmental Studies major.

Course Descriptions:

EL100 Introduction to Environmental Studies (3) NN Introduction to principles of environmental relations and processes; survey of environmental literature.

EL301 Advanced Environmental Studies (3) In depth examination of toxins and waste, natural systems and services, biodiversity, energy issues, climate change, and environmental policy Prerequisite: EL100 or BY123.

GY101 Earth Environments (4) NL Natural elements of environment and effects on humans: seasons, radiation, wind, moisture, climate, as well as landforms resulting from running water, ice, wind, gravity, marine activities, and tectonic processes. Three (3) hours lecture, two (2) hours lab (GY101L).

BY123 Introduction to Environmental Biology (3) NL Introduction to aquatic and terrestrial ecosystems, with emphasis on human influences. Field experience based labs. Two (2) hours lecture, three (3) hours lab.

CY101 Environmental Chemistry (3) NL Application of chemical concepts to environmental systems; implications of chemical technology to social and physical environment. Three (3) hours lecture per week. One hour lab credit available by Independent Study contract. Not applicable to chemistry major.

CY102 Chemistry for Non-Major (3) NL An introductory survey of the role of chemistry in society. The basic principles of chemistry are applied to everyday living situations. Common elements and compounds will be used to

illustrate principles, some of which are acid-base theory, oxidation-reduction, radioactivity, and toxicity. Chemistry will be related to other disciplines, the national economy, other industries, and the future well-being of humans and the natural environment. Laboratory experiments will be conducted during the lecture period. Three (3) hours of lecture/laboratory per week.

GY120 Human Geography (4) PGC, GP The geographic subfield of Human Geography discusses and interprets the role of human beings as they are distributed across the surface of the earth. This is a far-ranging field of inquiry that incorporates information from the traditional social scientific realms of economics, sociology, political science, and anthropology into a spatial analysis of the world around us. Given the nature of the topic, this course will be introductory in nature and examine the breadth of cultural geographic thought.

SY103 Cultural Anthropology (3) PGC, GP Analysis of human cultural adaptations in various societies around the world.

GY385 Geographic Information Systems - GIS (4) Geographic Information System fundamentals and theory are presented in a lecture format. Lab work focuses on applying GIS strategies and other geographic tools, such as aerial photo interpretation, spacial modeling, and spacial analysis to examine a variety of physical geography and human geography problems. Three (3) hours lecture, two (2) hours lab (GY385L). Prerequisite: GY320

EL490 Advanced Techniques and Topics (4) Theory and application of specific techniques in research; collection and analysis of data; specific topics vary with instructors. Prerequisites: GY101 and GY120 or SY103.

EL499 Environmental Studies Capstone Research Seminar (1), SC This is a research seminar where students implement the skills obtained during their study of Geography at Aquinas College. This course involved the implementation of research methods and techniques appropriate to each student's self-defined project. Introduction and application of skills necessary for successful written and oral presentation of geographical environmental research are included. The course is focused upon a sizeable student-defined research project that culminates in the presentation of their work and a written thesis. Prerequisite: GY/EL490

SB100 Industrial Ecology (3) This course examines the relationship between our industrial infrastructure and the natural world. We will discuss natural production processes and the advantages of incorporating nature-based designed systems in human industry. We will examine intelligent energy choices, essential nutrient cycling, advantageous facility and process design. Currently existing business examples that provide significant competitive advantages for companies as well as possible future innovations are discussed. Prerequisites: EL100 or BY123, BS201 and EL301.

EL310 Special Topics in Environmental Studies (3) Variable topics in environmental studies offered on an occasional basis.

SB201 Environmental Business Management (3) This course examines successful environmental management practices that enhance the profitability and sustainability of extraction, processing, manufacturing, and retailing businesses. It also integrates social issues, environmental problems, and technical opportunities that face today's business managers. Non-traditional management approaches are discussed that increase profits for industry, enhance environmental integrity, and create a productive employee work communication, and social responsibility are discussed. Prerequisites: SB100 and BS201.

GY370 Geography of Water Resources (3) Water resources and their management. Topics include the hydrologic cycle, irrigation, hydro-electric power, recreation, agricultural water usage, pollution, and desalinization. Prerequisite: GY101 or instructor approval.

EL/PS/SB346 Environmental Policy and Politics: Issues & Approaches (3) Introduction to environmental policy as a focus of public policy. The forces and frameworks shaping environmental policy as well as the influence of various actors will be examined through analysis of key environmental issues. PS 101 or EL100; or instructor permission

EL395 Field Experience in Environmental Studies (Variable) Field-based program established by contract between instructor and student. Subject to availability. Prerequisite: Approval of coordinator required.

EL398 Readings in Environmental Studies (Variable) Individually-negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of coordinator.

EL399 Independent Project in Environmental Studies (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of coordinator.

General Education and Interdisciplinary Courses

The General Education and Interdisciplinary category refers to courses whose content reflects knowledge integration that spans a broad range of disciplines. These courses represent areas of skill level, knowledge and values that are integrated throughout an Aquinas College liberal arts education.

Career Development Course Descriptions:

CD100 Career and Self Awareness CD (1) Theoretical and practical study that assists students with identifying their skills, interests, abilities, goals, and values as they relate to careers. With this information, students explore disciplines that may be a good fit. Students write a resume, discuss employment trends, learn interviewing techniques, and plan for internships and/or study abroad opportunities. Prerequisites: GE100. Must be taken during first year.

CD210 Life and Career Planning (3) This course is specifically designed for returning adults who want a theoretical and practical study of the career planning process applied to their interests, abilities, goals, academic discipline, and fields of interest. Focus is on self- assessment, development of a career and life plan, and creation of a resume, cover letter, and portfolio. Students will participate in a mock interview and become familiar with current employment trends and organizational environments.

CD401 Decision Making and Implementation (3) This course is designed to assist students in making the transition from college to the

world-of-work, service, self-employment or graduate school. Students will prepare an individualized career action plan which will include setting goals, finalizing career options, research employment/graduate school opportunities, networking, resume and cover letter writing, portfolio development, interviewing, budgeting, and professional etiquette. This course should be taken late junior/early senior year.

FE397 Internships (3–12) Internships offer students the opportunity to integrate academic reflection with a career and real world work environment. Internships are available to all related majors and minors with approval of the department or may be taken for general elective credit. All internships must be approved through the career and counseling services office. (For more specific details refer to page 113.)

Student Development Course Descriptions:

SD101 Achieving Academic Success (1) The focus for this class is for students to recognize their responsibilities as a student, to successfully assimilate into the college community, to discover their own learning preferences and how to utilize their learning style; acquire, practice, and integrate time management, goal setting, reading and memory strategies; discover study strategies and test-taking techniques; and to learn how to maintain physical and mental health in the college environment.

General Education Course Descriptions:

First Year

GE100 First Year Experience: College in the 21st Century (1) An introduction to the liberal arts designed to provide students with tools to make sense of their college experience and to be successful students. It does this by cultivating an understanding of the evolving role of higher education in society and providing an opportunity to think about the nature of learning and practice the tools of learning (such as reading, writing, studying, and reflecting).

GE101 Inquiry and Expression (3) An integrated collegiate skills course that introduces students to academic discourse, including writing, reading, research, oral communication, and critical thinking. Library and electronic research skills are directly applied as students conclude the course with a research paper. Students must successfully complete this course with a minimum of a C- or better in order to take GE 201.

GE170 Foundations (3) Required for Continuing Education Students who enter Aquinas without an Associates degree. Introduces continuing education students to undergraduate academic literacy skills: critical thinking, reading, writing, speaking, listening, and researching. These literacy skills will be developed through assignments that explore students' identities as individuals, members of the Aquinas and Grand Rapids communities, and as citizens of the United States.

Second Year

GE201 Humanities (3) A study of the development of cultures and civilizations from ancient Egypt through the Middle Ages with selected works of literature, art, philosophy, and history. Attention to ideas and values as they emerge throughout the Western World. Students must successfully complete this course with a minimum of a C- or better.

GE202 Humanities (3) A study of the development of cultures and civilizations from the Renaissance through the end of the 19th century

with selected works of literature, art, music, and history. Attention to ideas and values as they emerge throughout the Western World. Students must successfully complete this course with a minimum of a C– or better. Prerequisite: GE201.

GE203 Question Everything: Research as Inquiry (1) A required one credit course for second-year students which focuses on intermediate research skills. The purpose of this class is to develop students' abilities to critically think about and effectively use information in their college coursework and beyond. Students must successfully complete this course with a minimum of a C– .

GE270 Culture of World Civilizations (3) Required for Continuing Education Students without an Associates degree. A survey of human artistic achievement on a global level from prehistory to the present for continuing education students. This course organizes the study of culture around developments in technology that affect both how cultural products are created and how they are received and appreciated in their social context. Students must successfully complete this course with a minimum of a C– or better.

GE401 Interdisciplinary Senior Capstone (3) SC The study of selected major monuments in literature, art, music, and film from the turn of the 21st century to the present (other disciplines such as psychology, philosophy, etc. could be included depending on the interests and expertise of the instructor). This course also requires an advanced undergraduate level project that incorporates research, writing, and presentation components.

Insignis Program Courses

The following courses are open to Insignis Program members only:

- IN350 Insignis Interdisciplinary Seminar (3 credits) (Junior Status Required)
- IN398 Insignis Independent Project (3–6 credits)
- IN400 Insignis Undergraduate Assistantship (3–6 credits)

Completion of honors work in twenty-four (24) credit hours, including IN350 and a senior project or Undergraduate Assistantship are necessary to fulfill requirements of the Insignis Program. Non-Insignis students may be admitted to honors sections of GE 201, and 202 by permission of instructor. For further information contact the Insignis Program director, Dr. Michelle DeRose, at derosmic@aquinas.edu.

Geography

Richard E. McCluskey, Ph.D., Chair
James Rasmussen, Ph.D.

Mission Statement. The mission of the Geography and Environmental Studies Department at Aquinas College is to provide students with knowledge of geography and environmental studies befitting their goals: for the general education students that they understand basic tenets of physical geography, human geography, and/or environmental studies; for the education certification students that they obtain the content knowledge necessary for their teaching careers; and for the geography and environmental studies majors that they possess the knowledge and skills necessary for them to succeed in their post-baccalaureate careers.

Those wishing to earn a Bachelor of Science (B.S.) degree should concentrate on the natural science courses offered in geography and enroll in appropriate physics, chemistry, or biology courses as well.

Those pursuing a Bachelor of Arts (B.A.) degree should concentrate on the social science courses offered in geography and enroll in appropriate sociology, history, economics, and political science courses as well.

Geography Major

Major Requirements: Thirty-two (32) semester hours

Required courses:

- GY101
- GY120
- GY140
- GY320
- GY385
- GY490 or GY491
- GY499
- MS151 or MS252.

Of the remaining courses, at least one must be systematic and one must be regional. Students must obtain a grade of “C” or higher if they want to count the class toward a geography major or minor.

A transfer student majoring in Geography must complete a minimum of eighteen (18) credit hours in geography at Aquinas College.

Geography Minor

Minor Requirements: Twenty-four (24) semester hours

Required courses:

- GY101
- GY120
- GY320.

Students must obtain a grade of “C” or higher if they want to count the class toward a geography major or minor.

Course Descriptions

GY101 Earth Environments (4) NL Natural elements of environment and effects on humans: seasons, radiation, wind, moisture, climate, as well as landforms resulting from running water, ice, gravity, marine activities, and tectonic processes. Three (3) hours lecture, two (2) hours lab (GY101L).

GY120 Human Geography (4) PGC GP The geographic subfield of Human Geography discusses and interprets the role of human beings as they are distributed across the surface of the earth. This is a far-ranging field of inquiry that incorporates information from the traditional social scientific realms of economics, sociology, political science, and anthropology into a spatial analysis of the world around us. Given the nature of the topic, this course will be introductory in nature and examine the breadth of cultural geographic thought.

GY129 Physical Geography of Michigan (3) NN Detailed analysis of the physical characteristics of Michigan; emphasis on weather, land forms, geology, and environmental problems. Special Note: Not open to students with GY130 credit.

GY130 Geography of Michigan (3) Analysis of physical and cultural environments of this politically defined area; emphasis on weather, climate, land forms, political, social, and economic features. Special Note: Not open to students with GY129 credit.

GY140 World Regional Geography (3) PGC GP An introduction to human and physical geography by use of the world regional approach. Fundamental geographic concepts and ideas (regional economic development, global systems, spatial diffusion) are presented in different regional contexts.

GY212 Urban Geography (4) Urban environment and landscape from a human perspective: the city as an economic environment, as a cultural place, as a political entity, policies and planning.

GY220 Advanced Physical Geography: Earth Environments (4) In-depth study of selected topics introduced in GY101; emphasis on contemporary environmental situation. Four (4) hours lecture each week, scheduled field trips. Prerequisite: GY101.

GY221 Advanced Cultural Geography: Contemporary Environments (4) Analysis of cultural geographic relationships in selected major world regions; cultural processes, land-use patterns, and environmental interactions; American, European, and non-Western examples. Prerequisite: GY120.

GY264 Economic Geography (3) Spatial distribution of economic features as they affect production, exchange, and consumption of goods and services: emphasis on locational theory regarding manufacturing and retail service centers.

GY270 Geographical Perspectives on Agriculture and Food Production (3) Agriculture and food production, origins, evolution, and current patterns. Ecological analysis of traditional and modern agriculture and patterns of development in the U.S. and Developing World.

GY280 Geospatial Analysis (3) Fundamental skills in a variety of geospatial data collection and analysis technologies, including GPS and web-based mapping and GIS analysis, to investigate geographic patterns and questions. Two (2) hours lecture and two (2) hours lab (GY280L).

GY302 Geography of U.S./Canada (3) Study of United States and Canada considering regional differences in physical environment, resource base,

population characteristics, and settlement patterns; emphasis on human response to environment. Prerequisite: GY120.

GY310 Special Topics in Geography (3) Variable topic in geography offered on an occasional basis.

GY313 Advanced Urban Geography (Variable) For those students who wish to further pursue topics discussed in GY212 as well as research areas of specific interest. Prerequisite: GY212.

GY320 Cartography: Map Making and Interpretation (4) Cartographic design with emphasis on developing ability to communicate through maps and graphs; some computer graphics. Three (3) hours lecture, two (2) hours lab (GY320L).

GY321 Advanced Cartography (Variable) Advancing and refining skills acquired in GY320. Students develop areas of particular interest, expand their skills in the area of computer graphics. Prerequisite: GY320.

GY328 Field Experience in Geography (3) A field experience with emphasis on the physical, cultural, economic, political, aspects of the area. Students can repeat the course if a new area is selected. Prerequisite: Instructors approval.

GY340 Remote Sensing (4) Fundamental skills in visual image interpretation, photogrammetry, and computer processing of digital aerial and satellite imagery. Three (3) hours lecture, two (2) hours lab (GY340L). Prerequisite: GY101 or GY120.

GY350 Climatology/Meteorology (4) Weather elements and introduction to world climatic characteristics and locations; applied climatology. Prerequisite: GY101 or instructor approval.

GY351 Advanced Climatology/Meteorology (Variable) Advanced study of materials introduced in GY350. Students are encouraged to research topics of special interest. Prerequisite: GY350 or instructor approval.

GY352 Geomorphology (3) The study of landform evolution through an analysis of natural and anthropogenic processes. Included in the analysis are glacial, fluvial, Aeolian, tectonic, and volcanic activities. Prerequisite: GY101.

GY360 Biogeography (3) Biogeography is the study of species and how they are arranged upon the landscape. It explores both the distribution of plants and animals on the earth as well as the ecological processes that underlay those arrangements.

GY370 Geography of Water Resources (3) The Geography of Water Resources is a course that looks at the nature and distribution of the water resources that our society depends upon. A sizeable portion of the course will detail the characteristics of the different sources of water as well as the myriad environmental and legal problems that arise from our usage of this resource. Prerequisite: GY101 or instructor approval.

GY385 Geographic Information Systems - GIS (4) Geographic Information System fundamentals and theory are presented in a lecture format. Lab work focuses on applying GIS strategies and other geographic tools, such as aerial photo interpretation, spacial modeling, and spacial analysis to examine a variety of physical geography and human geography problems. Three (3) hours lecture, two (2) hours lab (GY385L). Prerequisite: GY320

GY398 Readings in Geography (Variable) Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the coordinator.

GY399 Independent Project (Variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the coordinator.

GY413 Urban and Regional Planning (3) Planning practices for urban areas; emphasis on urban growth, land use, and urban problems.

GY490 Advanced Techniques and Topics (4) Theory and application of specific techniques in research; collection and analysis of data; specific topics vary with instructors. Prerequisites: GY101 and GY120.

GY491 Seminar: Readings in the Development of Geographic Thought (3) Survey of the literature dealing with history, philosophy, and structure of geography; emphasis on important people in geography, topics of interest to geographers and research in the disciplines.

GY499 Geography Capstone Research Seminar (1) SC This is a research seminar where students implement the skills obtained during their study of Geography at Aquinas College. This course involved the implementation of research methods and techniques appropriate to each student's self-defined project. Introduction and application of skills necessary for successful written and oral presentation of geographical environmental research are included. The course is focused upon a sizeable student-defined research project that culminates in the presentation of their work and a written thesis. Prerequisite: GY/EL490.

History

John C. Pinheiro Ph.D., Chair

Jason K. Duncan, Ph.D., Charles D. Gunnoe, Jr., Ph.D., Bethany Kilcrease, Ph.D.

Mission Statement. History is the foundation of a liberal arts education. The study of the past fosters knowledge of those virtues most necessary to the maintenance of democratic society. History provides an appreciation of the long struggle to achieve a social order and the need for vigilance to preserve it. By studying history we deepen our understanding of the human person and our world's cultural variety, thus illuminating the relationship between individual and community.

The department of history seeks to develop students' general knowledge and analytical abilities, enhance their understanding of our contemporary socio-political situation, and refine their research and writing skills. The department aims for these outcomes through a varied curriculum, independent study, and internships that provide field experience. Rooted in

the Catholic intellectual tradition, history classes are conducted as part of a search for Truth.

Student Learning Outcomes. Successful majors in history will complete their education with:

1. A broad knowledge of World, European, and American history.
2. A facility with language that will enable them to express themselves effectively in narrative and analytical modes of writing.
3. Critical thinking skills honed by historical analysis that will transfer to other disciplines and professions.
4. The ability to classify and assess different types of historical literature.
5. A clear understanding of the role of interpretation in history and familiarity with the Western tradition of historical interpretation.
6. Refined research skills, including making use of library resources and primary texts, integrating secondary and primary sources as part of original research, and properly citing sources in footnotes or endnotes.

Degree Granted: Bachelor of Arts (B.A.)

History Major

Major Requirements: Thirty-three (33) semester hours

Required courses:

- HY101 or HY102 American History
- HY161 or HY162 World History
- At least one non-Western History course chosen from the following:
 - HY221 - HY303
 - HY230 - HY304
 - HY271 - HY312
- At least one European History course chosen from the following:
 - HY250 - HY320
 - HY260 - HY322
 - HY263 - HY371
 - HY267 - HY381
 - HY270 - HY384
 - HY316
- At least one American History course chosen from the following:
 - HY211 - HY216
 - HY212 - HY218
 - HY213 - HY309
 - HY214 - HY311
 - HY215 - HY314.
- HY357 Historiography
- HY401 Senior Research Seminar (3) SC

- History Electives - twelve (12) semester hours

A transfer student majoring in History must complete a minimum of eighteen (18) hours in history at Aquinas College.

History Minor

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- HY101 or HY102 American History
- HY161 or HY162 World History
- At least one non-Western History course chosen from the following:
 - HY221
 - HY230
 - HY271
 - HY303
 - HY304
 - HY312
- History Electives (15 semester hours)

A transfer student pursuing a minor in History must complete a minimum of twelve (12) hours in History at Aquinas College.

A student must earn a grade of C- or better in all history classes for the credits to count toward the History major or minor.

History Major seeking Teacher Certification

Requirements for a History Major seeking Teacher Certification: Thirty-three (33) credit hours.

Required courses”

- HY101 and HY102 American History
- HY161 and HY162 World History
- At least one non-Western History course from the following:
 - HY221
 - HY230
 - HY271
 - HY303
 - HY304
 - HY312
- At least one European History course chosen from the following:
 - HY250
 - HY260
 - HY263
 - HY267
 - HY270
 - HY316
 - HY320
 - HY322
 - HY371
 - HY381
 - HY384
- HY357 Historiography
- HY401 Senior Research Seminar (3) SC
- History Electives (9 semester hours)

Required classes outside of the department (credits do not apply toward the fulfillment of the HY major):

- PS101 American Government and Politics
- ES212 Macroeconomic Principles
- GY101 Earth Environments
- GY120 Human Geography

Requirements for a History Minor seeking Teacher Certification: Twenty-four (24) semester hours, including

- HY101 and HY102 American History
- HY161 and HY162 World History
- At least one (1) non-Western History course from the following:
HY221, HY230, HY271, HY303, HY304, HY312
- History electives - nine (9) semester hours

Required classes outside of the department (credits do not apply toward the fulfillment of the HY major):

- PS101 American Government and Politics
- ES212 Macroeconomic Principles
- GY101 Earth Environments
- GY120 Human Geography

Students planning to teach in Michigan are strongly encouraged to take GY/HY130 Geography and History of Michigan or HY235 Michigan History as an elective.

History majors who pass CLEP exams in American History may apply such credit toward the thirty-three (33) hours required for the major. Students who do so, however, should not register for the equivalent courses (HY101–102), but should instead elect 200 level courses or above. In no case will both the CLEP exam credit and equivalent course credit be counted as part of the history major. All courses are open to first year students unless otherwise noted in the registration schedule.

No more than six (6) hours of CLEP and/or AP credit can be applied to the history major or minor.

NOTE: All History Majors must submit a portfolio of their best work to the History Department prior to graduation. Please see the Department website for details. aquinas.edu/history/

I. Introductory Course Descriptions

HY101 American History (3) HP A survey of the political, economic, social, and cultural development of the United States from discovery of the New World to the end of Reconstruction.

HY102 American History (3) HP A survey of the development of the United States from the end of the Civil War era to the present.

HY161 World History (3) HP Survey of World History from the advent of settled farming communities until the maritime revolution of the fifteenth century (roughly 10,000 BC–AD 1500). Special topics covered include

prehistory, the advent of civilization, the expansion of trade and cultural exchange, the social-political organizations of pre-modern societies and the emergence of the world's great religious traditions.

HY162 World History (3) HP GP Survey of World History from 1500 to the present. Major topics covered include the development of the scientific world view, the industrial revolution, imperialism, revolutionary movements, modern ideologies, world war, decolonization, and the Cold War.

II. American History Course Descriptions:

HY/GY130 Geography and History of Michigan (3) An examination of the history and geography of Michigan from its beginnings through contemporary times, emphasizing the political, economic and social developments as they occurred across the changing physical and cultural landscape of the state. Special Note: Not open to students who have HY235 credit.

HY211 Colonial and Revolutionary America (3) HP Development of the American colonies from the 16th century through the American Revolution. Special topics include the relationship of the colonies to the British colonial system, relationships among the diverse peoples of America, the causes, events, ideas, main developments of the American Revolution from 1763-1789.

HY212 The Early American Republic, 1789-1850 (3) HP Development of the United States from the end of the American Revolution to the middle of the nineteenth century. Special topics include the emergence of political parties, the Second Great Awakening, the expansion of slavery and opposition to it, the Mexican War and the growing divide between North and South.

HY213 The Civil War and Reconstruction 1850-1877 (3) HP Military, social and political history of the United States in the era of the Civil War and Reconstruction.

HY214 Gilded Age and Progressive Era (3) HP Survey of United States social and political history from the end of Reconstruction in 1877 to 1920. Special topics include Gilded Age politics, gender relations during the Victorian era, the Woman Suffrage movement, the social and political movements of the Progressive era, and challenges to free speech during World War I.

HY 215 The Modern United States: 1920-1960 (3) HP Comprehensive history of the United States covering the social and cultural changes of the Roaring twenties, the Great Depression of the 1930s, the U.S. in World War II, its emergence as a world power in the postwar era, and the coming of the Cold War.

HY216 United States since 1960 (3) HP Special topics include the Civil Rights Movement and the social changes of the 1960s, the Vietnam War, the Watergate crisis and the cultural liberalism of the 1970s, the conservative resurgence of the 1980s, the ending of the Cold War and post-Cold War America of the 1990s and the challenges of the new millennium.

HY218 African American History (3) HP A survey of the history of African Americans in the United States with an emphasis on African contributions to American culture, the nature and effects of slavery, and leaders in the struggle for justice and equality.

HY280 History of Science and Medicine (3) HP This class offers a contextual survey of the history of science and medicine in the west from classical antiquity into the mid twentieth century. Major topics covered include

origins of science in antiquity, the Thomistic synthesis, the Scientific Revolution, the Chemical Revolution, the birth of modern medicine, Natural History and the theory of evolution, and modern physics & astronomy. The course is a vehicle for the integration of science and humanities, especially the question of the historical interaction of the scientific and philosophical/religious mentalities.

SY/WS309 Women in American History (3) A social historical introduction to history from a feminist perspective focusing on women's lived experience in the United States from the colonial era to the present. Topics include American Colonial women, Native American women, the impact of slavery on all American women, nineteenth and twentieth century social movements (Suffrage, Temperance, Social Reform, Women's Liberation, Equal Rights Amendment, etc.) and women's legal issues.

HY311 American Catholic History (3) Development of the Catholic Church from immigrant status to major denomination within the pluralist context of American society.

HY317 The United States in Vietnam (3) United States involvement in the Vietnam War through successive applications of the containment policy from Truman to Nixon.

III. European History Course Descriptions

HY250 Russian History (3) HP A general overview of Russian history, beginning with its origins in 9th century Kiev. Other topics include Russia under the Mongols, the rise of Muscovy, the expansion and expansion of the Russian Empire, the establishment and collapse of the Soviet Union, and post-Soviet Russia.

HY260 Ancient History (3) HP An investigation of the political, social, and cultural history of Greece and Rome from the Late Bronze Age until the fall of the Roman Empire. Topics covered include the emergence of city-states, the golden age of the fifth century, the Peloponnesian Wars, Alexander the Great, evolution of Roman government, the Punic Wars, the Civil Wars, the Pax Romana, the rise of Christianity, and the decline of the Western Empire.

HY263 The Middle Ages (3) HP A survey of European political, social, and intellectual history from ca. 450 to 1450. Major themes covered include the relationship of church and state, scholasticism, gender roles, feudalism, and the religious and intellectual diversity of the Middle Ages.

HY267 Early Modern Europe (3) HP A survey of European history from the Renaissance to the French Revolution. Major topics covered include the Reformation, early modern social life, the Scientific Revolution, the English Civil War, Absolutism, and the Enlightenment.

HY270 Modern Europe (3) HP A survey of European history from the French Revolution 1789 to the present. Major themes include the revolutionary and Napoleonic era, nineteenth-century ideologies, industrialization, imperialism, modernism, the women's movement, World War I, totalitarianism, World War II, the Cold War, the European Union, Decolonization, and the collapse of the Soviet bloc.

HY277 History of Christianity (3) HP An investigation of the history of the Christian Church from its origins in the first century to modern times. The

class focuses on the Western Catholic Church in the ancient, medieval, and early modern periods.

HY316 World War II (3) Special topics include the failure of the Versailles settlement, the growth of the Axis Power alignment, military history of World War II, and diplomatic relationships that shaped the post-war world.

HY322 Modern Germany (3) Survey of German History in the nineteenth and twentieth centuries. Topics covered include the end of the old regime, German unification, the German Empire, World War I, the Weimar Republic, the Third Reich, World War II, postwar Germany, and reunification.

HY371 Europe Since 1945 (3) Special topics include consolidation of the eastern bloc, the Cold War, the Marshall Plan and economic recovery of Europe, the trauma of de-colonization, collapse of the Soviet system, and movements toward a European union.

HY381 British History I (3) Survey of British history from the Stone Age until the Glorious Revolution of 1688-89. This course emphasizes the medieval and early-modern periods. Topics covered include the relationships among the three nations of England, Scotland, and Ireland, the development of English constitutionalism, religious conflict and Reformation(s), the origins of the British Empire overseas, and the foundations of British economic and political dominance in the 19th century.

HY382 British History II (3) Survey of British history from the Glorious Revolution of 1688-89 until the present day. This course emphasizes the nineteenth and twentieth centuries. Topics covered include the strengthening and devolution of political ties among England, Wales, Scotland, and Ireland, the development of Parliamentary democracy in the United Kingdom, Victorian social and intellectual life, the rise and fall of the British Empire, the historiographical problem of secularization, the development of a socialist Labour Party and the invention of New Labour, and Britain's role in two World Wars.

HY384 Irish History (4) A study of the Celtic, Christian, continental, and British influences in the development of Ireland. Semester-in-Ireland participants only.

IV. World History

HY221 History of Asia (3) HP This course examines the cultural, economic, political, and religious development of East Asian civilizations from ancient times until today, with an emphasis on China, Korea, and Japan. Throughout the semester we will examine the ways in which patterns of East Asian political systems, cultural values, religions and social structures developed during the modern era. We will also explore each country's distinct identity, the modernization process, and the fate of traditional institutions, systems, and customs.

HY230 Latin American History (3) HP A study of the history and culture of Latin America from the first European contact to the present. Special emphasis is placed on Latin American relations with the United States.

HY271 The Middle East (3) HP Political, cultural, and economic development from ancient times to the present. Special topics include Islam, the Ottoman Empire, Zionism, the Arab-Israeli dispute, the Palestinians, and oil.

HY303 The History of China (3) A study of the cultural, political, and economic development of China with emphasis on the 19th and 20th

centuries. Special topics include Confucianism, Daoism, Buddhism, European imperialism, the Communist Revolution, and U.S.-China relations.

HY304 History of Japan (3) A study of the cultural and political development of Japan from ancient times to the present. Special topics include Buddhism, Shinto, the Samurai code, the Shogunate, the modernization of Japan, and U.S. - Japan relations.

HY312 Special Topics in World History (3) Special topics in world history offered on an occasional basis.

V. Historical Literature and Methodology

HY310 Special Topics in History (3) Special topics in history offered on an occasional basis.

HY357 Historiography (3) An introduction to the history of historical writing with emphasis on major schools of interpretation in history.

HY397 Field Experience in History (Variable) Up to three semester hours of credit may be earned through an internship or experience in a field directly related to history. Terms of the internship will be negotiated between the major advisor and the student. Prerequisite: Approval of the department chairperson.

HY399 Independent Study and/or Readings (Variable) Individually negotiated research project of defined nature established by contract between the instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

HY401 Senior Research Seminar (3) SC Senior-level research seminar on selected problems in American, European or world history. The seminar is designed with the intention of cultivating and demonstrating skills in historical research, critical analysis, communication, and presentations. The chief product of the class will be a major research paper based on primary sources that displays awareness of the tradition of historical interpretation in its subject. This course is the history major capstone and therefore all students are required to complete it prior to graduation. Students may take the seminar more than once as long as the topic varies. Prerequisites: At least two history courses (including one from the 200 or 300 level) or the approval of the instructor. All non-majors must seek instructor approval before enrolling.

International Studies

Roger Durham, Ph.D., Program Coordinator

Degree Granted: Bachelor of Arts (B.A.)

International Studies Major

Major Requirements: Thirty-three (33) credit hours with no more than twelve (12) hours taken in one department.

Required courses:

- Choose one: PS332 or PS333 or PS334 or PS335

- PS387
- PS388
- ES212
- ES342
- HY162
- Twelve (12) credits of electives (see below)

Minimum G.P.A. of 2.0 (C) required in core courses. A working knowledge of at least one modern language, in addition to English, is also required.

The remaining fifteen (15) credits of elective courses work to complete the major may be taken from the departmental entries below. Additional course may be approved for electives by the Program Coordinator.

Business and Economics Courses:

- BS315 Culture and International Trade (3)
- ES185 Rich Nations, Poor Nations: The Economies of the World (3) BE
- ES211 Microeconomic Principles (3) BE
- ES313 International Business (3) BE
- ES435 Development Economics (3)
- ES492 History of Economic Thought (3)

English Courses:

- EH211 World Literature (3)
- EH212 World Literature (3)

Foreign Language Course:

- FL230 European Cultures and Identities (3)

Geography Courses:

- GY120 Human Geography (4) PGC
- GY140 World Regional Geography (3)
- GY308 Geography of Europe (3)
- GY310 Special Topics in Geography (3) (at the discretion of IS Coordinator)
- GY316 Geography of Africa (3)
- GY370 Geography of Natural Resources (3)

History Courses:

- HY161 World History I (3) HP
- HY230 Latin American History (3)
- HY221 History of Asia (3)
- HY250 Russian History (3)
- HY270 Modern Europe (3)
- HY271 The Middle East (3)
- HY303 History of China (3)
- HY312 Special Topics in World History (at the discretion of IS Coordinator)

- HY316 World War II (3)
- HY/FH320 Modern France (3)
- HY322 Modern Germany (3)
- HY371 Europe Since 1945 (3)
- HY422 Modern Germany (3)

International Studies Courses:

- IS397 Field Experience (negotiated credits)
- IS398 Readings (negotiated credits)
- IS399 Independent Project (negotiated credits)

Political Science Courses:

- PS150 The World in Crisis (3) PGC
- PS/PH312 Political Thought: It's Histories and Concepts (3)
- PS331 Comparative Government: Western Europe (3)
Prerequisite: PS150 or Instructor approval.
- PS332 Politics of Developing Countries (3)
Prerequisite: PS150 or Instructor approval.
- PS333 Latin American Politics (3)
Prerequisite: PS150 or Instructor approval.
- PS390 International Law (3)
Prerequisite: PS150 or Instructor approval.
- PS391 International Organizations (3)
Prerequisite: PS150 or Instructor approval.

Sociology Courses:

- SY103 Cultural Anthropology (3) PGC
- SY/WS207 Arab Women (3)
- SY/WS315 Women and Development (3)

Irish Studies

Irish Studies Minor

This 21-credit interdisciplinary minor is designed to offer comprehensive understanding of Irish culture in both historical and contemporary contexts.

Students who complete the Irish Studies minor will demonstrate or attain

1. Basic understanding of Irish culture as evolving expressions of Irish identities
2. Grasp of Irish history, including literary history
3. Basic understanding of social and political issues operant in Ireland today and in an international context
4. Cross-disciplinary training

5. Research, study abroad, and/or internship experience
6. An academic preparation adequate to pursue Irish Studies at the graduate level

Irish Studies Minor

Minor Requirements: Twenty-one (21) credit hours

Required courses:

- EH 261, Irish Literary Heritage
- HY 384, Irish History
- At least one course from a discipline other than English and History selected from the list below (*indicates the course counts only when approved by the coordinator. Additional courses may be approved for electives by the coordinator)
- Research, internship, or study abroad, fulfilled either by participation in the Ireland program or upon completion of IR 398 (Readings) or IR 399 (Project) approved by the coordinator.

Irish Studies Electives: All credit hours taken in Ireland on the Aquinas Ireland Program

- CA 310 Specials Topics in Catholic Studies* (3)
- EH 211 World Literature in Translation* (3)
- EH 212 World Literature in English* (3)
- EH 310 Special Topics in English* (3)
- EH 365 20th Century British and Irish Literature (3)
- EH 395 Diversity Studies* (3)
- EH 401 Major Authors* (3)
- ES 398 Readings in Economics* (1-3)
- ES 435 Development Economics (3)
- GY 120 Human Geography (4)
- HY 310 Special Topics in History* (3)
- HY 311 American Catholic History (3)
- HY 312 Special Topics in World History*(3)
- HY 381 British History I (3)
- HY 382 British History II (3)
- IS 397 Field Experience in International Studies* (1-3)
- KN 110 Special Topics/Activities* (3)
- KN 310 Special Topics* (3)
- PS 310 Modern Political Problems* (3)
- TY 215 Introduction to Christian Spirituality*: The Irish Christian Experience (3)
- TY 310 Special Topics in Theology* (3)

Course Descriptions:

IR 240 Contemporary Social Issues in Ireland (4) This course introduces students to current events and social issues that impact the lives of the Irish today. Special attention is paid to those issues with current topical or local relevance. Course formats include: reading, lecture, discussion, research (interview/observation/analysis), film and guest expertise. Excursions to pertinent sites as selected by the instructor are also included. Topics include: identity, religion, nationalism, heritage, tourism, development, family, gender, education, and health. (Offered in Ireland)

IR 260 Irish Culture and Identity (4) This course introduces students to various ways Irish identity has been expressed in selected aspects of Irish culture, particularly folk culture and traditions, and how what it means to be Irish changes over time and across various groups. Special emphasis will be paid to the flowering of cultural and national identity as expressed in culture from the late 19th century to today. Excursions to pertinent sites as selected by the instructor are also included. (Offered in Ireland)

IR 310 Special Topics in Irish Studies (4) Intensive study of Irish topic to be determined by instructor. Credits may be earned under different specific titles. Travel in Ireland to sites selected by instructor is required.

IR 398 Readings in Irish Studies (variable) Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Pre-requisite: approval of director.

IR 399 Independent Project (variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar.

Journalism / Publications

Daniel J. Brooks, Ph.D., Coordinator

Minor in Journalism/Publications

Minor Requirements: Twenty-two (22) credit hours in at least three (3) different disciplines from courses listed below

Required courses:

- EH291
- EH292
- EH293
- EH397 or EH399

There is also a residency requirement of at least twelve (12) credits (excluding any field experience credit) that must be completed at Aquinas College.

Remaining courses to be chosen from the following:

- AT212 Photography I (3)
- BS202 Principles of Marketing (3)
- BS311 Advertising (3)

- BS357 Public Relations (3)
- CN101 Introduction to Communication (3) PGC
- CN185 Introduction to Radio Production
- CN285 Understanding Mass Media (3)
- CN302 Communication Ethics (3)
- EH291 Introduction to Journalism (3)
- EH292 Advanced Journalism (3)
- EH293 Publication Practicum (1)
- EH350 Creative Non-fiction Writing (3)
- EH397 Field Experience in Journalism (Variable)
- EH399 Independent Project (Variable)
- PS101 American Government and Politics (3) PGC
- PS150 The World in Crisis (3) PGC
- PS203 Urban Government and Politics (3)
- PS260 Politics and the News Media (3)

Up to six (6) semester hours of credit may be earned through an internship or field experience that is approved by the coordinator and directly related to journalism and/or publications. Prerequisite: approval of the coordinator

Course descriptions are found under departmental entries in this catalog.

Kinesiology

Deborah Springer, M.A.,AT, ATC, Chair

Duane Ambrose, Ed.D.; JoAnne Gorant, Ph.D., AT, ATC;

Heather Kesselring-Quakenbush, Ph.D.

Mission Statement The mission of the Kinesiology Department, in support of the mission of Aquinas College and grounded in the liberal arts tradition, is to prepare each student for a career that promotes movement, activity, and lifelong learning, and the role these factors play in the development of a whole person.

The department offers a physical education teaching major with K-12 certification, a Bachelor of Science in Athletic Training, a major in Exercise Science and a major Business Administration/ Sport Management. The department also offers a teaching minor in secondary physical education and health, and non-teaching minors in Allied Health and Sports Science, Athletic Coaching and Exercise Science. Eligibility requirements for directed teaching or internship may be obtained from the department's coordinator of each program. At least eighteen (18) hours in the major and nine (9) hours in the minor must be taken at Aquinas College.

With the exception of the Athletic Training majors, students are required to maintain a 3.0 G.P.A. in their major with a minimum requirement of C- (or C for education majors) in any required course in the major. Specific grade requirements are listed on the advising sheet for the Athletic Training major courses. No more than three (3) courses in the major and two (2) courses in the minor may be taken as independent study. Upon successful completion of requirements, students receive a Bachelor of Science or a Bachelor of Science in Athletic Training degree.

Kinesiology Majors

The Athletic Training Program The Athletic Training program (ATP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Major Requirements Sixty-two (62) credit hours and the senior clinical experience (KN440)

Required courses:

- KN149
- KN158
- KN200
- KN249
- KN250
- KN251
- KN256
- KN257
- KN349A
- KN349B
- KN350
- KN354
- KN356
- KN357
- KN360
- KN362
- KN365
- KN366
- KN440
- KN449
- KN460
- BY155
- BY156
- PG100
- PG202

- Completion of clinical proficiencies. See the Program Director for further details.

Required prerequisites and course sequencing. Due to the progressive nature in educating a student in the Athletic Training profession, it is imperative for a successful student in this program to adhere to the sequence of courses. A student may not enroll in a course without the required prerequisite. See course descriptions for applicable prerequisites and the AT web page for the current course sequencing.

As part of this program, students are required to complete 800 clinical hours under the direct supervision of a qualified allied health professional. Of those 800 clinical hours, a minimum of 200 clinical hours must be completed in an equipment intensive sport. Students will be rotated through a variety of different clinical settings including but not limited to the following: men's and women's individual sports, men's and women's team sports, clinical work (such as a hospital or rehabilitation clinic), and work in a high school, college or professional sport setting. In addition to the course work, students will be required to demonstrate their proficiency in the clinical skills needed for an entry-level Athletic Trainer to complete the major requirements.

Mission Statement. The mission of the Athletic Training program at Aquinas College is to develop, through a planned curriculum of instructional and clinical components, qualified health care professionals. Aquinas College is dedicated to providing an educational experience which prepares athletic training students to sit for the Board of Certification exam, provide patient centered care based on evidence and confidently enter the profession of athletic training with a focus on leadership and service to others.

Goals and Objectives. The goals and objectives of the Athletic Training program are to:

- Incorporate in the student's educational experience, through a logical chain of progression, the skills and knowledge needed for an entry level Athletic Trainer. The dissemination of this knowledge is practiced through formal instruction, laboratory and clinical experiences.
- Clinical education which follows a logical progression and strives to hone critical thinking and clinical decision making skills as well as justification skills utilizing an evidenced based practice approach.
- Provide the students with a qualified and experienced faculty, clinical (preceptor) and administrative team.
- Impart to the student skills that will enable the athletic training student (ATS) to react in a meaningful manner to a patient's emotional and psychological response to an injury.
- Impart to the students a sense of professionalism and instill in the ATS the NATA Code of Ethics and the importance of adhering to the code.
- Assist the student in pursuing the most effective manner of relating and communicating with patients, coaches, parents, and fellow health care professionals.
- Introduce students to activities which promote lifelong learning, an interest in research as well as promotion and service to the profession of athletic training.

Student Learning Outcomes.

- Attain a passing score on the athletic training BOC (Board of Certification Examination).
- Employ the skills in which they have been found to be proficient in the prevention, examination, diagnosis, management and rehabilitation of injuries of the physically active individual.
- Utilize evidence based practice by:
 - the selection of effective clinical practice skills.
 - reflecting on tools used to examine the quality of patient care.
- Observe the NATA Code of Ethics, the BOC Standards of Professional Practice, any State laws governing the practice of athletic training, and all Integrity statements of any institution.

Transfer Student Policy. Students transferring to Aquinas College desiring admission to the AT must meet the admissions requirements listed below. Each student's transcripts will be evaluated individually by the AT Director for equivalency.

Transfer students should plan on a minimum of six (6) semesters at Aquinas College.

Admission Requirements. Admission to the program is based on the number of intern spots available and the completion of the following requirements

1. Maintain an overall G.P.A. of 2.5
2. Complete directed observation hours in the Aquinas College athletic training facility.
3. A minimum grade of "B" (not B-) in KN158 - Emergency Medical Response
4. A completed application submitted with three (3) letters of recommendation, one from a professor (excluding AT faculty/staff), one from a current AT student, and one recommendation of choice, not a relative (EX: former coach, athletic trainer, high school teacher, etc.).
5. Physical examination, including proof of current immunization.
6. Evidence of Hepatitis B inoculation or a declination statement indicating the student has chosen not to receive the series (Hepatitis B series is available from the Health Center on campus for a fee). Please note that this series is recommended but NOT required for AT admission.
7. Copy of current Emergency Medical Response first aid and Professional Rescuer CPR cards.
8. Statement of recognition and understanding of the technical standards associated with the AT at Aquinas College. The specific technical standards applicable are available from the program director or on the web page: aquinas.edu/health/
9. Personal interview of the student by the Program Director and Clinical Coordinator.

Application packets, which include recommendation forms, technical standards, an application and recommended course sequencing are available from the Program Director.

Once admitted to the program, students are expected to maintain a minimum overall G.P.A. of 2.5, and successfully complete required clinical skills. Specific policy is located in the Athletic Training Student's Handbook.

Additional Costs. Each of the clinical classes has a lab fee (\$35) (KN149, KN249, KN349A, KN349B, KN449, KN460) attached that will be used to pay for any drug tests or background checks that are required by the clinical

site and also for the renewal of the required CPR certification. Additional costs for each student will include travel to the clinical site.

Outcome Assessment of the AT Program. Successful completion of the competencies and proficiencies associated with each of the major classes, first-time passing rate on the BOC (Board of Certification) exam, variety of surveys (course instructor survey, clinical instructor survey, senior exit interview, alumni and employer surveys), and rate of employment in the field for recent graduates.

Business Administration/Sport Management, B.S.B.A

Major Requirements: Sixty-one/sixty-seven (61/67) semester hours

Required courses:

- | | | |
|---------|----------------|-------------------------|
| • AG210 | • CN205 | • KN332 |
| • AG211 | • CS152 | • KN367 |
| • BS201 | • ES211 ES212 | • KN402 |
| • BS202 | • MS151 | • KN397 (Internship) |
| • BS305 | • MS252 | • One case study course |
| • BS415 | • BS/CN/PS 212 | (BS442, BS457, or |
| • BS460 | • KN159 | BS492) |
| • CN101 | | |

Upon completion of the program, students will:

- Understand sport management theoretical concepts and their practical application.
- Recognize the relationship between a career in sport management and service to others.
- Develop critical and ethical thinking and decision making skills needed for entry level positions
- Demonstrate competency in the skills and knowledge required for entry level positions in professional, educational, corporate, and community level sport, fitness and recreation programmes

Kinesiology Major with a Concentration in Exercise Science

Major Requirements: Fifty-four-sixty (54-60) semester hours

Required courses:

- | | | |
|---------|---------|-------------------------|
| • KN158 | • KN294 | • KN397 |
| • KN159 | • KN332 | • BY150 (or equivalent) |
| • KN250 | • KN350 | • BS200 |
| • KN251 | • KN367 | • BS310 |
| • KN256 | • KN364 | • One (1) competency |
| | • KN452 | area completion. |

Select a minimum of one (1) competency area from the following:

- Group Fitness:
 - KN281
 - KN295
 - KN361
- Strength and Conditioning:
 - KN257
 - KN280
 - KN295

Students are also required to complete an approved certification in exercise science, see department chairperson for details.

Upon completion of the program students will:

1. Understand the basic concepts associated with the field of exercise science.
2. Demonstrate the ability of plan and execute basic physical fitness programming for various populations.
3. Exhibit competency in the skills and knowledge required for an entry level position in the exercise science field.

Outcome assessment for the Exercise Science: Feedback from course surveys, exit interviews, alumni surveys, and rate of employment in the field for recent graduates.

Physical Education Major with a Concentration in Teacher Training

1. The first goal of the program is to prepare students to have the initial level of competence in physical education pedagogy to be able to obtain their first teaching position.
2. The second goal of the teacher preparation major is to prepare students to pass the state certification test for K-12 physical education.
3. The third goal of the program is that students will be physically educated persons

All prerequisites must be met prior to enrollment in the course for which it is required. Majors in physical education will receive a secondary certification giving the student the ability to teach K-12 physical education. Minors in physical education will receive a secondary certification and the ability to teach grades 6 through 12. No longer is physical education eligible to be part of an elementary classroom teacher preparation program. Students who wish to be certified to teach physical education and in the elementary classroom must first complete the physical education major, and then add a general elementary classroom endorsement.

All student seeking teacher certification must pass the Michigan Basic Skills Test prior to taking EN 201, Introduction to Education which

student complete before taking any other teacher education classes. It is recommended that students take this early in their college career.

Majors and minors will be required to complete in-school observation hours in KN242 (Sports Techniques) and KN364 (Motor learning/Motor development) as well as in school field experiences in KN358 (Elementary methods) and 450 (Secondary methods and measurements). There is also a field placement in a school or with Special Olympics for KN452 (Physical Activity for Special Populations). The preparation program culminates with student-teaching which consists of a nine week elementary and a nine week secondary placement. The student must be certified in First Aid and CPR to student-teach. This certification can be obtained in KN158 but it must be kept current. After completing the major (and minor) but before receiving a teaching certificate, the student must pass the Michigan Test for Teacher Certification.

Major Requirements: Fifty-one (51) credit hours

Required courses:

- KN146
- KN147
- KN158
- KN159
- KN242
- KN250
- KN256
- KN281
- KN284
- KN289
- KN294
- KN358
- KN364
- KN450
- KN452
- Five (5) activity classes (one must match your officiating class), coaching, and officiating (softball/baseball; track, volleyball, basketball, soccer).

Application for acceptance to the major can be made after two full semesters and a 2.0 minimum grade point average.

Application to the major includes:

1. Minimum 2.0 Grade Point Average
2. Completion of the application (available in department office), with three (3) letters of recommendation, one from a professor, one from a current student accepted to the education program, and one from a non-relative (former coach, teacher, employer, etc.)
3. A statement of recognition and understanding of the State standards for beginning teachers available in the Kinesiology office or on the State Department of Education website.
4. A personal interview with the advisor for the major.

Outcome Assessment of the Physical Education Teaching major:

Satisfactorily completion of the Michigan Department of Education's nine (9) standards for beginning teachers, successful completion of the state teacher certification exam (MTTC), and various surveys (course/instructor evaluations, senior exit interviews etc.).

Kinesiology Minors. Minors are divided into two categories: teaching and non-teaching. Teaching minors are certified by the Michigan Department of Education. Students will be certified to teach physical education or health (grades 6-12). Non-teaching minors cannot be used for teacher certification purposes.

NOTE: All prerequisites must be met prior to enrollment in the course for which it is required.

Teaching Minors. All teaching minors MUST be at least Twenty-four (24) credits.

1. Secondary Teaching Minor Twenty-seven (27) credit hours

- Designed for the student majoring in secondary education as a certifiable minor for teaching physical education in grades 6–12.

- Required courses:

- | | | |
|---------|---|----------------------------------|
| • KN146 | • KN289 | • KN281 |
| • KN158 | • KN364 | • KN294 |
| • KN242 | • KN250 or KN256 | • KN450 |
| • KN284 | (highly recommended
that both be taken), | • Three (3) activity
courses. |

2. Secondary Teaching Minor with a Concentration in Coaching: Twenty-nine (29) credits

- Designed for the student who desires to coach while teaching physical education in grades 6–12.

- Required courses:

- | | |
|------------------|--|
| • KN146 | • KN250 or KN256 (highly
recommended that both be taken) |
| • KN158 | • Three (3) additional activity courses |
| • KN242 | • One (1) coaching core (Coaching
class plus one officiating and
activity class in the same sport
(football, soccer, baseball/softball,
basketball, track, or volleyball). |
| • KN289 | |
| • KN364 | |
| • KN281 or KN294 | |
| • KN450 | |

3. Health Education Teaching Minor: Twenty-four (24) credits.

- Minor in grades 6-12 health education is designed for education students that are majoring in K-12 physical education. It is recommended that physical education majors also choose an additional minor.

- Required courses:

- KN 146
- KN157
- KN220
- KN222
- KN312
- KN320
- KN420
- KN422.

Non-Teaching Minors:

1. Allied Health and Sports Science Minor: Twenty-two (22) credit hours
- Designed for students interested in Athletic Training but NOT interested in pursuing BOC certification. This is not a state recognized minor for teacher certification.

- Required courses:

- KN 250
- KN257
- KN350
- KN352
- KN354
- KN356
- KN365
- KN366

2. Athletic Coaching Minor: Twenty-five to twenty-six (25-26) credit hours. This is a non-certifiable minor designed for students interested in coaching (but not teaching).

- Required courses:

- BY 150
- KN158
- KN242
- Three (3) sport cores. Sport core includes KN245 (Officiating) and the corresponding activity class (officiating and activity in the same sport).
- KN250
- KN260
- KN350

3. Exercise Science Minor: Twenty-four (24) credits. This minor is designed for those individuals that desire national certification as a personal trainer, strength/conditioning trainer, aerobics instructor, or health fitness instructor. This is NOT available for those majoring in Physical Education(teaching).

- Required courses:

- BY150
- KN158
- KN250
- KN251
- KN256
- KN281
- KN294
- KN295
- KN399 Independent Project: Advanced Fitness Testing/ Exercise Prescription and completion of an approved exercise science certification. See department chairperson for details.

Course Descriptions

KN110 Special Topics/Activity (1) KN

KN143 Intercollegiate Athletics (1) KN Credit awarded to varsity athletes who participate in intercollegiate athletics.

KN144 Intercollegiate Athletics (1) Prerequisite: KN143.

KN145 Medical Terminology (2) The medical terminology course is a two credit hour course designed for students who need a medical terminology course to fulfill an admissions requirement to a health professions program. This course will also fulfill any other student who needs an in depth course in the “language of medicine”.

KN146 Nutrition, Exercise, Stress (3) KN Study of nutrition, exercise, and stress. Activities will include personal fitness assessment, active participation, and lecture and discussion. This course involves both lecture and participation in exercises.

KN149 Clinical Experience I (1) The practical application of skills of taping and bandaging techniques for athletic injury. Open to students in the Athletic Training Program only. Prerequisites: KN158 and KN350 both passed with a “B” or better or permission from the Program Director.

KN157 Health Education—Community (3) This course will involve pertinent health information for targeted populations and analysis of that information. It also will involve critical analysis of digital health sites for appropriate and research-supported information as well as analyzing personal health information in order to produce a personal behavior plan and researching critical current health issues and produce a written analysis of the issue. Accessing and appropriately utilizing state and county health resources will also be covered.

KN158 Health Education—First Aid (3) Introduction to theory and methods of first aid including CPR and other emergency techniques and procedures. The American Red Cross Emergency Medical Response and Responding to Emergencies courses are both offered. Athletic training majors should choose the Emergency Medical Response section of the course

KN159 Introduction to Kinesiology (3) Philosophy, history, and theories of physical education and exercise; professional preparation for the areas of teaching (K-12), exercise, sport management, and health. Additional fees for conference attendance.

KN180 Ballroom Dancing (1) KN

KN182 Pilates/Activity (1) KN

KN183 Fencing/Activity (1) KN Class meets off campus after the first meeting

KN 184 Advanced Fencing (1) This course is designed as a continuation of KN183 Beginning Fencing to increase the student’s mastery of this sport. Class meets at Grand Rapids Fencing Academy (GRAFA) after the first class. Prerequisite: KN183 or instructor permission.

KN185 Tennis I/Activity (1) KN Class meets off campus after the first meeting.

KN187 Hiking /Activity (1) KN

KN189 Gymnastics Activity (1) KN Class meets off campus after the first meeting.

KN200 Surface Anatomy (2): This course is designed to introduce prospective allied health professionals to the bones and landmarks, joints and movements, and the muscles of the human body. Prerequisite: None

KN 220 Teaching Health Concepts I: Nutrition and Physical Activity (3) This course explores the social and personal factors influencing nutrition and physical activity among adolescents including the problem of obesity. Special emphasis is placed on selecting useful resource materials and applying the behavior change mode to teaching adolescents healthy approaches to health enhancing physical activity, nutrition and weight management. In addition students will practice teaching lessons to their peers. Prerequisites: KN 146 and KN 157

KN 222 Teaching Health Concepts II: Human Sexuality and STD Prevention (3) This course explores the basic health content as apply to sexual health and the prevention of sexually transmitted diseases. In addition the class will examine the law and its requirements relates to providing sex education in Michigan public schools. This will include analyzing the roles and responsibilities of the state required sex education advisory board and the process for developing the sex education program, and achieving consensus on sex education content. Prerequisites: KN 146 and KN 157

KN242 Sports Techniques and Research (3) Designed to provide prospective physical education and recreation educators with instruction, practice, and participation in the fundamental rules, skills, terminology, and strategies of the sports most often taught in physical education classes K through 12. Special emphasis is placed on the research process needed to become knowledgeable and able to instruct unfamiliar sports. Observation/teaching hours required. Prerequisite: EN201 or permission of instructor

KN245 Sports Officiating (1) Techniques and methods of officiating basketball, football, track and field, baseball and softball, soccer or volleyball; study of rules and strategies of officiating; Michigan certification available.

KN249 Clinical Experience II (1) Practical application of emergency injury management. Open to students in the Athletic Training Program only. Prerequisites: KN 354 - "B" or better or permission of the instructor.

KN250 Physiology of Exercise (4) Study of the physiological responses to exercise and sport. Emphasis on energy expenditure, neuromuscular, cardiovascular, respiratory systems and their adaptation to training. Lab required. Offered fall semester for Athletic Training majors and spring semester for Exercise Science majors. Prerequisites: BY150 or BY155/156 or BY160.

KN251 Nutrition for Sports Performance (3) An introduction to the basic principles of nutrition with an emphasis on the role that nutrition plays in the physiological response to exercise in sport. This includes the composition of pre, during and post physical activity meals, the role that nutrients play in performance, disordered eating, and food as an ergogenic aid. Prerequisites: None

KN256 Anatomical Kinesiology/Biomechanical Kinesiology (4) Study of skeletal, joint, and muscular systems in the human body; analysis of muscular-skeletal movement applied to exercise, sports, and dance skills. Prerequisites: BY150 or BY155/156 or BY160.

KN257 Therapeutic Exercise (2) This course is designed to educate students in the role that therapeutic exercise plays in the successful return of athletes to sports. Offered fall semester for Exercise Science majors and spring semester for Athletic Training majors. Prerequisite: KN350

KN260 Theory of Coaching (3) This course is designed to introduce and develop skills needed to become a successful coach. It is intended to provide the foundation for those who coach sports at any level. Through a series of videotaped presentations, readings, Internet activities and discussions, the learners will gain insight into the many intangibles of coaching that, until now, could only be learned through the trial and error of experience. The course addresses the differences in levels of competitive sports, the personal roles that coaches should exhibit, the professional roles expected and the organizational influences on the world of a coach.

KN279 Great Lakes Sailing/Activity (1) KN Additional fees required. Class meets off campus for on-the-water instruction.

KN280 Weight Training/Activity (1) KN

KN281 Aerobic Fitness/Activity (1) KN

KN282 Beginning Yoga/Activity (1) KN

KN283 Tai Chi I/Activity (1) KN

KN284 Folk and Square Dance/Methodology (2) KN

KN285 Soccer/Activity (1) KN

KN286 Softball/Activity (1) KN Class meets off campus after first meeting.

KN287 Volleyball/Activity (1) KN

KN288 Basketball/Activity (1) KN

KN289 Teaching Gymnastics (2) Class meets off campus after the first meeting.

KN290 Golf/Activity (1) KN Class meets off campus after the first meeting. Additional fees required.

KN292 Bowling/Activity (1) KN Class meets off campus after the first meeting. Additional fees required.

KN294 Conditioning I (2) This is an activity course is designed for the student to work on their own personal conditioning. It involves intensive workouts during the eight weeks. Athletes in season will still need to participate at their top level. Those that are injured should NOT take the class until the injury is healed.

KN295 Conditioning II: Designing Programs (2) This course has both lecture and activity component and is structured to give the students the programming experience with a variety of populations. Prerequisite: KN 250.

KN310 Special Topics (3)

KN312 Teaching Health Concepts III - Substance Abuse, Violence and Suicide (3) This course is designed to help students understand the basic health content and demonstrate skills needed for individual health character education and substance abuse, violence and suicide prevention. This course will examine and apply methods of teaching these concepts to secondary age students. In

addition the students will investigate the social and personal factors influencing the health behaviors of adolescents as they relate to these content areas.

KN 320 Planning the Coordinated School Health Program (3) This course will identify and examine the role of the health education teacher's as an advocate, role model, consultant, liaison, collaborator, and parent educator in the promotion of comprehensive school health education and the coordinated school health program at the school district level. Students will also explore the theories of behavior change as well as investigate local policies and laws of the State of Michigan related to child health. The course will also address the competencies needed to promote and foster a nurturing and healthy school climate. Prerequisites: KN146, KN157

KN332 Promoting and Funding Sport and Recreation (3) The course is a comprehensive overview of sales, marketing, public relations, fundraising, and retention in sport business. Distinctions will be made for the varied sports settings of professional sports teams, educational athletic, club industry, sports manufacturing and retail world. Projects will be used within each of the five main topics to give students practical experiences with each topic. Prerequisite: KN159

KN349A Clinical Education III (1) Practical application of skills and clinical evaluation of the lower extremity conditions Only open to students in the Athletic Training Program. Prerequisite: KN365 - "B" or better or permission of the instructor.

KN349B Clinical Education III (1) Practical application of skills and clinical evaluation of the upper extremity conditions Only open to students in the Athletic Training Program. KN366 - "B" or better or permission of the instructor.

KN350 Medical Aspects of Athletics/Physical Education (3) Organized principles involved in theories of conditioning, prevention of injuries and procedures for handling emergency situations. Includes basic taping, injury recognition, evaluation and rehabilitation techniques. Prerequisite: KN200 or equivalent for Athletic Training majors, BY 150 or equivalent for non-AT majors. Additional fees may be required.

KN352 Practicum I (2) Work in Athletic Training facility situation; experience with daily treatments and taping of athletic injuries. Work may involve outside assignments. Prerequisite: Junior or senior status.

KN354 Advanced Athletic Training (3) Advanced study of athletic injuries with emphasis on pathologies of the musculoskeletal and nervous system. This course will also look at various surgical techniques and emergency skills. Prerequisite: KN366 (grade of B or better), permission of Program Director.

KN356 Therapeutic Modalities (2) This course is designed to educate students in the role that therapeutic modalities play in successful return of athletes to sports. Prerequisite: KN365, KN257 or permission of instructor.

KN357 Integrated Rehabilitation (3) WI The goal of this course is to educate students in rehabilitation techniques so that they are able to design treatment plans utilizing both therapeutic modalities and therapeutic exercises for all sports injuries. Prerequisite: KN257, 356, 365, all with a "B" or better or permission of instructor.

KN358 Physical Education in the Elementary School (3) Characteristics of children (K-6), implications for physical activity; lesson planning, organization of simple games, rhythmic activities, curricular development,

skill themes, movement concepts, lead-up games to sport activities. Grade K-6 observation/teaching hours required. Prerequisite: KN242, EN 201 or permission of instructor.

KN359 Outdoor Recreation (3) Techniques of camp counseling, program organization; outdoor leadership skills, and marketing of outdoor programs. Additional fees may be required. Prerequisite: KN159.

KN360 Pharmacology and General Medical Conditions (2) Course covers the general principles of pharmacology as they relate to the practice of Athletic Training and exercise. Also included are discussions of medical conditions and the effects of exercise on various common medical problems. Prerequisite: KN350 - "B" or better or permission of instructor.

KN361 Group Exercise Leadership (2) A leadership course for students interested in teaching group exercise classes in a fitness setting. Course includes instruction on choosing exercise modalities, cueing, transitions, and music selection and tempo. Preparation for certification is included. Prerequisite: KN281.

KN362 Administration of Sport and Fitness (3) Administrative theory and philosophy, budgeting and business procedures, facility planning and logistics, risk management, inventory management, other aspects related to administration of recreation and sport. Prerequisite: KN159 and KN332. Additional fees for conference attendance.

KN364 Motor Learning and Motor Development (3) Designed to provide prospective physical educators, exercise science majors, with the knowledge and understanding of human growth and development, and motor learning needed to be successful in their professions. Emphasis is placed on the stages of development from birth through early adulthood. Emphasis is also placed on the theories of motor learning and how they relate to skill acquisition and refinement. Prerequisite: KN256.

KN365 Evaluation Procedures I (3) Lower extremity muscle and joint testing for evaluation of athletic injuries. Prerequisites: KN350 - "B" or better or permission from the Program Director.

KN366 Evaluation Procedures II (3) Upper extremity muscle and joint testing for evaluation of athletic injuries. Prerequisite: KN365 - "B" or better or permission of the Program Director.

KN367 Administration and Psychosocial Aspects for the Allied Health Care Professionals (3) Administrative theory and philosophy, budgeting and business procedures, facility planning/logistics, risk management, inventory management, other aspects related to administration of an allied health care facility. This course will also look at ethics, diversity and cultural competence related to health care as well as the psychosocial aspects related to rehabilitation of injury. Prerequisite: KN350.

KN397 Internship (Variable) Prerequisites for Exercise Science: KN158, KN159, KN 250, KN295 Junior or senior status. Prerequisites for Sport Management: BS201, BS202, KN158, KN159. Junior or senior status.

KN398 Readings in Kinesiology (Variable 1–4) Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

KN399 Independent Project (Variable 1–4) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

KN402 Sport Law (3) An examination of legal principles in sport that lead to situations, problem solving and decision making in sport management. Prerequisite: KN159.

KN 420 Teaching Skills and Methods in Health Education (3) This course will examine best practices in health education instruction. Students will have the opportunity to observe and practice these methods and skills in a 16-hour field experience. Course content will include selecting teaching methods and strategies to maximize student achievement. Strategies and methods for building positive relationships with and among students will be taught and modeled. Students will analyze and be able to demonstrate how to apply the theory of multiple intelligences along with accommodating student's learning preferences for teaching health education concepts in the classroom setting. Professional growth and development will be addressed through the examination of participation in professional organizations and options for professional development. Prerequisites: KN146, KN157

KN 422 Assessment and Evaluation in Health Education (3) The class explores the use and selection of data and data gathering instruments to obtain valid and reliable sources of health-related information for the effective assessment and evaluation of health education activities, strategies, and curricula. Students will practice developing authentic assessments and practical evaluation plans for health education instruction and associated elements of the coordinated school health program. In addition, students will practice analyzing and interpreting the data from student assessments and program evaluations and making recommendations for future program and instructional planning. Prerequisites: KN 220, KN222, KN312.

KN440 Senior Clinical Experience (SCE) (6-12) Practical application of the concepts of the athletic training profession and applied in a real-world clinic setting. The SCE usually is done in an equipment –intensive setting. Only open to students in the Athletic Training program. Prerequisite: Completion of KN357, 354.

KN449 Clinical Experience IV (1) Practical application and clinical evaluation of skills introduced in the Athletic Training Program in rehabilitation course (KN357). Only open to students in the Athletic Training program.

KN450 Methods/Measurement in Secondary Physical Education (4) Theory and practice in teaching health education and physical education: lesson planning, curricular development, grading, measurement, and evaluation techniques used in secondary schools. Junior status required. Grades 7–12 observation/teaching hours required. Prerequisite: KN159, KN242, EN201 or permission of instructor.

KN452 Physical Activities for Special Populations (3) Games, rhythmic activities, developmental movement, perceptual motor activities for children with handicapped conditions; focus on theory and practice of mainstreaming. Prerequisite: KN159 or permission of instructor.

KN460 Athletic Training Capstone (2) Course is open to Athletic Training majors in their last semester of the athletic training program. All topics will be

covered in a culminating experience in preparation for a career in Athletic Training. Prerequisites: Completion of all other courses in the Athletic Training major.

KN495 Elementary Directed Teaching (6) Completion of major, minor and teacher education sequence (Department Advisor's Approval)

KN498 Secondary Directed Teaching (6) Completion of major, minor and teacher education sequence. Department Advisor's Approval

Legal Studies

Bradford Winkler, J.D., Coordinator

Contact the Legal Studies / Pre-Law Coordinator during your first year.

Legal Studies Minor This interdisciplinary minor is designed for students who are seeking to gain a greater understanding of the role of law in our society. In addition, the program is designed for students who are interested in pursuing graduate studies in law or law related careers (e.g. politics, business, law enforcement, and government work).

Minor Requirements: Twenty-one(21) credit hours(18 required, 3 elective).

Required courses:

I. Core:

- PS 314 – Constitutional Law I (3)
- PS 315 – Constitutional Law II (3)
- BS 331 – Business Law I (3)
- BS 332 – Business Law II (3)
- PS 316 – Moot Court (3)
- SY 261 – Criminology (3) OR SY 263 – Juvenile Delinquency (3)

II. Electives:

One three (3) credit course from the following list is required:

- PH 251 – Philosophy of Law (3)
- PS 389 – National Security Policy/ Law (3)
- PS 390 – International Law (3)
- KN 402 – Sport Law (3)

III. Highly Recommended and/or Prerequisites:

The following list of courses are not required for the Minor but are highly recommended and/or Pre-Requisites to the required courses:

- PH 111 – Logic (3)
- EH 205 – Advanced Composition (3)
- PS 101 – American Government and Politics (3)
- HY 102 – American History (3)

- PS 321 – American Political Thought (3)
- PH/PS 312 – Political Thought: It's History and Concepts (3)
- BS 375 – History of Business Regulation

Students must earn a C- or better in a class in order for it to count toward the minor. At least fifteen (15) credit hours of this Minor must be taken at Aquinas College.

Full course descriptions are available within the departmental entries in this catalog. (PS=Political Science, BS=Business Administration, SY=Sociology, PH=Philosophy, KN= Kinesiology, EH= English, MG=Management, HY=History).

Pre-Law Studies. Contact the Legal Studies / Pre-Law Coordinator during your first year.

Unlike pre-health programs that contain specific courses, some obligatory, there is no recommended set of pre-law courses. Law schools prefer that you reserve your legal study for law school and fill your undergraduate curriculum with broad, diverse, and challenging courses.

There are, however, generic types of knowledge that one should possess in order to have a full appreciation of the legal system in general, to understand how disputes might be resolved, to understand and apply various legal principles and standards, and to appreciate the context in which a legal problem or dispute arises. These include:

1. A broad understanding of history (particularly American);
2. A fundamental understanding of political thought and philosophy;
3. A basic understanding of ethical theory and theories of justice;
4. A grounding in economics, particularly elementary micro-economic theory;
5. Some basic mathematical and financial skills;
6. A basic understanding of human behavior and social interaction;
7. An understanding of diverse cultures within and beyond the United States;
8. Skills in writing, oral communication, and general research.

Completion of a four-year degree is preferred. Students should not take the Credit/No Credit option for any letter-graded courses.

Satisfactory completion of the Law School Admissions Test (LSAT) is required. The College offers free practice tests each semester. PH111 (Logic) is recommended.

Students should also maintain a grade-point-average of 3.0 or better for a reasonable chance of admission to law school.

Pre-Law students are encouraged to join the student Pre-Law Club which provides speakers, forums, and activities involving the legal profession.

Aquinas College offers a credit course entitled, “Moot Court,” offered each Fall semester, where Aquinas teams compete against other undergraduate schools in federal appellate advocacy at tournaments sponsored by the Intercollegiate Moot Court Association.

Students should consider the Legal Studies Minor which is designed for students who are seeking to gain a greater understanding of the role of law and the legal system.

The Legal Studies Minor is recommended for students preparing for law school and careers with a salient legal aspect (e.g. politics, business, law enforcement, criminal justice, and government work).

Mathematics

Joseph Fox Ph.D.; Chair

Shari Ann Ciganik M.M.; Yashowanto Ghosh, Ph.D.; Michael McDaniel, Ph.D;

Joseph J. Spencer, Ph.D.

Mission Statement The mission of the Mathematics Department at Aquinas College is directly linked to the mission of the college in that it provides a program for all students that is an essential part of a liberal arts education. It promotes the study of mathematics in depth in preparation for graduate school or an immediate career, supports the mathematical needs of other disciplines, and supplies a curriculum for all students to enhance their understanding of mathematical thought.

All students must take a placement test in mathematics prior to registration for their first mathematics course at Aquinas College. Contact a faculty member in the Mathematics Department (616) 632-2145 or call the Advising Office (616) 632-2866 for details.

Once credit has been earned for a mathematics course, credit will not be accepted for courses that are considered lower-level without prior written approval from the Department of Mathematics.

Mathematics Major

Major Requirements: Thirty-two (32) credit hours.

Required courses:

- MS121
- MS122
- MS231
- MS232
- MS321
- Thirteen (13) credit hours selected from those courses having MS121 as a prerequisite.

At least sixteen (16) semester hours of mathematics must be taken at Aquinas and the successful completion of the capstone requirement detailed below.

The Department of Mathematics requires a two-semester immersion into mathematics most useful for their majors. Although a major may choose any of the three (3) course pairing options; the three (3) apply to specific directions after graduation. For prospective teachers, the recommended capstone pair is Math History MS351 and Secondary Methods MS375. For finance, actuarial science, biostatistics and other such applications, the capstone recommendation is MS493 and MS494 Probability and Statistics. For graduate work or any other focus in pure mathematics, the capstone pair recommended is MS401 Real Analysis and MS321 Abstract Algebra.

Student Learning Outcomes for the Mathematics Major

1. Study various branches of mathematics including calculus, linear algebra and abstract algebra.
2. Communicate mathematics using correct terminology and notation.
3. Apply mathematics creatively and thinks critically.
4. Use technology to support the study of mathematics.

Mathematics Minor:

Minor Requirements: Twenty-four (24) semester hours

Required courses:

- MS121
- MS122.
- Twelve (12) hours of core courses selected from those courses having MS121 as a prerequisite.
- MS252 may also be included in the core courses.

At least twelve (12) semester hours of mathematics must be taken at Aquinas College.

Program requirements Each mathematics major or minor requires departmental approval.

To qualify for either a major or a minor in mathematics a student must have, at graduation time, a cumulative G.P.A. of C+ (2.3) or higher in those courses which he/she is using to fulfill the major or minor requirements. No course with a grade below a C- will count toward the mathematics major or minor.

Upper-division courses (300–400 level) generally are offered on alternate years. Check with the Mathematics Department for course offerings.

Teaching Mathematics

Education Requirements

Secondary Level (6–12 certification)

Students seeking a secondary teaching major or minor must fulfill all requirements for the mathematics major/minor described above. In addition to the other requirements for the major/minor, all students earning secondary mathematics teacher certification must include one department approved course in Geometry, one department approved course or course sequence in Probability and Statistics, one department approved course in Discrete Math, and one department approved course in the History of Mathematics. The Methods of Teaching Secondary Mathematics, MS375, is a required course which does not count towards the major. Additional recommended courses are MS170 and MS321.

Elementary Level (K-8 certification)

Students seeking an elementary teaching major must fulfill all requirements for the mathematics major, described above. Included in the 32 credits required for the math major there must be at least one department approved course or course sequence in Probability and Statistics and one department approved course in the History of Mathematics. In addition to the 32 credits required for the major, candidates must also complete MS260, MS261, and MS271 for certification requirements.

Mathematics Minor for Elementary Certification

Requires twenty-four (24) credit hours, including MS121, MS122, and a minimum of sixteen (16) hours selected from MS114, MS252 and those core courses requiring MS121 or higher as a prerequisite. Included in the twenty-four (24) credits must be at least one department approved course or course sequence in Probability and Statistics, and one department approved course in the History of Mathematics. Certification requirements of MS260, MS261, and MS271 must also be met.

Since the above are State of Michigan requirements, they apply to all students (graduates and undergraduates) seeking mathematics teacher certification. Major/minor programs require departmental approval.

Math/CIS Minor

Minor Requirements: Twenty four (24) credit hours

Required courses:

- MS121
- MS170
- CS180
- MS240
- A one- or two-hour research project (399) that is supervised by a faculty member from the student's major field and uses the computer for modeling, data gathering, data analysis, or internet security

- Remaining courses chosen from a list of these approved courses:

- MS122	- MS332
- MS232	- CS170
- MS252	- CS182
- MS309	- CS242
- MS310	- CS332.

At least two courses must be taken through the CIS department.

Credit-No Credit

Only courses which are not to be applied toward a mathematics major or minor, or to fulfill requirements in other content areas, may be taken on a Credit-No Credit basis.

Course Descriptions

MS107 Elementary Algebra (3) Real numbers, algebraic expressions, linear, rational and quadratic equations, graphing, factoring. Prerequisite: Designed for students having no more than two years of college-preparatory mathematics.

MS110 Mathematics for Liberal Arts (3) MS Mathematical ideas for understanding life in our culture; topics include probability, logical thinking, and problem solving with minimal use of algebra. Prerequisite: Two years of college-preparatory mathematics or MS107.

MS111 Intermediate Algebra and Trigonometry (4) MS Linear and quadratic equations, inequalities and functions; exponential and logarithmic functions; exponents, radicals; polynomial and rational functions. Introduction to trigonometric functions and relationships. Prerequisite: Two years of college-preparatory mathematics or MS107.

MS114 College Algebra and Trigonometry (4) MS Linear and quadratic functions; equations and inequalities; transformations; systems of linear equations and inequalities; polynomial, rational, exponential, logarithmic and trigonometric functions, and graphing; conic sections. Prerequisite: Three (3) years of college-preparatory math or MS111.

MS118 Business Analysis (3) QR Short course of differential and integral calculus for applications in business, sustainable business and economics and an emphasis on optimization. Prerequisite: Three and one-half (3 1/2) years of college- preparatory math or MS114.

MS121 Calculus I (4) MS Functions, limits, continuity, derivatives, antiderivatives, Fundamental Theorem of Calculus, solids of revolution. This course has five contact hours per week. Prerequisites: Three and one-half years of college-preparatory math, including trigonometry or MS 114.

MS122 Calculus II (4) MS Inverse functions, integration techniques, integrals with applications, conic sections, polar coordinates, parametric equations, sequences and series. This course has five contact hours per week. Prerequisites: MS121

MS151 Elementary Statistics (3) QR Designed primarily for students who have had no more than two years of high-school mathematics or its equivalent.

Includes the fundamental concepts of descriptive and inferential statistics.

Prerequisite: MS107

MS170 Technology and Mathematics Seminar (1) Introduces programming and applications of computer algebra systems, modeling programs, calculators, and other mathematical software and hardware. This course prepares prospective teachers, minors and majors for higher courses and their own work as educators. Prerequisite: MS121, can be taken concurrently.

MS231 Multivariate Calculus (4) QR Vector and solid geometry, vector-valued functions, calculus of curves in space, functions of several variables, partial differentiation, multiple integration, and vector analysis. Prerequisite: MS122.

MS232 Linear Algebra (3) Systems of equations, matrices, determinants, vector spaces, linear transformation, eigenvalues, eigenvectors, and canonical forms. Prerequisite: MS122.

MS240 Discrete Mathematics (3) Develop basic techniques and modes of reasoning of combinatorial problem solving; describe and analyze the algebraic structures of certain set-relation systems; illustrate and analyze the wide variety of applications of discrete mathematics. The topics to be covered include mathematical induction, set theory, relations and functions, combinatorics, probability, graph theory, and mathematical logic. Prerequisite: MS121 or department approval.

MS241 Differential Equations (3) Study of the classification and solutions of ordinary differential equations with applications. Prerequisite: MS231.

MS252 Statistics (3) Designed for students who have had at least three (3) years of high-school mathematics or its equivalent. Topics to be covered include frequency distributions, variability, probability, sampling, estimation, testing, hypotheses, analysis of variance, regression and correlation analysis, and nonparametric tests. (Course counts as three (3) credits toward a minor, but only one (1) credit toward a major.) Prerequisite: MS114.

MS260 Mathematics for Elementary and Middle-School Teachers I (3) Required for elementary certification. Topics appropriate for grades K-8 include: rational numbers, patterns and variables, measurement, geometry, logic, and graphing. Emphasis is on constructing understanding through experience: exploring, extrapolating, and explaining concepts and relationships. Problem solving, both in groups and individually, is a major theme. Tutoring and field experiences required. Prerequisites: EN201; cumulative grade point average of 2.5 and a grade of C in MS111 or equivalent.

MS261 Mathematics for Elementary and Middle-School Teachers II (3) QR Required for elementary certification. Topics appropriate for grades K-8 include: elementary algebraic preparation including linear, quadratic and exponential, probability and statistics. Emphasis is on constructing understanding through experience: exploring, extrapolating, and explaining concepts and relationships. Problem solving, both in groups and individually, is a major theme. Tutoring and field experiences required. Prerequisites: EN201; cumulative grade point average of 2.5 and a minimum grade of C in MS260

MS271 Mathematics Methods for Elementary and Middle-School Teachers (3) (QR) Required for elementary certification. Course expands on the content from MS260, 261, examines ways children learn and fail to learn mathematics, and emphasizes strategies for teaching and designing lessons.

New content focuses on concepts and operations of whole numbers, number theory, number patterns, and measurement. Tutoring and field experiences required. prerequisite: EN201, MS260, MS261; cumulative grade point average of 2.5 and a grade of C MS111 or equivalent

MS282 Applied Statistics with R (3) The course is designed to provide participants with a basic understanding of common statistical computing approaches and how to apply those approaches to common industry and research scenarios. Following completion of the course, students will possess the requisite programming skills to function as a programmer analyst in an analytical work environment. Topics include: importing/exporting data in various formats; character and numeric manipulation; merging; subsetting, and combining data sets; effective programming with common data structures; and producing high quality graphics and reports for end users. The free and open source R programming language will be used extensively throughout the course to teach fundamental programming concepts and applied statistical approaches. Introductory Statistics with R {Daalgard 2008} will serve as a supplemental text to aid in retention and understanding of the topics covered. Corequisite: MS252

MS309 Theory of Numbers (3) Divisibility, congruences, quadratic reciprocity, arithmetic functions, multiplicative number theory, Riemann's zeta function. Prerequisite: MS122

MS310 Modern Cryptography (3) Encoding (RSA, ElGamal and elliptic curves) and decoding methods (Miller-Rabin, Dixon and Pollard) from 1974 to the present. Electronic signatures and hash functions. We will study the math behind these ideas and write programs which perform the encoding and decoding. Prerequisite: MS309.

MS/PC316 Applied Mathematics for the Physical Sciences (4) An introduction to topics in applied mathematics not covered in a traditional mathematics curriculum. Topics include Complex Numbers, Fourier Series, Fourier Analysis, Partial Differentiation, and Laplace Transforms. Prerequisite: MS122. Cross-listed as MS316.

MS321 Abstract Algebra (4) SC (Senior Capstone with MS401) Sets, functions, equivalence relations, integers, mathematical induction, modular systems, permutations, groups, rings, fields, isomorphisms, and homomorphisms. Prerequisite: MS122, MS232 (MS240 recommended).

MS332 Introduction to Numerical Analysis (3) Numerical methods involving polynomial evaluation, series approximations, numerical integration, interpolation of linear and differential equations, least squares, and minimax approximations. Prerequisite: MS231, MS232 and CS180 or department approval.

MS351 History of Mathematics (3) SC (Senior Capstone with MS375) Survey of the development of mathematics from ancient to modern times. Prerequisite: MS122.

MS375 Methods of Teaching Secondary Mathematics (3) SC (Senior Capstone with MS351) Provides a detailed examination of the pedagogy for teaching the mathematical content and process strands of secondary mathematics curricula and of appropriate instructional and assessment strategies. Tutoring component required. Prerequisite: EN201 (can be taken concurrently with MS375); MS122; cumulative grade point average of 2.5.

MS397 Field Experience in Mathematics (Variable) One or two semester hours of internship or experience in a field directly related to mathematics, negotiated between Mathematics Department and student. Prerequisite: Approval of the department chairperson.

MS398 Readings in Mathematics (Variable) Individually-negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Department approval.

MS399 Independent Project (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Department approval.

MS401 Introductory Real Analysis (3) SC (Senior Capstone with MS321) Properties of real numbers, Cauchy sequences, series, limits, continuity, differentiation, Riemann integral, sequences, and series of functions. Prerequisite: MS231.

MS433 Topics in Geometry (3) Topics selected from affine, Euclidean, non-Euclidean, and projective geometry. Prerequisite: MS122.

MS491, 492 Advanced Topics in Mathematics (Variable) Prerequisite: MS231 or instructor approval.

MS493 Probability (3) SC (Senior Capstone with MS494) Probability theory and distributions, large and small sample theory. Prerequisite: MS231 or department approval.

MS494 Mathematical Statistics (3) SC (Senior Capstone with MS493) Tests of hypotheses, point and interval estimation, non-parametric statistics, regression and correlation, analysis of variance. Prerequisite: MS493

MS499A, B, C, D Mathematics Seminar (1 each) Topics selected to broaden the students' mathematical background. Prerequisites: MS122 and junior status. Not more than two semester hours may be applied to the major.

Music

Barbara Witham McCargar, M.M., Chair
Paul Brewer, Ph.D.; Mary Hurd, M.M.

Aquinas College offers various programs of study leading to degrees in music that, together with a liberal arts curriculum, provide a solid foundation for careers in music. The Music Department offers courses for Aquinas students, majors and minors alike, who wish to broaden their appreciation and understanding of music through study and through participation in one of the performance ensembles. Private lessons are offered for credit.

All students considering any music major or minor should register for MCTH104 Basics of Music (three (3) credit hours AC in the General Education program) as an introduction to the major. The Music Theory

Placement Test is given throughout the year to evaluate students should they already qualify to pass into MCTH113/115.

Students must earn a grade of B- or higher in all MCTH courses or pass the proficiency test for that theory course. Additionally, students in the music major or minor must earn a grade of B- in MCAP courses, must maintain a 2.7 GPA in the major, and earn at least a C in any other courses counted toward the B.A., B.M.Ed., B.M. or minor. Any course other than MCAP and MCTH specified as required in the BSBA Dual Major must be completed with a grade of “C-” or better.

B.M.Ed students must earn a grade of C or above in All major, minor and Education courses. Prerequisites are in place from the School of Education for students in the B.M.Ed. path. Refer to the Education section of this catalog for them and for information on the Professional Readiness Exam (PRE).

All majors including the Dual Music and Business must also submit a portfolio each year, beginning at the conclusion of their Sophomore year on campus, to the Music Faculty for review at the time of Spring Jury hearings. A guide to creating the portfolio is in the Music Students’ Handbook.

At least one half of the required semester hours of music credits for the B.A., thirty (30) semester hours of music for the B.M.Ed. or B.M., and 33 semester hours of business and music combined for the B.S.B.A. must be taken at Aquinas College for the music major.

Students in the B.A. preparing to enter the job market upon graduation should consider having one or more Internships and additional course work in areas such as business and communications. Students preparing for graduate studies should consider additional course work in their chosen field of specialization. Discuss these goals with your music faculty advisor.

The Bachelor of Arts Degree: Music Major - B.A.

Music Core Requirements: Forty-one (41) minimum credit hours

Required courses:

- MCTH113, MCTH114 Integrated Theory I and II (3,3)
- MCTH115, MCTH116 Ear Training/Sight-Singing I and II (1,1)
- MCAP123, MCAP124 Piano Techniques I and II (1,1)
- MCAP125-226 Piano; MCAP131-232 Organ, MCAP165,166,142-242, Voice; or MCAP151-252 Instrument - Studio Applied Lessons (2,2,2,2)
- MCEN143-244 College Chorus or MCEN155-256 College Band (1,1,1,1); or MCEN171-272 Jazz Ensemble for Jazz Emphasis (1,1,1,1)
- MCTH203, MCTH204 Integrated Theory III and IV (3,3)
- MCTH205, MCTH206 Ear Training/Sight-Singing III and IV (1,1)
- MCED315 Conducting Fundamentals (1)
- *MCHL350, *MCHL351 Music History and Literature I and II (3,3)
- MCTH352 20th Century Analytical Techniques (2)

- MCTH/CS 160 Midi Music Publishing (1)
- MCHL360 or MCAP460 Capstone (1-3)

* for Jazz Emphasis replace MCHL350 and MCHL351 with MCHL213 and MCHL215.

The Bachelor of Arts Degree: Music Major: B.A. with Performance Emphasis

Major Requirements: Music Core - Forty-one (41) minimum credit hours plus twenty (20) credit hours as below:

Required courses:

- MCEN167 Collegiate Singers (1)
- MCAP325-426 Piano; MCAP331-432 Organ, MCAP341-442 Voice; or MCAP351-452 Instrument – Studio Applied Lessons (2,2,2,2)
- MCHL327, 329, 330 or 331 Voice/Instrument Literature (2)
- MCEN343-444 College Chorus or MCEN355-456 College Band (1,1,1,1)
- MCTH341 Counterpoint (3)
- MCTH415 Instrumentation and Orchestration (2)
- Proficiency in Piano
- Senior Graduation Recital (45 minutes)

The Bachelor of Arts Degree: Music Major B.A. with Jazz Emphasis

Major Requirements: Music Core - Forty-one (41) minimum credit hours plus twenty (20) credit hours as below:

Required courses:

- MCTH102 Studio Recording I (2)
- MCTH157 Jazz Improvisation (1)
- MCEN158 Jazz Combo (1)
- MCAP323, 324 Jazz Piano Applications and Techniques I and II (1,1)
- MCAP325-425 Jazz Piano; MCAP341-441 Jazz Voice; or MCAP351-451 Jazz Instrument Lessons (2,2,2)
- MCTH371 Composing and Arranging for Jazz Ensemble (2)
- MCEN371 - 472 Jazz Band (1,1,1,1)
- MCTH415 Orchestration and Instrumentation (2)
- Proficiency in Piano
- Senior Graduation Recital (45 minutes)

Bachelor of Music Education—Choral Supervision

Major Requirements (Piano): Music Core - Forty-one (41) minimum credit hours plus thirty-six (36) credit hours as below:

Required courses:

- MCTH415 Instrumentation/Orchestration (2)
- MCHL304 Choral Literature and Interpretation (2)
- MCEN343–443 College Chorus (1,1,1)
- MCAP325-425 Studio Applied Piano (2,2,2)

- MCAP323, MCAP324 Jazz Piano Applications & Techniques I and II (1,1)
- Piano Proficiency (variable)
- MCAP165, MCAP166 Voice Techniques I and II (1,1)
- MCED227, 228, 229, 230, 285, 385, 414, 424 and 434 Music Methods and Observation and Directed Teaching (19)
- Half-hour Graduation Recital.

For teacher certification and to complete the degree, the State of Michigan requires twenty-six (26) credits in the School of Education as follows:

- | | |
|---------|----------|
| • EN130 | • EN406 |
| • EN201 | • EN454 |
| • EN207 | • EN456 |
| • EN209 | • EN461 |
| • EN301 | • EN498. |

Major Requirements (Voice): Music Core - Forty-one (41) minimum credit hours plus thirty-six (36) credit hours as below:

Required courses:

- MCTH415 Instrumentation/Orchestration (2)
- MCHL304 Choral Literature and Interpretation (2)
- MCEN343–443 College Chorus (1,1,1)
- MCAP341-441 Studio Applied Voice (2,2,2)
- MCAP323, MCAP324 Jazz Piano Applications & Techniques I and II (1,1)
- Piano Proficiency (variable)
- MCAP125 Studio Applied Piano (2)
- MCED227, 228, 229, 230, 285, 385, 414, 424 and 434 Music Methods and Observation and Directed Teaching (19)
- Half-hour Graduation Recital.

For teacher certification and to complete the degree, the State of Michigan requires twenty-six (26) credits in the School of Education as follows:

- | | |
|---------|----------|
| • EN130 | • EN406 |
| • EN201 | • EN454 |
| • EN207 | • EN456 |
| • EN209 | • EN461 |
| • EN301 | • EN498. |

NOTE: Music Education Majors with a Voice or Piano primary instrument could fulfill the requirements of the BM in Liturgical Music by completing additional course work as follows: MCHL Literature in Applied area; Valenti Handbell Ensemble MCEN111–212; Theology TY131, 230 and 315; Music History MCHL/TY306 and MCHL307; one semester of MCAP Applied lessons and MCEN Chorus; Proficiency in Voice and Organ; and an Internship in Parish Music Ministry. See a Music Department Adviser to discuss this option.

Bachelor of Music Education—Instrumental Supervision

Major Requirements: Music Core - Forty-one (41) minimum credit hours plus thirty-six (36) credit hours as below:

- MCTH415 Instrumentation/Orchestration (2)
- MCHL305 Band and Orchestra Literature and Interpretation (2)
- MCEN355–455 College Band (1,1,1)
- MCAP351-451 Studio Applied Instrument (2,2,2)
- MCAP323, MCAP324 Jazz Piano Applications & Techniques I and II (1,1)
- Piano Proficiency (variable)
- MCAP165, MCAP166 Voice Techniques I and II (1,1)
- MCED227, 228, 229, 230, 285, 386, 423, and 433 Instrumental Techniques and Music Observation and Directed Teaching (19)
- Half-hour Graduation Recital.

For teacher certification and to complete the degree, the State of Michigan requires twenty-six (26) credits in the School of Education as follows:

- EN130
- EN201
- EN207
- EN209
- EN301
- EN406
- EN454
- EN456
- EN461
- EN498.

Bachelor of Music Degree: Liturgical Music Major

Major Requirements: Music Core - Forty-one (41) minimum credit hours plus thirty-five (35) credit hours as below:

- MCTH341 Counterpoint (3)
- MCTH415 Instrumentation/Orchestration (2)
- MCHL304 Choral Literature and Interpretation (2)
- MCHL/TY306 Music in Liturgical Celebration (3)
- MCHL307 Church Pastoral Musicians (3)
- MCHL327, 329, 330 or 331 Piano, Voice, Organ or Instrument Literature (2)
- MCAP165 Voice Techniques I (1)
- MCEN111–212 Valenti Handbell Ensemble (1,1,1,1)
- MCEN343–444 College Chorus (1,1,1,1)
- MCAP341-442 Studio Applied Voice; *OR* MCAP325-426 Studio Applied Piano; *OR* MCAP331-332 Studio Applied Organ; *OR* MCAP351-352 Studio Applied Guitar (2,2,2,2)
- Piano, Voice and Organ Proficiency (variable)
- MCAP397 Internship in Parish Music Ministry (3 credit minimum)
- Half-hour Graduation Recital

Theology requirements: nine (9) credits as follows—TY131, TY230 and TY315.

Bachelor of Science in Business Administration Dual Major in Business and Music

Major Requirements: Seventy-one (71) semester hours minimum

Required courses:

- MCTH113,114 Integrated Theory I and II (3, 3)
- MCTH115,116 Ear Training/Sight-Singing I and II (1, 1)
- MCTH102,202 Studio Recording I and II (2, 2)
- MCAP127,123 or MCAP123,124 Piano Classes (1, 1)
- MCHL213 Music History Survey (3)
- MCHL214 History of Popular Music (3)
- MCEN143,144 College Chorus OR MCEN155,156 College Band OR MCEN167,168 Chamber Ensemble OR MCEN171,172 Jazz Band (1,1)
- MCAP125,126 Piano (1, 1) OR MCAP132,132 Organ OR MCAP165,166,142, Voice OR MCAP151,152 Instrument (1,1)
- CS152, MCTH/CS160, and MCTH/CS260 Technology (1,1,1)
- ES211 Microeconomics (3)
- ES212 Macroeconomics (3)
- MS151, MS252 OR MS494 Mathematics Statistics (3)
- AG210 Accounting I (4)
- AG211 Accounting II (4)
- Business (3 credits each)
 - BS106
 - BS201
 - BS202
 - BS305
 - BS332
 - BS460
 - Three (3) semester hours selected from BS442, BS457 and BS492
- MCAP460 Music Production Project Capstone (1-3)
- Internship in Music/Business Administration MCAP397 (3-12)

Minor Programs

Music Minor

Minor Requirements: Twenty-five (25) credit hours in music

Required courses:

- MCTH113,114 Integrated Theory I and II (3, 3)
- MCTH115,116 Ear Training/Sight-Singing I and II (1, 1)
- MCHL213 Music History Survey (3)
- MCED315 Conducting Fundamentals
- MCAP on the same Instrument/Voice for eight (8) credits
- MCEN143–244 College Chorus OR MCEN155–256 College Band
- One (1) additional music credit in MCAP123 or 127 for Piano, MCAP138 for Guitar or MCAP165 for Voice.

Minor in Liturgical Music

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- MCTH113,114 Integrated Theory I and II (3, 3)
- MCTH115,116 Ear Training/Sight-Singing I and II (1, 1)
- MCHL/TY306 Music in Liturgical Celebration (3)
- MCAP Applied Piano, Organ, Voice or Guitar for four (4) credits
- Piano or Organ Proficiency
- Nine (9) semester hours in Theology as follows—TY131, 230 and 315.

Music Theory Course Descriptions

MCTH102 Studio Recording 1 (2) A ‘hands on’ introduction to the basics of sound recording. This class provides the opportunity to work on a personal project, while gaining knowledge of and experience with audio equipment, including the Pro Tools audio workstation.

MCTH104 Basics of Music (3) AC This is a general course in music (with no prior experience in music required) that introduces the fundamentals of basic musicianship: use of the keyboard, written notation, structures of western tonal and rhythmic practices, and aural skills. This course also serves as an introductory course for students interested in a major or minor in music.

MCTH113, 114 Integrated Theory (3,3) QR This two-semester sequence of courses is the study of the development of the materials of music, and the cultivation of an appreciation and understanding of musical style through comprehensive analysis and composition. Harmonic materials of the 17th through 20th centuries are correlated with instruction in written and keyboard harmony, beginning in MCTH113 with basic diatonic intervals and chord structure, and progressing in MCTH114 to common practice chord usage, including borrowed dominant harmonies. Analysis and composition studies culminate in a 16-measure original four-part chorale at the end of MCTH114. Prerequisite: MCTH104 or passing the Music Theory Proficiency Exam. MCTH/CS160 must be taken while enrolled in either of these courses. MCTH113 is a prerequisite for MCTH114.

MCTH115, 116 Ear Training/Sight-Singing I and II (1,1) This is the lab component of Integrated Theory 113, 114. Students learn to develop the ability to hear mentally what they see, as well as to reproduce it with their voices; to understand what they hear in musical sounds, as well as reproduce them in written form. Prerequisite: MCTH104 or passing the Proficiency Exam. MCTH115 is a prerequisite for MCTH114 and 116.

MCTH157, 257, 357, 457 Improvisation (1,1,1,1) Jazz Theory: beginning, intermediate, and advanced techniques. Direct applications will be made to your own applied instrument/voice.

MCTH/CS 160 MIDI Music Publishing (1) AC This course is designed to teach anyone, even non-musicians, how to create professional looking music scores quickly with the aid of the computer for personal use and for transporting music to other instruments. This course is currently taught using FINALE software. The course also discusses the principles of MIDI (Music Instrument Digital Interface) Sequencing, and Analog vs Digital Recording.

MCTH202 Studio Recording 2 (2) This class focuses on the use of audio effects, MIDI, sequencing, and learning to understand technical language such as audio specifications. As in the previous class, a personal project is used to experiment with newly acquired knowledge. Prerequisite: MCTH102.

MCTH203, 204 Integrated Theory (3,3) This class is designed to build upon the basic tenets of music theory covered in MCTH113/114. Over the course of two semesters a wide range of musical styles from the Baroque to the present will be explored. The emphasis is on more complex chords such as the Augmented 6ths, and larger forms such as those from the Classic and Romantic eras. Prerequisites: MCTH113–116 and MCTH/CS160; MCTH203, 205 are prerequisites for MCTH204, 206.

MCTH205, 206 Ear Training/Sight-Singing III and IV (1,1) Students will further hone their ability to notate melody, harmony, and rhythm accurately “by ear” through dictation exercises. In addition, students will improve their ability to sing melodies and broken chords in rhythm on sight through sight-reading exercises. They must be taken concurrently with MCTH203 and 204. Prerequisites: MCTH113–116 and MCTH/CS160.

MCTH/CS260 Advanced MIDI Music Publishing (1) This course is designed to enhance FINALE experience gained in MCTH/CS160 by giving the student working knowledge of MIDI (Music Instrument Digital Interface) Sequencing and Digital Audio Recording techniques through the use of the powerful computer-based Digital Audio Workstation software product known as Sonar X-1. Student will learn to record, edit, mix and master professional music tracks and export to mp3 and CD formats. Pre-requisite: MCTH/CS160.

MCTH341 Counterpoint (3) Through score study and continual written practice, students will acquire the skills and techniques for writing counterpoint in the 18th century style. Prerequisite: MCTH204 and 206 or instructor approval.

MCTH343, 344 Composition (2,2) Prerequisite: MCTH203 and MCTH205.

MCTH352 20th Century Analytical Techniques (2) The music of the twentieth century is remarkably diverse in its styles and techniques; there is no single common practice in this music, rather, a wide spectrum of materials and treatments. This course is designed to familiarize students with the most widely used of these, including extended tertian harmony, quartal and secondal harmony, church modes, pandiatonicism, polytonality, interval sets, atonalism, twelve-tone serialism, synthetic scales, rhythmic and metric devices, and changes in music notation that have occurred due to the composition of music with aleatoric elements. Analytical systems developed by prominent composer/theorists will be studied (e.g. Hindemith, Hanson, Forte) and used along with the analytical practices studied in earlier music theory courses. Compositions from the 20th Century will be considered in historical and analytical contexts. Prerequisite: MCTH204 and 206, MCHL350 and 351 or approval of department chairperson.

MCTH371, 372 Composing and Arranging for Jazz Ensemble (2,2) Prerequisite: MCTH203 and MCTH205 or instructor approval.

MCTH398 Readings in Music Theory (Variable) Independent study.

MCTH399 Independent Project (Variable) Independent study. Study may cover, but not be limited to, the following areas: studio recording project; advanced composition; arranging or sequencing with midi technology; Schenker analysis.

MCTH415 Instrumentation/Orchestration (2) Through the study and application of a variety of integrative analytical models, the instrumentation/orchestration student will demonstrate competence in his or her ability to understand and express in verbal and written language, all facets under study of the various acoustic qualities of string, wind, and percussion instruments plus an understanding of the conventional pitch range, transposition, and most characteristic scoring practices applied to all the musical instruments belonging to the aforementioned instrumental groupings. Prerequisite: MCTH352.

MCAP460 Music Production Project (1-3) SC The Senior Capstone - MCAP460 Music Production Project is designed for the student in the B.S.B.A. Dual Major in Business Administration and Music or the B.A. in Music as an independent study course focused on planning and carrying out some, if not all, aspects of producing, marketing, and promoting a performing group, ensemble, soloist or artist presenting a Music Department concert or event. Prerequisites: The student must be at the Junior or Senior level in the B.S.B.A. Dual Major in Business Administration and Music or the B.A. in Music. Others need approval of the Music department chairperson.

Music History and Literature Course Descriptions:

MCHL213 Music History Survey (3) AC This course is designed for the student who desires to cultivate an awareness of many repertoires and musical styles from earliest times to the present, through both a live performance and class listening survey of the world of music. Small fee may be required.

MCHL214 The History of Popular Music (3) AC Introduction to the many types of popular music; evolution, influence upon each other, personalities, times, and places; technological changes in means and media.

MCHL215 History of Jazz (3) WI General introduction to jazz; origins of early jazz, places and styles of jazz development; emphasis on live and recorded music.

MCHL304 Choral Literature and Interpretation (2) Taught concurrently with MCEd315—Conducting Fundamentals, this course is designed to give the student choral conductor experience with and an awareness of the body of choral literature that exists, the masterworks, important choral composers and their compositions, and the stylistic practices associated with choral works from each of the various music periods. Prerequisites: MCTH113, 114, 203, 204 or approval of department chairperson.

MCHL305 Band and Orchestra Literature and Interpretation (2) Taught concurrently with MCEd315—Conducting Fundamentals, this course is designed to give the student instrumental conductor experience with and an introduction to the standard repertoire of band and orchestra literature, the masterworks, important composers and their compositions, and the stylistic practices associated with instrumental works from each of the various music periods. Prerequisites: MCTH113, 114, 203, 204 or approval of chairperson.

MCHL/TY 306 Music in Liturgical Celebration (3) Integrated study of music and liturgy; historical, theological study of basic liturgy and function of music in liturgy; musician's role in a parish.

MCHL307 Church Pastoral Musicians (3) This course is designed for the Liturgical Music major or minor student as the second of two courses addressing the role of the church music director. In this course, students will be examining the application of the documents and practices studied in

MCHL306. Class topics will include interacting with the parishioners (adults and children), staff, priests/minister and other church groups, volunteer recruitment, developing musical groups, cantor training, building an inclusive parish repertoire, “I have to prepare a budget?”, time management, parish assistantships, and training lay parish ministers. Prerequisite: MCHL/TY306

MCHL310 Special Topics in Music (3)

MCHL327 Piano Literature (2)

Study of representative works of each era beginning with early organ and harpsichord music to Baroque, Classic, Romantic, and contemporary works. Prerequisites: MCAP126.

MCHL329 Vocal Literature and Pedagogy (2) Survey of vocal music for solo voice from the 17th century to present; application of the IPA system; review interpretive technique in all stylistic periods; study of the anatomy of the voice and current voice methods, texts and journals. Prerequisite: MCAP142.

MCHL330 Instrumental Literature (2) History of the instrument specific to student’s applied area, through the examination of its literature and interpretation from its beginning to the present. Prerequisite: MCAP152.

MCHL331 Organ Literature (2) History of the organ, its literature and registration from earliest times to present. Prerequisite: MCAP132.

MCHL350 Music History and Literature I (3) WI This course is designed to cultivate an awareness of the development of western music from Antiquity through the Classic Period. Students will gain knowledge and familiarity with the historical events, styles, forms, instruments, composers and compositions representative of the eras studied. Prerequisite: MCTH114 and MCTH116, or approval of department chairperson.

MCHL351 Music History and Literature II (3) This course is designed to cultivate an of the development of western music from the Romantic Period through present day. Students will gain knowledge and familiarity with the historical events, styles, forms, instruments, composers and compositions representative of the eras studied. Students will also be introduced to world music. Prerequisite: MCTH114 and 116, or approval of department chairperson.

MCHL360 Recital Seminars (1) SC This course is intended to encompass the preparation, execution and reflection process of a successful Junior or Senior Recital. A seminar with related assignment on each of the following topics will be included: successful recital planning overview, application and office forms, communications needed for a successful recital, repertoire planning and selection, publicity, and the writing process as it relates to program notes and a ‘thank you’ paragraph to be included on the recital program. Prerequisite: Student must be enrolled at or above 4th semester level of MCAP Studio Applied Lessons concurrently and be recommended by that lesson instructor.

MCHL398 Readings in Music History and Literature (Variable)
Independent study.

MCHL399 Independent Project (Variable) Independent study. Fee may be required.

Music Education Course Descriptions:

MCED227 Brass Techniques Course (1) Designed to prepare pre-service teachers with the skills and knowledge of current brass (trumpet, fr. horn, trombone, euphonium/baritone and tuba) methodology and materials needed to successfully instruct students in public and private schools with the further goal of developing and maintaining a band or orchestra program. Philosophy, curriculum, administration and classroom management in relation to the band/orchestra program will be discussed. Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative GPA of 3.0.

MCED228-S1 Strings Techniques Course (1) Designed to prepare pre-service teachers with the skills and knowledge of current violin, viola, cello and bass methodology and materials needed to successfully instruct students in public and private schools with the further goal of developing and maintaining an orchestra program. Philosophy, curriculum, administration and classroom management in relation to the orchestra program will be discussed. Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative GPA 3.0.

MCED229 Woodwind Techniques Course (1) Designed to prepare pre-service teachers with the skills and knowledge of current flute, clarinet, saxophone, oboe and bassoon methodology and materials needed to successfully instruct students in administration and classroom management in relation to the band/orchestra program will be discussed. Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative GPA of 3.0

MCED230 Marching Band and Percussion Techniques (1) Designed to prepare pre-service teachers with the skills and knowledge to successfully coordinate and prepare a high school marching band program of any size, and to introduce the current methods of percussion pedagogy and literature in public and private schools. Philosophy, curriculum, administration and classroom management in relation to the band/orchestra program will be discussed. Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; Cumulative GPA of 3.0.

MCED285 Elementary General Music Methods and Materials (4) Principles, procedures, and materials used in grades K-6. National and State Standards in K-6 music education will be integrated into the course material, as well as the development of Classroom Management Plan. Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 3.0

MCED310 Special Topics in Music Education (3) Prerequisite: Sophomore standing; EN201 is pre- or co-requisite; cumulative grade point average of 3.0

MCED315 Conducting Fundamentals (1) Offered both as a basic course in conducting and concurrently with MCHL304 and 305 as a one-semester course requirement for all in the Choral and Instrumental music education as well as Liturgical Music programs, students in this course will learn and be drilled in the common, as well as some complex, meter conducting patterns. Cueing and basic interpretive gestures will be included. Prerequisite: MCTH113, 114, 203, 204; EN201 is pre- or co-requisite for Music Education majors; cumulative grade point average of 3.0; or approval of department chairperson.

MCED323 Advanced Conducting Techniques (2) Offered as a continuation of MCED315 Conducting Fundamentals, this course is designed

for those students showing marked skills in the art of choral conducting. During the course, thorough study and performance of a variety of musical works will help to hone one's skills. Emphasis will be placed on effective gesture in order to facilitate the communication that will evoke appropriate ensemble responses in performing literature from all musical eras. Prerequisite: Senior status; MCED315 and MCHL304 or 305, or approval of department chairperson.

MCED385 Secondary Choral Methods and Materials (3) This course is designed to provide Choral Supervision students with the methods, materials and experiences needed to be successful teachers at the Junior/Senior High School level. This course is complimented by MCED315 Conducting Fundamentals and MCHL304 Choral Literature and interpretation. Philosophy of music education and the National and State Standards in music education will also be studied. Prerequisite: MCED285; EN201 is pre- or co-requisite; cumulative grade point average of 3.0

MCED386 Secondary Band and Orchestra Methods (3) This course is required for the BMed Instrumental /Supervision major as the primary course designed to engage students with the methodology and materials used in teaching instrumental music, specifically band and orchestra, at the secondary level. Topics covered will include: the history of music education in schools, philosophies of music education, working with adolescent wind, string, and percussion instrumentalists, music technology, performance and non-performance classes, festivals and associations, planning, budgeting and classroom management.

MCED398 Readings in Music Education (Variable) Independent study. EN201 is pre- or co-requisite.

MCED399 Independent Project (Variable) Independent study. Fee may be required. EN201 is pre- or co-requisite.

MCED414 Observation and Directed Teaching Elementary Music(3) Offered fall and spring semesters only. This course is the Elementary Music Choral section required of all B.M.Ed. in Choral Supervision candidates. During the Student Teaching semester (12 credits total), the candidate will complete a minimum 14-week internship in local Elementary, Middle and Secondary schools under the direct supervision of experienced certified and tenured Music Teachers. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Placements are made and secured no less than one semester in advance through the School of Education in consultation with the Music Department. Pre- and co-requisites: All other BMed degree requirements must be completed; student must also register for MCED433 and EN498 and apply to the School of Education in the preceding semester (September 15 or January 15). Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED423 Observation and Directed Teaching Elementary and Junior High - Instrumental (4) Offered fall and Spring semesters only. This course is the Elementary and Junior High - Instrumental section required of all B.M.Ed. in Instrumental Supervision candidates. During the Student Teaching semester (12 credits in total), the candidate will complete a minimum 14-week internship in local Elementary, Middle and Secondary schools under the direct supervision of experienced certified and tenured Music Teachers. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Placements are made and secured no less than one semester in

advance through the School of Education in consultation with the Music Department. Pre- and co-requisites: All other BMed degree requirements must be completed; student must also register for MCEd433 and EN498 and apply to the School of Education the preceding semester (September 15 or January 15). Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCEd424 Observation and Directed Teaching Junior High Choral

(2) Offered fall and spring semesters only. This course is the Junior High - Choral section required of all B.M.Ed. in Choral Supervision candidates. During the Student Teaching semester (12 credits in total), the candidate will complete a minimum 14-week internship in local Elementary, Middle and Secondary schools under the direct supervision of experienced certified and tenured Music Teachers. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Placements are made and secured no less than one semester in advance through the School of Education in consultation with the Music Department. Pre- and co-requisites: All other BMed degree requirements must be completed; student must also register for MCEd414, 434 and EN498 and apply to the School of Education the preceding semester (September 15 or January 15). Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCEd433 Observation and Directed Teaching Senior High - Instrumental

(4) Offered fall and Spring semesters only. This course is the Senior High - Instrumental section required of all B.M.Ed. in Instrumental Supervision candidates. During the Student Teaching semester (12 credits in total), the candidate will complete a minimum 14-week internship in local Elementary, Middle and Secondary schools under the direct supervision of experienced certified and tenured Music Teachers. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Placements are made and secured no less than one semester in advance through the School of Education in consultation with the Music Department. Pre- and co-requisites: All other BMed degree requirements must be completed; student must also register for MCEd423 and EN498 and apply to the School of Education the preceding semester (September 15 or January 15). Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCEd434 Observation and Directed Teaching Senior High - Choral

(3) Offered fall and Spring semesters only. This course is the Senior High - Choral section required of all B.M.Ed. in Choral Supervision candidates. During the Student Teaching semester (12 credits in total), the candidate will complete a minimum 14-week internship in local Elementary, Middle and Secondary schools under the direct supervision of experienced certified and tenured Music Teachers. Weekly seminars and weekly journal writing, assigned readings, full-time teaching. Placements are made and secured no less than one semester in advance through the School of Education in consultation with the Music Department. Pre- and co-requisites: All other BMed degree requirements must be completed; student must also register for MCEd414, 424 and EN498 and apply to the School of Education the preceding semester (September 15 or January 15). Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED437, MCED438 Piano Pedagogy (2,2) Principles, procedures, and materials for instruction of piano in early, intermediate, and advanced levels. Applied Studies and Ensembles

Applied Studies and Ensembles

MCAP123, 124 Piano Techniques I and II (1,1) Required for the first year music major, Piano Techniques I and II are a sequence of two courses which are skill-based courses designed to give the Music major or minor a solid and focused beginning in melodic, harmonic, and scalar playing on the piano. Classes are taught in the AMC piano lab. Prerequisites: Must be able to read music in both the treble and bass clefs. Successful completion (a grade of B- or higher) in MCAP123 to advance to MCAP124. Prerequisites: Grand staff reading and it's relationship to the keyboard.

MCAP125, 126, 225, 226, 325, 326, 425, 426 S1, S2, S4, S5 Studio Applied Piano (2) Eight-semester sequence of private piano lessons at the college level. Repertoire will survey Baroque, Classic, Romantic, Impressionistic, 20th C. and Contemporary works of increasing demands as the semesters continue. Fee.

MCAP125, 126, 225, 226, 325, 326, 425, 426 S3 Jazz Piano(2) Eight-semester sequence of private piano lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Fee.

MCAP127 Group Piano Class (1) Group approach to beginning piano skills. This class is taught in the AMC piano lab.

MCAP131, 132, 231, 232, 331, 332, 431, 432 Studio Applied Organ (2 each) Four-year sequence of private study at the college level. Fee.

MCAP138, 139 Group Guitar Class (1, 1) Group approach to the tablature, notation, and techniques in guitar performance.

MCAP141, 142, 241, 242, 341, 342, 441, 442 S1, S3, S5 Studio Applied Voice (2) Eight-semester sequence of private voice lessons at the college level. Repertoire will begin with Baroque and 20th C. literature, then progress through Classic, Romantic and Contemporary songs and arias of increasing demands as the semesters continue. Prerequisites: MCAP165/166. Fee.

MCAP141, 142, 241, 242, 341, 342, 441, 442 S2 Jazz Voice (2) Eight-semester sequence of private voice lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Prerequisites: MCAP165/166. Fee.

MCAP141, 142, 241, 242, 341, 342, 441, 442 S4 Contemporary Commercial Voice (2) Eight-semester sequence of elective private voice lessons at the college level. Repertoire will survey 20th C. and 21st C. commercial music genres (musical Theatre, Pop, Rock, Country, etc.), increasing in demands as the semesters continue. Prerequisites: MCAP165/166 or Approval of the Chair. Fee.

MCAP151, 152, 251, 252, 351, 352, 451, 452 Studio Applied Instrumental (2 each) Four-year sequence of private study at the college level. Instruction in string, woodwind, percussion, or brass instruments. See semester schedule for instrument specific course and section numbers. Classical and Jazz sections are offered. Fee.

MCAP151, 152, 225, 252, ...472 Jazz Instrument (2) Eight-semester sequence of private instrument lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Fee.

MCAP165, 166 Voice Techniques Class I and II (1,1) All beginning voice majors, minors or elective students will gain the necessary foundation, through study, exercises and songs, for successful vocal development at the college level. Study of a variety of song literature, the anatomy and physiology of the voice, Alexander Technique, and other current techniques will be incorporated as the basis for building a strong and healthy singing life or vocal career. Prerequisites: Successful completion (a grade of B- or higher) in MCAP165 to advance to MCAP166.

MCAP217 Accompanying Fundamentals (2) Designed as an introductory course in basic techniques of accompanying through lecture, listening, and practical experience. Prerequisite: Basic keyboard skills; permission of instructor.

MCAP318 Accompanying Practicum (2) A continuation of Accompanying Fundamentals with practical application of skills in a performance setting. Prerequisite: MCAP217.

MCAP323, 324 Jazz Piano Applications and Techniques I and II (1,1) A two-semester course in jazz techniques and applications designed specifically for music education majors. Because the piano is the most comprehensive and immediate source of tonal harmony in all music, particularly jazz, the course will necessarily center on the piano techniques required to explore, direct and understand the specifics of jazz harmony as they apply to the musical structures and various styles found in jazz performance. Classes are taught in the AMC piano lab. Prerequisites: Successful completion (a grade of B- or higher) in MCAP123, 124; and in MCAP323 to advance to MCAP324.

MCAP397 Music Internship (3-12) Required for the BM in Liturgical Music major (Parish Setting) and the B.S.B.A. Dual Major in Business and Music (business or organization setting). All internships must go through the Aquinas Advantage Center in consultation with the Music department chairperson. Prerequisite: Junior or Senior status.

MCAP399 Independent Project (Variable) Independent study. Fee may be required.

MCAP462 Advanced Private Lessons (1-2) Additional semesters of Studio Applied, Jazz or Contemporary Commercial lessons at the college level due to student having already completed the eight-semester sequence of lessons for their voice/instrument, yet desiring to continue in preparation for a recital, graduate school or other auditions, or for further musical and technical development. Prerequisite: eight semesters of study previously taken for voice/instrument. Fee: see semester course schedule.

MCEN111, 112, 211, 212, 311, 312, 411, 412 Valenti Handbell Ensemble (1 each) AC Study and performance of original compositions and transcriptions of literature for handbells. An audition may be required.

MCEN143, 144, 243, 244, 343, 344, 443, 444 College Chorus (1 each) AC Performance of vocal literature: masterworks to current styles. No audition required.

MCEN155, 156, 255, 256, 355, 356, 455, 456 College Band (1 each) AC Performance of concert band literature: masterworks to current styles. Open to those with instrumental experience.

MCEN158, 258, 358, 458 Jazz Combo, Instrumental or Vocal (1 each) Application and theory of jazz improvisation techniques.

MCEN167 - Chamber Ensembles (variable) MCEN167, 168, 267, 268, 367, 368, 467, 468 Flute (S1), Women's Chorus (S2), Guitar Ensemble (S3), Chamber Strings (S4), Collegiate Singers (S5), and Other (1 each) Smaller Ensembles specializing in the varied literature for that family of instruments or voices. These are offered when strong student interest exists.

MCEN171, 172, 271, 272, 371, 372, 471, 472 Jazz Band (1 each) AC Standard and original jazz literature performed. Audition required.

MCEN/TE250 Musical Theater Workshop (2) Exploring the actor/singer/dancer by concentrating on acting the song, vocal production, dance, musical theatre auditions, and performance. Rehearsals outside of class are required. Prerequisite: TE141 and MCAP166 or consent of instructor. Can be repeated once as TE/MCEN350.

MCEN399 Independent Project (Variable) Independent study. Fee may be required.

MCEN482 Advanced Ensemble Performance (1) Additional semesters of vocal or instrumental ensemble performance at the college level due to student having already completed the eight-semester sequence of the particular ensemble, yet desiring to continue in preparation for graduate school or other auditions, or for further musical or technical development. Prerequisite: eight semesters of study previously taken for voice/instrument. Fee: see semester course schedule

Nursing Degree Program

Suzanne Keep, Ph.D., R.N. Chair;

Robi Thomas Ph.D., RN, FPMHNP-BC; Sr. Linda Thiel OP, Ph.D., RN;
Becky Nauta MSN, RN, CNML; Kathy Moran DNP, RN, COE, FAADE

Bachelor of Science in Nursing in Grand Rapids The University of Detroit Mercy, Aquinas College and Saint Mary's Health Care have partnered to bring the University of Detroit Mercy degree to West Michigan.

The curriculum is built upon a foundation of liberal arts and theoretical sciences. Liberal arts/general education and nursing courses will be offered at Aquinas College. The curriculum is equivalent to UDM's.

It requires four years of study, including all class work at Aquinas taught by Aquinas College and University of Detroit Mercy faculty, and clinical experience at Mercy Health Saint Mary's facilities throughout West

Michigan. Students are also placed in paid cooperative positions earning both income and college credit.

University of Detroit Mercy provides 63 credits in all the nursing major and support courses, microbiology, nutrition, pharmacology and pathophysiology. Aquinas provides 63 credits in liberal arts and science courses which have been approved by the University of Detroit Mercy Core Curriculum Committee. Students graduate with a Bachelor of Science in Nursing from the University of Detroit Mercy. This unique partnership has been approved by the Michigan Board of Nursing and the NLNAC.

University Core Curriculum All undergraduate degree students at University of Detroit Mercy are required to fulfill the objectives of the University's Core Curriculum. The curriculum consists of courses designed to meet objectives which ensure that students receive an overall education consistent with the mission of the University.

**MCauley School of Nursing - University of Detroit Mercy
Pre-licensure Model for Students Completing the Program by
May 2017**

Year 1: First Semester: sixteen (16) Credits

BIO2540/2570: Anatomy/Anatomy Lab
CHM1010: Principles of Inorganic/Organic Chemistry
ENL1310: Academic Writing
MTH1010: College Algebra
PYC1000: Introduction to Psychology
CIS1000: Introduction to Computers

Year 1: Second Semester: seventeen (17) Credits

BIO2550: Physiology
CHM1020: Principles of Organic/Biochemistry
CST1010: Fundamentals of Speech
SOC1000: Introduction to Sociology
NUR2040: Self-Awareness for Nurses Practicing in Interdisciplinary Environment

Year 2: First Semester: seventeen (17) Credits

BIO2410/2420: Microbiology/Microbiology lab
BIO2040: Nutrition
NUR2050: Health Assessment
NUR2440: Fundamentals of Adult Health
NUR2450: Fundamental Skills
NUR2460: Fundamental Practicum
NUR2040: Self-Awareness for Nurses (if not taken freshman year)

Year 2: Second Semester: seventeen (17) Credits

NUR280: Pharmacology
NUR2860: Health Restoration in Adults I
NUR2870: Health Restoration Practicum
NUR3380: Pathophysiology
PYC2500: Developmental Psych

Year 3: First Semester: sixteen (16) Credits

NUR3330: Health Restoration in Adults 2
NUR3350: MS 2 / Psych Practicum
NUR:3360: Mental Health
STA2250: Statistics
Liberal Arts Core

Year 3: Second Semester: fourteen (14) Credits

NUR3600: Nursing Research
NUR3640: Care of the Childbearing/rearing
NUR3650: Care of the Childbearing/rearing Practicum
ETH3580: Health Care Ethics

Year 4: First Semester: fourteen (14) Credits

NUR4200: Intervening with Families & Aggregates at Risk
NUR4420: Community As Partner
NUR4450: Community Practicum
Liberal Arts Core

Year 4: Second Semester: fourteen (14) Credits

NUR4440: Leadership & Management in Nursing in a Changing Health
Care System
NUR4980: Comprehensive Nursing Practicum
NUR45--: Nursing Elective
Liberal Arts Core x3

Total credit hours: 126

Total Core: 48

Total Nursing: 58

**MSON Pre-licensure Curriculum:
Effective Fall 2014 for Aquinas Campus**

Year 1: First Semester: sixteen (16) Credits

BIO2300/2310: Anatomy/Physiology 1 & lab
CHM10254: Chemical Principles for Health Professionals
MTH1010: College Algebra
ENL1310: Academic Writing
PYC1000: Introduction to Psychology

Year 1: Second Semester: sixteen (16) Credits

BIO2320/30: Anatomy/Physiology 2 & lab
SOC1000: Introduction to Sociology
Liberal Arts Core x3

Year 2: First Semester: sixteen (16) Credits

BIO2410/2420: Microbiology and Lab
NUR3380: Pathophysiology
NUR2100: Introduction to Nursing Practice In Mercy and Jesuit Traditions
BIO2040: Nutrition

Year 2: Second Semester: seventeen (17) Credits

NUR2200: Physical Assessment & PE
NUR2500: Fundamentals of Nursing
NUR2520: Fundamental Skills lab
NUR2540: Fundamental PRACTICUM
HLH2550: Population Health & Epidemiology
NUR2120: Nursing Informatics
PYC2500: Developmental Psychology

Year 3: First Semester: fifteen (15) Credits

NUR3100: Mental Health Nursing
NUR3150: Mental Health Practicum
NUR3200: Med/Surg1 Nursing
NUR3210: Med/Surg1 Practicum
NUR3300: Pharmacology 1
STAT2500: Statistics

Year 3: Second Semester: fifteen (15) Credits

NUR3310: Pharmacology2
NUR3700: Med/Surg 2 Nursing
NUR3750: Med/Surg 2 Practicum
NUR3800: Maternal Child Nursing
NUR3810: Maternal Child Practicum
ETH3580: Health Care Ethics

Year 4: First Semester: sixteen (16) Credits

NUR4100: Pediatric Nursing
NUR4150: Pediatric Practicum
NUR4300: Community Health Nursing
NUR4350: Community Practicum
NUR4500: Nursing Research & EBP
Liberal Arts Core x1

Total Credits: 126

Nursing Credits: 63 (theory - 43; seminar - 1; lab - 2; clinical - 17); 17 Lower Division; 46 Upper Division- 63%

Supportive core MUST earn C or better in these courses in order to progress. The supportive core courses are:

- BY155
- BY156,
- CY155,
- CY156
- PG100
- PG380
- MS101'
- SY101
- PH244
- MS151

Nursing core - must earn C or higher in all Nursing (NUR) courses. There are other requirements in addition to course work.

The following courses with a BIO, BYN or NUR designation are University of Detroit Mercy courses. Descriptions and credit for these courses are provided through the University of Detroit Mercy.

Course Descriptions

BIO2040 Applied Nutrition (3) Principles of normal nutrition, emphasis on functions, requirements, sources, deficiencies of nutrients in all stages of the life cycle. Weight control, energy balance and nutritional assessments are discussed.

BYN230 Microbiology for the Health Sciences (4) Prerequisites: BY155, 156.

NUR 1000 Freshman Success Seminar I: Developing the Skills You Need to Succeed in the Traditional BSN Program (0) The purpose of this course is to assist freshman nursing students in successfully transitioning from high school to higher education. This course focuses on 1) developing strong study, organizational, and coping skills; 2) familiarizing the student with university and department resources to aid in their academic success; and 3) increasing the student's engagement in the McAuley School of Nursing (MSON) during their freshman year when they complete foundational science courses, but otherwise are not enrolled in core nursing courses. Past research has shown that students are most successful when they feel connected and supported both academically and socially during their educational experience, particularly their first year (Tinto, 1993; Jeffries, 2004; Stokes, 2013; Strayhorn, 2008). There are typically six large group sessions purposely scheduled over the entire academic year during times that do not interfere with the required Freshman class schedule in order to facilitate attendance and participation. Students will also be assigned small group "learning circles," which will allow them to get to know several peers in a more personal way and establish a circle of support. Part I focuses on study habits, stress management and test taking.

NUR 1010 Freshman Success Seminar II: Developing the Skills You Need to Succeed in the Traditional BSN Program (0) The purpose of this course is to assist freshman nursing students in successfully transitioning from high school to higher education. This course focuses on 1) developing strong study, organizational, and coping skills; 2) familiarizing the student with university and department resources to aid in their academic success; and 3) increasing the student's engagement in the McAuley School of Nursing (MSON) during their freshman year when they complete foundational science courses, but otherwise are not enrolled in core nursing courses. Past research has shown that students are

most successful when they feel connected and supported both academically and socially during their educational experience, particularly their first year (Tinto, 1993; Jeffries, 2004; Stokes, 2013; Strayhorn, 2008). There are typically six large group sessions purposely scheduled over the entire academic year during times that do not interfere with the required Freshman class schedule in order to facilitate attendance and participation. Part II focuses on developing professional contacts, behaviors, and networking for success; as well as academic and career planning.

NUR2100 Introduction to Nursing Practices in Mercy and Jesuit Traditions (2) This course focuses on the development of self-awareness and person centered care for nurses graduating in the Mercy and Jesuit traditions. Students are taught the meaning of Mercy and Jesuit care, health of people and safety & quality issues. In addition, the concepts of person centered care, communication, evidenced based practices, art of nursing and teamwork and collaboration are addressed. Development of a philosophy in the Mercy and Jesuit traditions of care in a professional nursing role is approached from a perspective of historical tradition, spirituality, social justice, reflective thinking and a values-centered professional education. An introduction to servant leadership with service to the community is included. Prerequisites: PYC 1000 (Minimum Grade of C, May not be taken concurrently)

NUR 2120 Nursing Informatics (3) This course will provide pre-licensure students with foundational knowledge and skills in nursing informatics necessary for the safe provision of nursing care. Core concepts of nursing informatics will be introduced including data, information, and knowledge. Students will gain a basic understanding of computers and how they work, as they gain technical competencies of nurse generalists in practice. Students will apply technology to nursing practice including the use of the electronic health record (EHR) for documentation and coordination of clinical care. The systems life cycle will be introduced, including the nurse generalist's role in the design, selection, implementation and evaluation of technology to support patient care. The use of nursing informatics to support patient safety and enhance patient outcomes will be addressed including decision support and information management functions that lead to best practices.

NUR 2200 Health Assessment and Physical Examination (2) This course focuses on the process of health assessment of adults. Utilizes communication & interviewing techniques to obtain a basic health history that incorporates spiritual, socio-cultural, psychological, and physical dimensions. Person centered caring practices are expanded to include issues of privacy, confidentiality, and responses to diversity. Medical terminology and abbreviations are reinforced including proper documentation of history and assessment findings. Laboratory experience provides students with opportunities to perform specific physical assessments. Prerequisites:

MTH 1010 (Minimum Grade of C, May not be taken concurrently) OR
MTH 1040 (Minimum Grade of C, May not be taken concurrently)
BIO 2300 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2310 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2320 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2330 (Minimum Grade of C, May not be taken concurrently) AND
CHM 1025 (Minimum Grade of C, May not be taken concurrently) AND
ENL 1310 (Minimum Grade of C, May not be taken concurrently) AND

PYC 1000 (Minimum Grade of C, May not be taken concurrently) AND
SOC 1000 (Minimum Grade of C, May not be taken concurrently)

Corequisites: NUR 2500 NUR 2520 NUR 2540 NUR 2520 NUR 2540

NUR 2500 Fundamentals of Nursing Practice (3) This course introduces the nursing process as a strategy for making evidence based clinical judgments. Mercy and Jesuit values are reinforced as the foundation for implementing person centered care to meet the physiological and psychosocial needs of adult patients in various health care settings. Maintaining and improving the health of people are presented incorporating safety and quality standards.

Prerequisites:

MTH 1010 (Minimum Grade of C, May not be taken concurrently) OR
MTH 1040 (Minimum Grade of C, May not be taken concurrently)
CHM 1250 (Minimum Grade of C, May not be taken concurrently) AND
PYC 1000 (Minimum Grade of C, May not be taken concurrently) AND
ENL 1310 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2320 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2330 (Minimum Grade of C, May not be taken concurrently) AND
SOC 1000 (Minimum Grade of C, May not be taken concurrently)

Corequisites: NUR 2200

NUR 2520 Nursing Skills Lab (1) This laboratory course emphasizes development of psychomotor skills necessary to maintain or improve the health of people. Underlying scientific principles and evidence to support effectiveness of procedures are discussed. Critical thinking skills are challenged to recognize and react to unexpected situations when carrying out skills and procedures.

Prerequisites:

MTH 1010 (Minimum Grade of C, May not be taken concurrently) OR
MTH 1040 (Minimum Grade of C, May not be taken concurrently)
BIO 2320 (Minimum Grade of C, May not be taken concurrently) AND
BIO 2330 (Minimum Grade of C, May not be taken concurrently) AND
CHM 1250 (Minimum Grade of C, May not be taken concurrently) AND
ENL 1310 (Minimum Grade of C, May not be taken concurrently) AND
PYC 1000 (Minimum Grade of C, May not be taken concurrently) AND
SOC 1000 (Minimum Grade of C, May not be taken concurrently)

Corequisites: NUR 2500 NUR 2540

NUR 2540 Fundamentals of Nursing Practicum (2) This clinical course provides students with the opportunity to impact the health of people in acute and subacute care settings under the supervision of clinical instructors. Assessment skills and nursing procedure skills are carried out with attention to safety, infection control, and human dignity considerations. Prerequisites: NUR 3380 (Minimum Grade of C, May not be taken concurrently) Corequisites: NUR 2200 NUR 2500 NUR 2520

NUR 3100 Mental Health Nursing (3) This course provides the theoretical base to prepare nurses to become competent (synergy) to meet the mental health and psychiatric needs of people. The interrelationship between the physical, mental & spiritual characteristics of patients (synergy) is examined. Social justice from a Mercy and Jesuit perspective in addition to safety & quality issues related to adult mental health patients are explored within the framework of health care delivery systems.

Prerequisites:

NUR 2200 (Minimum Grade of C, May not be taken concurrently) AND

NUR 2500 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2520 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2540 (Minimum Grade of C, May not be taken concurrently) AND
PYC 2500 (Minimum Grade of C, May not be taken concurrently)
Corequisites: NUR 3150

NUR 3150 Mental Health Nursing Practicum (2) During this clinical course, students practice learned mental health theories in clinical settings under the supervision of clinical instructors. Leadership and systems thinking concepts are expanded and practiced in the mental health clinical setting.

Prerequisites:

NUR 2540 (Minimum Grade of P, May not be taken concurrently)
Corequisites: NUR 3100

NUR 3200 Medical Surgical Nursing I (3) This course is the first of a two semester medical surgical sequence. This beginning course provides the theoretical base to prepare nurses to become competent (synergy) to care for the medical-surgical needs of adult people. The interrelationship between the characteristics of patients (synergy) is examined. Social justice from a Mercy and Jesuit perspective in addition to safety & quality issues related to adult medical surgical patients are explored within the framework of health care delivery systems.

Prerequisites:

NUR 2200 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2500 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2520 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2540 (Minimum Grade of P, May not be taken concurrently)
Corequisites: NUR 3210

NUR 3210 Medical Surgical Nursing I Practicum (2) During this clinical course, students practice learned medical surgical theories in clinical settings under the supervision of clinical instructors. Leadership and systems thinking concepts are expanded and practiced in adult health clinical setting.

Prerequisites:

NUR 2540 (Minimum Grade of P, May not be taken concurrently)
Corequisites: NUR 3200

NUR 3300 Pharmacology I (2) This course is the beginning of a two semester sequence focusing on preparing nursing students with a foundation of the basic principles and concepts of pharmacology and pharmacotherapeutics. Major drug categories will be presented as they relate to the management and treatment of specific disease states discussed in other nursing courses within the same semester. The course will assist the student in outlining: drug classes, therapeutic uses, general and adverse side effects, as well as drug interactions. Implications associated with the administration, monitoring, access to medications, and nursing interventions are incorporated.

Prerequisites:

NUR 2200 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2500 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2520 (Minimum Grade of C, May not be taken concurrently) AND
NUR 2540 (Minimum Grade of C, May not be taken concurrently)

NUR 3310 Pharmacology II (2) This course is the second part of a two semester sequence focusing on preparing nursing students with a foundation of the basic principles and concepts of pharmacology and pharmacotherapeutics.

Major drug categories will be presented as they relate to the management and treatment of specific disease states discussed in other nursing courses within the same semester. The course will assist the student in outlining: drug classes, therapeutic uses, general and adverse side effects, as well as drug interactions. Implications associated with the administration, monitoring, and nursing interventions are incorporated.

Prerequisites:

NUR 3100 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3150 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3200 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3250 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3300 (Minimum Grade of C, May not be taken concurrently)

NUR3380 Pathophysiology (4) Introductory study of disease, its causes, and the body changes that accompany it. Specific diseases are discussed, including the pathogenesis as well as the morphological and physiological basis of the manifestation of each disease. Treatment of each disorder, including the rationale of the therapy, is also discussed. Prerequisites: BY155, BY156. Co-requisite: NUR2860, NUR2870, NUR2800.

NUR 3700 Medical Surgical Nursing II (3) This course is the second of a two semester medical surgical sequence. This second course provides additional theoretical base to further prepare nurses to become competent (synergy) to care for the medical-surgical needs of adult people. The interrelationship between the characteristics of patients (synergy) is further explored. Social justice from a Mercy and Jesuit perspective in addition to safety & quality issues related to adult medical surgical patients are further developed within the framework of health care delivery systems.

Prerequisites:

NUR 3100 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3150 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3200 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3250 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3300 (Minimum Grade of C, May not be taken concurrently)

Corequisites: NUR 3750

NUR 3750 Medical Surgical Nursing II Practicum (2) During this clinical course, students practice learned medical surgical theories in clinical settings under the supervision of clinical instructors. Leadership and systems thinking concepts are further expanded and practiced in adult health clinical settings.

Prerequisites:

NUR 3150 (Minimum Grade of P, May not be taken concurrently) AND
NUR 3210 (Minimum Grade of P, May not be taken concurrently)

Corequisites: NUR 3700

NUR 3800 Maternal Child Nursing (3) This course provides the knowledge and conceptual base for nursing care of women and their families in childbearing and across the lifespan in both health and illness dimensions from a Mercy and Jesuit perspective. The course will focus on the characteristics of women and their childbearing health while developing leadership skills and systems thinking within obstetrical health care settings.

Prerequisites:

NUR 3100 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3150 (Minimum Grade of C, May not be taken concurrently) AND

NUR 3200 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3250 (Minimum Grade of C, May not be taken concurrently) AND
NUR 3300 (Minimum Grade of C, May not be taken concurrently)
Corequisites: NUR 3810

NUR 3810 Maternal Child Nursing Practicum (2) During this clinical course, students practice learned obstetrical theories in clinical settings under the supervision of clinical instructors. Leadership and systems thinking concepts are further expanded and practiced in women's health clinical settings.

Prerequisites:

NUR 3150 (Minimum Grade of P, May not be taken concurrently) AND
NUR 3210 (Minimum Grade of P, May not be taken concurrently)
Corequisites: NUR 3800

NUR4200 Intervening with Families and Aggregates at Risk (3) Focuses on crisis intervention and management in the health promotion, illness prevention and mental health nursing care of families and aggregates at risk and in crisis in the community. A family eco-systems approach is taken to explore family dynamics within a sociocultural and community context. Major public health and social justice issues, such as domestic violence, child/adolescent/sexual/elder abuse, substance abuse, and homelessness are explored, along with health/illness crises facing families across the age continuum. Prerequisites: NUR3600, NUR3640, NUR3650.

NUR4420 Community as Partners; Issues in Urban Health (2) Two semester hours at 50 minutes each=24 hours for the fourteen (14) week course. This course focuses on the development of partnerships from an assets-based approach within the community as a means of addressing global health concerns and health promotion for identified aggregates in the urban community. Principles of epidemiology and public health policy will be examined and applied in addressing the health issues of the urban community, particularly health care access and environmental issues. Ethical issues in community health nursing along with cultural aspects of health behaviors will also be explored. Prerequisites: NUR3600, NUR3640, NUR3650. (Minimum Grade of C, and prerequisites may not be taken concurrently). Co-requisites: NUR4200 and 4450.

NUR4440 Leadership and Management in Nursing in a Changing Health Care System (2) Focuses on leadership and management knowledge and skills needed by entry-level practitioners in a changing, integrated health care system. Organizational leadership/management theories are presented, along with concepts such as strategic planning, change, managed care, quality management, fiscal management and human relation skills. Prerequisites: NUR3600, NUR3640, NUR3650. Co-requisites: NUR4420, NUR4450; NUR4200 must be taken either prior to or concurrent with NUR444.

NUR4450 Integrated Leadership and Community Practicum (3) Integrated clinical experience that enhances and integrates the theoretical learning related to nursing leadership and management and caring for population-based health problems within a specified community. A comprehensive community assessment, including planning, implementation, and evaluation of community interventions is included. The final cumulative experience is collaborative planning and implementation of a health-based project with community organizational/partners. Prerequisites: NUR3600, NUR3640, NUR3650. Co-requisites: NUR4420, NUR4440; NUR4200 must be taken either prior to or concurrent with NUR4450.

NUR4980 Comprehensive Practicum (3) Allows students to define and implement a role unique to their needs and work closely with a nurse in practice under the guidance of a faculty advisor. Pre-approval of faculty needed prior to registration.

NUR450+ Nursing Elective (1) Electives in specific areas of nursing are available to offer the student additional insight and knowledge in nursing.

HLH 2550 Population Health and Epidemiology (3) This course will explore the determinants of health outcomes within groups of individuals. The health outcomes of morbidity, mortality, quality of life and disparities will be examined through the reciprocal determinant factors of health, individual behavior, social environment, physical environment, and genomics. The student will analyze how policies and programs impact health outcomes within current urban and global health care settings. Prerequisites: BIO2410 (Minimum Grade of C, May not be taken concurrently) AND BIO 2420 (Minimum Grade of C, May not be taken concurrently)

Philosophy

Bryan C. Pilkington, Ph.D.

Mission Statement. The Philosophy Department at Aquinas College is committed to the following goals:

1. To provide the general student population with the skills and enthusiasm for doing critical thinking regarding philosophical issues. More particularly, accomplishing this by providing a broad historical overview of some of the answers provided to certain perennial philosophical questions, and/or by providing students with several opportunities to answer these questions on their own in essay form. These questions, such as what is Truth? Reality? Justice? Knowledge? Power?, are foundational for many of the other disciplines and acquiring the skills for answering them cogently, logically and persuasively is invaluable to the college student.
2. To develop an interest in pursuing a philosophy major as a basis for professional work in philosophy, law, medical or environmental ethics, journalism, teaching or public policy work. This requires ongoing contact on the part of the department members with the majors in order for them to tailor their degree to their particular professional goals, and requires a faculty with diverse research and teaching interests, methodologies and professional experiences which are conducive to supporting a philosophy major.
3. Finally, philosophy has traditionally been viewed as a source of insight into foundational issues in the other disciplines, whether they are of a conceptual, ethical, historical or theoretical nature. We in the philosophy department want to involve ourselves as much as possible

in the work of our colleagues as it relates to the discovery of answers to the philosophical questions in their discipline. Philosophy faculty also participate in the colleges General Education core program: Inquiry & Expression and Humanities.

Philosophy Major

Major Requirements: A minimum of thirty (30) credit hours

Required courses:

- A maximum of two independent study courses
- PH101 may count toward the major, but is not required
- PH111 Logic
- PH450 Philosophical Research (Capstone)
- Two courses in the history of philosophy (designated H) (normally students will take two of the following three (3) courses: PH215, PH220, PH225; with special permission, students may take another course such as PH330 or PH312 in place of one of the aforementioned history courses.
- One course in Ethics (designated E)
- One course in Metaphysics or Epistemology (designated ME) or, with chairperson's approval, a course in philosophy or language or philosophy of mind
- At least four courses must be numbered 300 or higher. At most, two courses may be numbered below 200.

A Transfer student majoring in Philosophy must complete a minimum of fifteen (15) hours in philosophy at Aquinas College.

Philosophy Minor

Minor Requirements: A minimum of eighteen (18) credit hours

Required courses:

- PH111 Logic
- 1 course in the history of philosophy
- 1 course in Ethics (designated E).
- 1 course in Metaphysics or Epistemology (designated ME)
- At least two courses must be numbered 300 or above. At most two courses may be numbered below 200
- Transfer students must take twelve (12) hours of philosophy at Aquinas
- PH101 may count toward the minor, but is not required

Course Descriptions

PH101 Introduction to Philosophy (3) HP Definition of philosophy; survey of principal questions in ethics, metaphysics, epistemology; philosophy of religion and political philosophy

PH110 What is Justice? (3) HP In this course, we take up the perennial question, What is Justice? We will consider different answers to this question.

In doing so, we will focus on how the question is articulated in ancient and modern philosophical works.

PH111 Logic (3) HP Basic tools for analyzing and criticizing arguments, including basic patterns of deductive logic, recognizing common fallacies, and criticizing analogical and causal arguments.

PH215 Ancient Greek and Chinese Philosophy (3) H Major philosophers between the 5th century B.C. and the 3rd century A.D. including Socrates, Plato, Aristotle, Confucius and Lao Tzu.

PH220 Medieval Philosophy (3) H Major philosophers between the 4th and 14th centuries: Augustine, Boethius, Anselm, Thomas Aquinas, members of the Arabic and Jewish schools, Duns Scotus, Ockham.

PH225 Modern Philosophy (3) H Critical review of the most influential writings of four major philosophers: Descartes, Locke, Hume and Kant.

PH238 Environmental Philosophy (3) An examination of the various responses to the call to go beyond conservationism and reform environmentalism of the 60's and beyond environmental ethics. Topics include: deep ecology, eco-feminism, social ecology and radical environmentalism.

PH244 Medical Ethics (3) Application of ethical principles to cases in medicine; end of life care, abortion, psychosurgery, informed consent, medical experimentation, genetic counseling and research, allocation problems. Prerequisite: PH101 or instructor permission.

PH245 Philosophy of Religion (3) Historical and contemporary readings on the problem of God: theology and falsification, the problem of evil, faith and knowledge, rationality of religious belief, and immortality.

PH247 Great Thinkers (3) Survey of contributions to philosophy made by major philosophers from the 4th century B.C. to the present era.

PH248 The Catholic Intellectual Tradition (3) This course is a survey of themes and impact of the Catholic intellectual tradition on the development of Western Civilization. The Catholic vision of God (Being), the World (Creation), the Human Being and Society in the works of major Catholic thinkers will be foundational to understanding Catholicism's contribution to the fields of philosophy, science, politics and ethics.

PH251 Philosophy of Law (3) Philosophical discussion of contemporary philosophical writings and law cases in the areas of free speech, privacy, criminal liability, civil liability, legal insanity, death penalty, legal reasoning and constitutional interpretation, and sex equality and discrimination.

PH306 Epistemology (3) ME Theory of knowledge; evidence, knowledge and opinion, the a priori, truth, insight; canons of inquiry: history, science, religion, and literature as knowledge.

PH310 Special Topics (Variable) Variable topics offered on an occasional basis. Prerequisite: Instructor approval.

PH/PS312 Political Thought: Its Histories & Concepts (3) Highlights of the history of political philosophy, Ancients, Medieval, Modern social contract theories, Marxism, liberalism, and postmodernism, using primary and secondary source materials. Deals with the relationship between politics and truth; the

nature of political authority; democratic theory; the nature of the good society and its relationship to particular theories of human nature.

PH331 Metaphysics (3) ME Issues covered: whether there is a universal, basic human nature; what it means to be a 'person'; (how) is the mind linked to the body and the soul; what does it mean to be a self.

PH334 (3) E A historical survey of the ethical theories offered to solve moral problems and the cultural traditions in which they arose. Such theories include virtue ethics, natural law, Stoic ethics, utilitarianism, Kantian ethics, emotivism, ultratrunism, existential ethics, and feminist ethics. The course will challenge the students to discover ethical approaches to moral decision-making in post-modern pluralistic society.

PH399 Independent Study (Variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PH450 Philosophical Research (3) SC The aim of this course is to strengthen proper philosophical research methods and practices in students, as well as assist them in producing a piece of original philosophical writing of a very high quality.

PH490 Special Topics (3) Periodically, the department offers courses in such areas as: Anglo-American philosophy, continental phenomenology-existentialism, philosophy of art, texts of specific philosophers; philosophy of mind; philosophy of science.

Physics

Mission Statement: Physics Department Mission Statement

The Physics Department is primarily committed to offering classes that meet the needs of students wishing to pursue careers in engineering, chemistry, applied mathematics, the health sciences and physics education. To assure that our students get an exposure of physics that is competitive at a national level, the department has made it a policy (a) to select texts that are recognized as the best in the disciplines (b) to offer laboratory experiences that are central to the disciplines, and (c) to assign problems that challenge the imagination and skill of the students.

The department, on a secondary level, is committed to offering courses in physical science and astronomy that allow non-science majors to sample the content, history, methodology, and excitement of looking at the natural world. Such courses relate traditional topics to experiences in everyday life

Physics is a subject that can be appreciated by any person who is motivated to do so. To the extent that the Physics Department can keep pace with educational technology, scientific instrumentation, faculty renewal, and academic resources, the department will succeed in offering exciting and valuable educational experiences for our students.

Physics Minor The physics minor is designed primarily for the individual seeking secondary certification in physics.

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- PC201 or PC213
- PC202 or PC214
- PC215
- Elective courses may be chosen from
 - MS241
 - PC295
 - PC310
 - CY311
 - CY312
 - PC311
 - PC312
 - PC398
 - PC399
 - PC400

Courses from other colleges may be substituted with the consent of the department chair. If secondary certification is sought, PC400 must be taken.

Course Descriptions

PC201 General Physics: Mechanics, Sound, Heat (4) NL Four (4) hours lecture, two (2) hours lab.

PC202 General Physics: Electricity, Magnetism, Light, Nuclear Physics (4) Prerequisite: PC201 or instructor approval.

PC213 General Physics with Calculus: Mechanics, Sound, Heat (4) NL Four (4) hours lecture, two (2) hours lab. Prerequisite: MS121.

PC214 General Physics with Calculus: Electricity, Magnetism, Light, Nuclear Physics (4) Four (4) hours lecture, two (2) hours lab. Prerequisite: PC213.

PC215 Modern Physics (4) A semester-long course that will complete the two-semester, general physics survey sequence. The topics covered will include the study of relativity, the wave nature of particles, quantum mechanics, chemical spectra, particle and low-energy nuclear physics. Prerequisite: PC201/202, or PC213/214.

PC291 Physical Science I (3) NN An introduction to physics and astronomy for non-science majors. Laboratory and lecture experiences are integrated within regular class meetings. Recommended for elementary education majors and any student who wishes to acquire a broad perspective on these two areas of physical science.

PC295 Observational Astronomy (3) NN A semester-long survey of the historical milestones in the development of astronomical modeling, as well as a study of the solar system and its constituents. Stars, galaxies, and cosmological models of the universe are also considered in detail. Intended for students with no significant exposure to the study of astronomy.

PC310 Special Topics in Physics (3) Topics related to recent advancements in the field of physics.

PC311/312 Physical Chemistry (4/4) A two semester sequence. Topics include, but are not limited to, thermodynamics, kinetic theory of gasses, quantum mechanics, and statistical mechanics. Prerequisites: MS231, PC213, PC214

PC/MS316 Applied Mathematics for the Physical Sciences (4) An introduction to topics in applied mathematics not covered in a traditional mathematics curriculum. Topics include Complex Numbers, Fourier Series, Fourier Analysis, Partial Differentiation, and Laplace Transforms. Prerequisite: MS122.

PC398 Readings in Physics (Variable) Individually-negotiated program of readings on a selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PC399 Independent Project (Variable) Independent project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PC400 Experimental Investigation and Design (4) A semester-long laboratory based course that will feature an in-depth exploration of five selected concepts in physics. Each topic will involve the study of the concept; an experimental design to investigate the concept; data collection and analysis. A formal report of the study and the experiment will be submitted. One of the concepts to be investigated will be self selected by the student and reported on at a seminar session held at the end of the semester. Prerequisite: PC201/202, or PC213/214.

Political Science

Roger Durham, Ph.D., Chair
Molly A. Patterson, Ph.D.

Mission Statement. The mission of the Political Science Department is to foster critical, reflective, informed, and empowered participants and citizens. The Department introduces students to fundamental theoretic approaches, methods of study, and content about how people and governments behave in a political context.

PI SIGMA ALPHA, National Honor Society for Political Science, recognizes outstanding scholarship through the Aquinas College Chapter of PSI UPSILON.

Degree Granted: Bachelor of Arts (B.A.)

Political Science Major

Major Requirements: Thirty-three (33) credit hours

Required courses:

- PS101
- PS150
- PS203 or PS205
- PS210
- PS350
- PS387
- One (1) upper-level political theory course
- One (1) upper-level comparative politics course.

Refer to faculty for any questions. At least eighteen (18) credit hours towards the major must be earned at Aquinas College. Students must obtain a grade of “C” or higher if they want to count the class towards a political science major.

Political Science Minor

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- PS101
- PS150
- PS203 or PS205
- PS210
- PS312
- PS331 or PS332 or PS333 or PS334 or PS335

At least twelve (12) credit hours towards the minor must be earned at Aquinas College. Students must obtain a grade of “C” or higher if they want to count the class towards a political science minor.

Secondary Teacher Certification in Social Studies

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- PS101
- PS150
- PS203 or PS205
- PS210
- PS331 or PS332 or PS333 or PS334 or PS335.

Course Descriptions

PS101 American Government and Politics (3) PGC This course is an introduction to the power, structures and functions of the American Government and Political System. Fundamental is a critical examination of the institutions and players who interact in the processes of American politics.

PS150 The World in Crisis (3) PGC, GP Introduction to the dynamics of global interaction and international relations. Developing of a basic understanding of the international system and modes of conflict and cooperation in international problem areas such as Bosnia, Nicaragua, Northern Ireland, Chiapas, East Los Angeles, Haiti, Somalia, American Embassies, Tokyo subways, Iraq, Kuwait, Arab-Israeli relations, human rights violations, armed conflict, poverty, environmental degradation, religious confrontation and diplomacy.

PS203 Urban Government and Politics (3) The governance and problems of cities is the focus of this course. Planning, decision-making, issues and solutions are developed in this introduction to the politics and power structures in America's Urban settings.

PS205 State Government and Politics (3) Introduction of the institutions and politics of state governments with special emphasis on Michigan.

PS210 The Presidency and Congress (3) In-depth look at these branches of national government, relationships to each other and to other parts of the political community. Prerequisite: PS101.

PS/CN/BS212 Parliamentary Procedure (1) This one credit course in parliamentary procedure is designed to familiarize the student with fundamental practices in the process and procedures of rules of order as practiced in organizations and businesses.

PS220 Politics and Elections (3) Modern political campaigns, election process, role of political process in government.

PS260 Politics and the News Media (3) Role of the news media in process of government and functioning of the political system.

PS310 Modern Political Problems Seminar (3) Topics vary on vogue and interesting issues.

PS/PH312 Political Thought: Its Histories & Concepts (3) Highlights of the history of political philosophy, Ancients, Medieval, Modern social contract theories, Marxism, liberalism, and postmodernism, using primary and secondary source materials. Deals with the relationship between politics and truth; the nature of political authority; democratic theory; the nature of the good society and its relationship to particular theories of human nature.

PS314 Constitutional Law I (3) This course is to provide undergraduate students exposure to the constitutional interpretations regarding the balance of powers created in the U.S. Constitution. Specific sections of the Constitution covered in this class include: justiciability, presidential and executive powers including war powers, congressional powers, tax and spending clause, commerce clause, federalism and state rights, voting rights, and economic rights. Prerequisites: PS101.

PS315 Constitutional Law II (3) This course is to provide undergraduate students exposure to the constitutional interpretations regarding American civil rights and liberties as defined by the U.S. Supreme Court. Specific clauses of the U.S. Constitution covered in this class include: Judicial review (authority of the federal courts), the contracts clause, the due process clause, freedom of speech, freedom of the press, (dis) establishment of religion, free exercise of religion, guarantee against unreasonable search and seizures, exclusionary rule, 5th Amendment guarantee against self-incrimination, police interrogation, right to counsel, guarantee against cruel and unusual punishment, the right to privacy, and the equal protection clause prohibiting discrimination. Prerequisites: PS101.

PS316 Moot Court (3) This course is designed to provide undergraduate students an experience closely comparable to actual appellate practice by attorneys. The course is divided into two sections. In Part I of the course, students will prepare a draft and final version of an appellate brief. In Part II of the course, students will present a practice and then a final oral argument. Finally, teams will compete against other undergraduate teams at a regional

competition to be held at the end of the semester. Winners of this regional tournament will be invited to participate in the national tournament.

PS321 American Political Thought (3) Fundamental principles derived from the Constitution and The Federalist as context of modern problems. Prerequisite: PS101 or HY101 or 102.

PS/WS325 Feminist Theory and Activism (3) This course is designed to explore different ways of thinking about sex/gender, power, and justice, and examines how different theories of gender, power and justice shape political activism. By comparing a variety of theoretical perspectives (such as liberal, Marxist and radical feminism), we look at different possibilities for analyzing core feminist concepts and the practical implications of theory.

PS331 Comparative Government: Western Europe (3) Government and politics of England, France, West Germany, and the Soviet Union, comparison to each other and to the United States. Prerequisites: PS150 or Instructor approval.

PS332 Politics of Developing Countries (3) Exploration and comparison of government and politics in various developing areas of the world. Fundamental analysis of the issues of development within a comparative framework and political economy is emphasized. Prerequisite: PS150 or Instructor approval.

PS333 Politics of Latin America (3) Comparative examination of politics and governments in Latin America. Examine the internal politics and policy making, political institutions, cultures and locus of power in “newly industrialized states,” socialist states, less developed states, and developing states of Latin America. Prerequisite: PS150 or Instructor approval.

PS334 Mid East Politics (3) An in-depth examination of politics and foreign policy in the Middle East. Issues discussed include Arab-Israeli-Palestinian relationships, specific interstate rivalries in the Middle East (Iran v Iraq), the role of super-power politics, ongoing Middle East Peace negotiations, the political economy of oil, and the effect of religious diversity on politics. Participation in the Model Arab League may also be a part of this course. Prerequisite: PS150 or Instructor approval.

PS335 The Politics of Africa (3) The comparative examination of the politics and governments of African states. Issues of development, culture, and political economy are discussed. Political interaction within and between African states is examined. Prerequisite: PS150 or Instructor approval.

PS/SB/EL346 Environmental Policy and Politics: Issues & Approaches (3) Introduction to environmental policy as a focus of public policy. The forces and frameworks shaping environmental policy as well as the influence of various actors will be examined through analysis of key environmental issues. PS 101 or EL100; or instructor permission

PS/BS340 Public Administration (3) Have you ever wondered about the inner-workings of public programs? This course introduces the theory and practical skills involved in working with public agencies and implementing public policy. Issues of democratic participation and bureaucratic inertia are fundamental to this critical examination of the administration of public policy.

PS/CL345 Public Policy (3) A study of the contexts in which public policy is made and implemented; includes analysis of how people’s lives are affected differently by specific public policies.

PS350 Methods and Inquiry in Political Science (3) This course is designed as a critical inquiry into social scientific research practices. While the course is primarily concerned with practical problems of how to conduct research, it also addresses philosophical problems that lead people to approach research in different ways. Prerequisite: Junior or Senior

PS/ES376 Public Sector Economics (3) Public Sector Economics is the study of tax and expenditure policy and theory. Public goods (education, infrastructure, etc.) require unique funding mechanisms to induce economic efficiency. Public sector economics is the study of these mechanisms. Beginning with a treatment of the median-voter model and utility maximization, the course charts a robust discussion of the interaction between government and citizen as taxes are collected, revenues are spent, and the efficiencies/inefficiencies of these mechanisms are uncovered. The course will focus on both the theoretical foundations of public sector economics and what the empirical research has to say about theory. Pre-requisites: E211 and ES212 are both pre-requisites for the course. An understanding of algebra is mandatory and an understanding of calculus will be beneficial.

PS387 International Relations (3) This is an upper-division course on the contemporary history and theory of international relations. Examined is the interaction of various international actors such as nation-states, international organizations and regimes, multinational corporations and even individuals and groups who influence world politics. International Political Economy and Post-Cold War Crises are emphasized. Prerequisite: PS150 or Instructor approval.

PS388 American Foreign Policy (3) This course is designed as a critical examination and in-depth evaluation of American Foreign Policy. The actors and processes involved in making and executing foreign policy will be examined, along with the policy perspectives of the major nation-states and international organizations with which the United States interacts. We will look at the history of US foreign policy, with a special emphasis on 20th century interaction. Specifically, we will study: US–Soviet/Russian relations, the rise and decline of US Hegemony, United States–Japanese and Sino relations, American policy toward West and East Europe, US policy in Central and Latin America, US policy toward Africa, and American foreign economic policy. Emphasis is placed on counter-revolution and counter terror policies. Prerequisite: PS150 or Instructor approval.

PS389 National Security Policy (3) This course provides an introduction to the legal issues surrounding national security and counterterrorism policy. This class will primarily focus on domestic legal issues. Students will have a final exam and develop a paper on a national security issue of their choosing.

PS390 International Law (3) In-depth study of law and mores guiding nations and individuals in relations with other nations and peoples. Prerequisite: PS150 or Instructor approval.

PS391 International Organizations (3) Theory and practice of international organizations; successes, failures and operations of United Nations and various regional integrative efforts. Theories of integration. Participation in the Model United Nations may also be a part of this course. Prerequisite: PS150 or Instructor approval

PS392 Model United Nations I/II/III (1) Students practice all the skills of diplomacy including negotiation, problem solving, role-playing, and

compromise while representing diplomats from the 192 members of the General Assembly of the United Nations, the Security Council, or one of many other UN Agencies at the annual Model United Nations conference. Issues range from the US embargo on Cuba to nuclear weapons proliferation to AIDs and world hunger. PS392 Model United Nations I / II or III credit does not count toward the Political Science major or Political Science minor. (PS391 International Organizations counts toward the Political Science major and minor.) Prerequisite: PS150 or Instructor approval.

PS393 Model Arab League I/II/III (1) Students practice all the skills of diplomacy including negotiation, problem solving, role-playing, and compromise while representing diplomats from the twenty-two (22) members of the League of Arab States at the annual Model Arab League conference. Countries Aquinas students have represented include Libya, Palestine Authority, Saudi Arabia, Egypt, Iraq and Kuwait. Issues range from the creation of a Palestinian state to the environmental impact of oil. Potential participation in Washington, DC with the National Council of US-Arab Relations. Credit for PS393 Model Arab League I / II or III does not count toward the Political Science major or Political Science minor. (PS391 International Organizations counts toward the Political Science major and minor.) Prerequisite: PS150 or Instructor approval.

PS397 Field Experience in Political Science (Variable) Up to three (3) semester hours of internship or experience in a field directly related to Political Science, negotiated between major advisor and student. Prerequisite: Approval of the department chairperson.

PS398 Readings in Political Science (Variable) Individually-negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PS399 Independent Project (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. No more than two (2) credits of electives in Model United Nations or Model Arab League can be applied to the major. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PS401 Health Care Policy (3) This course in health care policy reviews current policy and proposed reforms in this area.

PS402 Education Policy (3) This course introduces the student to public policy analysis and the development of education policy.

Recent seminars include International Protection of Human Rights, Revolutions and Terrorism, Politics of the Sixties, and Politics and Motion Pictures.

Prerequisite: Instructor approval.

NOTE: Additional courses will be offered subject to faculty availability and student need.

Pre-Engineering

Aquinas College currently offers the courses in mathematics, chemistry, and physics required by most engineering schools if a student plans to transfer after sophomore year. A probable sequence of courses minimally required for transfer is listed below.

Semester One*:

- MS121 Calculus with Analytical Geometry
- CY111 General Chemistry
- CY111 General Chemistry Lab

Semester Two*:

- MS122 Calculus with Analytical Geometry
- CY112 General Chemistry
- CY112 General Chemistry Lab

Semester Three*:

- MS231 Multivariate Calculus
- PC213 General Physics with Calculus
- PC213 General Physics Lab

Semester Four*:

- MS241 Differential Equations
- PC214 General Physics with Calculus
- PC214 General Physics Lab

*NOTE: Fulfillment of the General Education Core and Distribution courses may also be required.

Recommended Electives

- MS232 Linear Algebra
- GE101 Inquiry and Expression (3)
- EH/BS106 Business and Technical Writing
- ES212 Macroeconomic Principles
- PS101 American Government and Politics
- HY101 American History
- CN101 Introduction to Communication Arts
- CN205 Public Speaking

A student should consult the catalog of the school to which he/she intends to transfer regarding the choice of liberal-arts courses. All students should coordinate their two-year schedules with the program chairperson to insure a smooth transfer to a four-year engineering school.

Pre-Health Programs

Contact the Chair of the Biology Department or Pre-Health Advisory Committee.

Students preparing for application to medical school, dental school, veterinary school, physician assistant (P.A.) program, physical therapy (P.T.) or other allied health programs should satisfactorily complete the following courses by the end of the junior year:

- Biology sequence: BY160, BY161 & BY162 (General Biology Sequence); BY328 (Genetics)
- Chemistry: CY111 & 112 (Inorganic); CY211 & 212 (Organic) and CY325 (Biochemistry);
- Physics: PC213 & 214 (Physics w/Calculus) or PC201 & 202 (Physics w/o Calculus);
- English: two courses, at least one of which must incorporate a significant writing component
- Psychology
- Sociology or Anthropology;

In addition, the following courses are strongly recommended:

- Biology: BY221 (Comp. Anatomy), BY231 (Microbiol.), BY372 (Physiology); BY326 (Cell Biology);
- Math: MS121 (Calculus)

Completion of a four-year degree is preferred.

Students must complete the Medical College Admission Test (MCAT), Dental College Admission Test (DAT), Graduate Record Exam (GRE) or other test specified by the program(s) to which they are applying during the second semester of the junior year.

Students should also maintain a grade-point-average of 3.6 or higher.

Students should consult bulletins or websites of individual professional schools to determine whether additional course work or observational experience is required. For example, P.A. and P.T. programs may require:

- Developmental Psychology
- Nutrition
- Human Anatomy & Physiology
- 500 to 1000 hours of hands-on experience in a clinical setting

Pre-Law / Legal Studies

Bradford Winkler, J.D., Coordinator

See “Legal Studies Minor”

Psychology

Daniel Cruikshanks, Ph.D., Chair

Benjamin Chihak, Ph.D.; Victor Karandashev, Ph.D., Julie Schatz-Stevens, Ph.D.

Psychology Major

Major Requirements: Forty-one (41) credit hours

Required courses:

- BY150
- MS151
- PG100
- PG202
- PG305
- PG402
- PG403
- Nine (9) hours of Core Courses
- Nine (9) hours of elective courses from psychology course offerings

At least one elective in the major must be 300-level or 400-level. At least twenty (20) semester hours toward the major must be taken at Aquinas.

To be a psychology major, a student must earn a C or better in all major requirements. In addition, a student must maintain an overall C average. A student may repeat a course only once, unless a further repetition is approved by the provost. Majors are bound by the requirements published at the time the declaration of the major is signed.

Concentrations (Not transcribed but described) Psychology majors may choose to focus their degree program on General Psychology, Developmental Psychology, or Counseling Psychology. Concentrations are neither declared nor transcribed. Rather, these course concentrations are recommended for students with plans for specific graduate programs for which particular courses might better prepare the student toward that goal. Students who are uncertain about future educational or career goals may choose the General Psychology Concentration.

Developmental Psychology Concentration Students who choose the Developmental Psychology concentration should include a development course as one of their three (3) Core Courses. In addition, two of the three (3) Elective courses should be development courses. The student's advisor will assist in determining the best combination of courses for this concentration.

Counseling Psychology Students who choose the Counseling Psychology concentration should take PG303, PG307 and PG309 as their three (3) Core Courses. In addition, one of the three (3) Elective courses should be PG348. The student's advisor will assist in determining the best combination of courses for this concentration.

General Psychology Students who choose the General Psychology concentration may choose any combination of courses to satisfy the minimum number of courses required in each section above. The student's advisor will assist in determining the best combination of courses to satisfy the student's individual interests.

Psychology Minors There are two options for students interested in pursuing a minor in psychology. At least twelve (12) semester hours toward either minor must be taken at Aquinas College. A grade of C or better is required for all courses credited toward the minor. Students who minor in Psychology are bound by the requirements published at the time the declaration of a minor is signed.

Developmental Psychology Minor

Minor Requirements: Twenty-four (24) credit hours

Required courses:

- PG100
- PG208
- PG209
- PG210,
- PG303
- Three (3) elective courses

At least one elective must be 300-level or above. PG202, PG234, PG309, PG311, PG324, PG348, or PG352 are recommended for the electives.

Industrial/Organizational Minor (I/O)

Minor Requirements: Twenty-one (21) credit hours

Required courses:

- | | |
|---|--|
| <ul style="list-style-type: none">• PG100• MS151 or equivalent• PG355• PG372• PG321 | <ul style="list-style-type: none">• Two (2) elective courses. One elective must be from among the following:<ul style="list-style-type: none">- PG202- PG303- PG305- PG307- PG309- PG311- PG352. |
|---|--|

Other recommended electives include PG360 and BS356.

NOTE: A Business student earning a BSBA may also earn an I/O Psychology Minor, but MS151 is the only course that can be used for both. All other requirements and electives for the Minor must be distinct from the requirements and electives used toward the BS/BA. In addition, a student earning a BS/BA with a Human Resources Concentration may not also earn an I/O Psychology Minor.

Neuroscience Concentration. In addition to the Required Courses for the Psychology major, students who choose to concentrate in Neuroscience will take three of the following four courses:

- BY375
- PG303
- PG307
- PG309
- The following Electives must be taken:
 - BY/PG324
 - PG406.

Course Descriptions

PG100 Introductory Psychology (3) PSC Psychology as the science of human behavior and experiences; related areas of human functioning; focus on human research; theory and research methods, biological basis of behavior, human development, cognition, motivation, emotion, sensation, perception, personality and abnormal behavior.

PG/SY201 Social Psychology (3) Examines the relationship between individuals and their social environment including how individuals are influenced by, yet also shape groups and organizations. These questions are addressed with social psychological theories from both Psychology and Sociology. Prerequisite: SY101 or PG100.

PG/SY202 Research Methods (4) QR Introduction to research process: analysis of variance, basic nature of research, analysis of major research designs used in lab, field, and natural environments; how to conduct an experiment and write a research report (lecture and lab). Prerequisite: PG100 or SY101, and MS151 or equivalent.

PG203 Introduction to Psychology Related Careers (2) This course represents the entrance to the Psychology Major. The intention of the course is to prepare you to gain the most from the rest of your coursework and research in the Major, and to introduce you to knowledge and strategies that will assist you in discovering and pursuing your own career path using your Psychology Major. Particular emphasis will be on developing your literature research and professional writing skills with the goal that you will have mastery of APA publication form and style. Prerequisite: PG100.

PG208 Child & Adolescent Development (3) Introduction to processes of human development from a lifespan perspective; focus on conception through adolescence; basic theories and research related to normal patterns of physical, cognitive, personality and social development. Prerequisite: PG100.

PG209 Early & Middle Adult Development (3) Continuation of human development sequence from a lifespan perspective; focus on emerging and young adults through midlife. Theory and research on the tasks and transitions of adulthood, including the impact of factors such as socio-cultural context, gender, identity and self-concept, marriage and family, career, stress, and adjustment. Prerequisite: PG100.

PG210 Late Adult Development & Aging (3) Continuation of human development sequence from a lifespan perspective; focus on young adulthood through old age and death. Theories, research, and myths related to stability and change in physical, cognitive, personality, and sociocultural aspects of adulthood. Prerequisite: PG100.

PG211 Psychology of Women (3) This course presents concepts, theories, and issues surrounding the psychology of women. Theory and research focused on gender differences will be reviewed and discussed. Current issues including violence against women, sexual assault on college campuses, feminist approaches to therapy, workplace issues experienced by women, and family and relationship issues will also be explored.

PG234 Death and Dying (3) Attitudes and rituals relating to death in different societies; psychological, philosophical, medical, and religious questions that surround the event of death for the dying person and family. Prerequisite: PG100.

PG303 Psychology of Personality (3) Analysis of various classic and contemporary theories of human personality. Prerequisite: PG100

PG305 Cognitive Psychology (3) Theory and research investigating phenomena of learning and memory in humans and animals. Behavioral, neurophysiological, and information processing models are reviewed. Lecture and lab. Prerequisite: PG100.

PG307 Human Motivation & Emotion (3) Scientific investigation of basic and learned human needs, drives, and motives. Physiological correlates of motivated behavior. Behavioral and cognitive theories of motivation and emotion. Pre- or Co-requisite: PG100.

PG309 Abnormal Psychology I (3) Etiology, diagnosis, and treatment of emotional disorders. Emphasis on anxiety disorders, depression, bipolar disorder and schizophrenia. Prerequisite: PG100.

PG311 Abnormal Psychology II (3) Further exploration of abnormal conditions – can be taken before or after PG309. Emphasis on disorders of childhood and adolescence, eating disorders, personality disorders, sexual deviation, substance abuse, organic brain disorders and therapeutic interventions. Prerequisite: PG100.

PG/BS321 Industrial Psychology (3) Study of human behavior in production, distribution and consumption of goods and services. Prerequisites: PG100 or BS201, and MS151 or equivalent.

PG/BY324 Neuroscience (4) Topics include neuron functioning (action potential production including the behavior of receptors, ion channels and neurotransmitters), synaptic transmission, sensory and motor systems, the neurobiological perspective of learning and memory, drugs and the brain, sex and the brain. Both invertebrate and vertebrate systems discussed. Three (3)

hours lecture, three (3) hours lab. Prerequisites: minimum grade of C- in BY150 or BY160 and sophomore status. Offered even-numbered springs.

PG348 Counseling Psychology (3) Counseling is a profession predicated on centuries of work on the nature of personality, human development, interpersonal relations, mental health issues, and human adjustment. Professional counselors' work encompasses a wide range of settings, issues, populations, and goals. Thus, this course, while not intended as professional training, presents the theoretical and research bases for various approaches, techniques, and objectives relevant to counseling. Prerequisites: PG100.

PG352 Psychological Assessment (3) Theoretical and statistical foundations, including tests of intelligence, special abilities, achievement, personality, interests, attitudes and projective techniques (lecture and lab). Prerequisite: PG100 and MS151.

PG/BS355 Organizational Behavior (3) Central topics of management behavior: organizational structure and behavior, informal organization, behavior modification and group dynamics. Prerequisite: PG100 or BS201.

PG/BS360 Consumer Behavior (3) Analysis of the complex process of buying behavior through systematic development of a behavior model, utilizing concepts from psychology, sociology and social psychology. Prerequisite: PG100 or BS202.

PG/BS372 Training and Development (3) Review of techniques to determine training needs to develop appropriate programs, to select methods of presenting these programs and to evaluate program effectiveness. Prerequisite: BS201 or PG100.

PG380 Lifespan Development for Health Sciences (3) Overview of developmental psychology theories and concepts within a lifespan perspective and with health care applications. Specifically designed for students in the Nursing program. Psychology majors and minors cannot count PG380 credit if PG208 is counted. Prerequisites: PG100 and permission of instructor.

PG391 Seminar in Psychology (Variable) Specialized courses in theory, research, or professional practice and/or new course content on trial basis. Subject to faculty availability; faculty and students can request offerings. Syllabus for each seminar on file. Prerequisites: determined by content.

PG399 Independent Project (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

PG402 Advanced Research Proposal Seminar (1) Development of an individual research project proposal, in preparation for PG403. Demonstration of content knowledge and research skills. Also, discussions of issues related to graduate studies, professional standards, and careers in psychology and related fields. Prerequisite: PG202; permission of instructor. Should be taken fall of senior year.

PG403 Advanced Research Methods (3) (SC) Psychology major capstone course in which students conduct a project implementing the research proposal developed in PG402. Application of abilities in scientific design, analysis, interpretation, and reporting. Formal paper and oral presentation required at the conclusion of the project. Prerequisite: PG402; psychology majors. Should be taken spring of senior year.

PG406 Sensation and Perception (3) A review of sensory and perceptual systems together with a discussion of theories of perception. Emphasis on vision. Lecture and lab. Prerequisites: BY150 and PG202.

PG450 Senior Practicum (Variable) Work placement in which student performs duties of a psychological nature under supervision of a practicing professional. Prerequisite: Psychology major, senior status, department approval.

PG 456: Psychology Apprenticeship (variable) This is a semester long apprenticeship course that offers psychology majors additional research and discipline specific experience. This course allows students the opportunity to further develop their expertise in the methods and skills of psychological science and to provide further experience working in a research arena. Apprenticeships are about gaining valuable experience and skills in psychological research. Students will get firsthand experience of carrying out research - from literature searching through experimental design and data collection to analysis. Apprentices will work as part of a small group under the mentorship of a faculty member working on the research project assigned by instructor. The course will be very valuable experience for students who are planning to go for graduate programs. Prerequisites: PG202

Sociology

Susan Haworth-Hoeppner, Ph.D., Chair

W. Michael Cushion, Ph.D.; Michael J. Lorr, Ph.D.; Deborah Wickerling, Ph.D.

Mission Statement Through teaching, scholarship, and service, the Department of Sociology challenges students to understand and apply knowledge of local and global socio-cultural structures and processes.

Sociology Student Learning Objectives:

- Students can describe how social theory contributes to knowledge.
- Students can compare and contrast major theorists, theories, and concepts in substantive areas of sociology and anthropology.
- Students can explain basic concepts such as culture, roles, norms, social structure, social institutions, socialization, and stratification.
- Students can demonstrate how social institutions and structures influence group and individual behavior.
- Students can assess the empirical research of others, formulate empirical research questions, design and carry out a research project, and evaluate qualitative and quantitative data.
- Students can describe variations, and the significance of these variations, across social categories of class, race/ethnicity, and gender.
- Students can write a clear and concise college-level theoretical analysis using ASA style.
- Students can clearly and thoroughly present sociological or anthropological content in a public or classroom setting.

Sociology Major

Major Requirements: Forty (40) credit hours

Required courses:

- SY101
- SY103
- SY105
- SY/PG202
- SY291
- SY312
- SY375
- SY403
- Fifteen (15) hours of electives in Sociology

Eighteen (18) hours to be taken at Aquinas College. To be a sociology major, a student must maintain a C or better grade in all major requirements.

Sociology Minor

Minor Requirements: Twenty-three (23) credit hours

Required courses:

- SY101
- SY/PG202
- SY291
- SY312
- SY375
- Six (6) hours of electives in Sociology

Twelve (12) hours to be taken at Aquinas College. A grade of C or better must be maintained in all courses credited toward the minor.

Course Descriptions

SY101 Introduction to Sociology (3) PSC Emphasis on developing a sociological perspective for examining social structures, change, culture, and stratification.

SY102 Introduction to Social Work (3) Historical approach to social welfare, case work, group work, and community organization as related to current efforts and futuristic trends.

SY103 Cultural Anthropology (3) PGC, GP Analysis of human cultural adaptations in various societies around the world.

SY105 Sociology Preparatory Course (1) This course is designed to orient the newly-declared sociology major or transfer student to the discipline of sociology and the Aquinas sociology program. It will assist sociology majors to understand the components of the major, the sociological perspective, benefits of experiential learning, planning for a career with a degree in sociology or graduate school, as well as what is expected of student sociology majors at Aquinas College. Sociology Majors Only.

SY162 Drugs and Society (3) Analysis of the manner in which drugs and society influence each other; contemporary “drug scene.”

SY200 Special Studies in Sociology (Variable) Examination of topics not offered in regular curriculum; e.g., sociology of politics, art, knowledge, work, leisure, and alcoholism. Prerequisite: SY101.

SY/PG201 Social Psychology (3) Examines the relationship between individuals and their social environment including how individuals are

influenced by, yet also shape groups and organizations. These questions are addressed with social psychological theories from both Psychology and Sociology. Prerequisite: SY101 or PG100.

SY/PG202 Introduction to Research and Design (4) QR Introduction to research process: scientific method, basic nature of research, analysis of major research designs used in lab, field, and natural environment; how to write a research proposal, conduct an experiment, write a research report; lecture and lab. Prerequisite: PG100 or SY101 and MS151 or equivalent.

SY205 Trying Social Work (4) Introduction to the practice of Social Work. A semester's mini-placement in a social-service agency is required. Prerequisite: SY102.

SY/WS207 Arab Women (3) GP This course explores various Arab communities, both historic and contemporary, to focus on the diverse lives of Arab women: tribal nomadic, small village, immigrant and urban. Through the novel, ethnography, memoir and poetry, the course examines Arab practices and reflects on the dynamics of gender and power in students' own cultures.

SY208 Media and Society (3) This course introduces students to how sociologists study the relationship between media and society. Students will become aware of and use sociological concepts, theories, and research methods to examine how media shapes and structures our self-concepts, identities, cultures, and society.

SY/CL209 Sustainable Cities and Environmental Justice (3) In this course, students investigate sustainable cities and environmental justice from the perspectives of social science scholars, focusing on the meaning of the global environmental crisis for particular urban areas. Throughout the course, students will identify, describe, and evaluate multiple theories and findings that attempt to explain and uncover how cities strive to be sustainable but fall far short of the demands for environmental justics. This course will enable students to attribute multiple social science theories and findings accurately, to take a position based on these theories and findings, to raise and answer counterpoints to these theories and findings, to pose solutions to environmental-based urban problems, and to use sustainability and environmental justice as frameworks for problem-solving.

SY210 Sociology of Marriage and Family (3) Marriage and family in context of contemporary Western culture; traditional and alternative family relationships; roles; family and new attitudes on sexual behavior.

SY213 Race and Ethnicity (3) GP, PSC Underlying social and cultural dynamics of selected multicultural groups. Emphasis on the many dimensions of unequal power.

SY260 Social Problems (3) PSC Analysis of contemporary social problems and how they are defined by society.

SY261 Criminology (3) Analysis of crime with reference to behavior of those who engage in, or become victims of criminal behavior. Prerequisite: SY101.

SY263 Juvenile Delinquency (3) Study of the development, prevention, control, and treatment of juvenile delinquency. Prerequisite: SY101.

SY264 Why Punish the Guilty? (3) Focuses on the following issues: the ethical justification of punishment as viewed from a utilitarian and retributivist

perspective; the relationship between moral blame and legal punishment; the insanity defense; the disease model of criminality; capital punishment.

SY275 Sociology of Sport (3) Analysis of history and contemporary phenomenon of sport from sociological perspective; sport's relation to the media, education, racism, sexism, character building, and the larger society.

SY285 Sociology of Food (3) A multi-disciplinary approach to the relationships between food and society. Examining food historically, food production, health food, food distribution, nutrition, subcultures, social eating disorders, food and poverty, fast food, and world hunger.

SY291 History of Sociological Thought (3) From Comte to Foucault, an examination of how theory forms the basis of sociological thought. Prerequisite: SY101.

SY302 Community Sociology (3) Examination of communities of place and interest through a sociological perspective. Topics include history of community, theories of community sociology, community power and leadership, rural and urban communities, and factors influencing community growth and decline. Prerequisite: SY101, GY120 or CL100.

SY/WS305 Masculinities, Femininities, Sexualities and Society (3) This course is designed to examine the ways in which gender, as a social construction, influences various aspects of social life. Particular attention will be given to the role of ideology in shaping conceptions of gender, how those conceptions are constructed through socialization practices, and how they are maintained through social institutions.

SY311/WS314 Women, Girls and Leadership (3) Examination of how the status of the women is defined and how social constructions influence various aspects of social life. Utilizes a sociological approach and theories that have contributed to establishing current ideas about women and girls, leadership, socialization practices and how they are maintained through social institutions.

SY312 Social Stratification (4) This course explores the nature of systems of inequality, as they appear in human societies, focusing on the political, economic, and social forces that help produce inequality and social stratification. Various sociological concepts and theories of inequality will be examined to help describe and explain social inequality in the United States and elsewhere. A lab component is also part of this course. Prerequisite: SY101.

SY/WS315 Women and Development (3) Examination of women's involvement in development and social change activities across diverse societies. Use of sociology and women's studies theories and analyses to understand development roles played by women in public and private spheres.

SY364 Indigenous Peoples of the Great Lakes (3) A critical introduction and review of the social, political, and cultural aspects of the Indigenous peoples of the Great Lakes from the 1920s to the present.

SY/EN367 The Hispanic in the U.S. (3) This course covers major Hispanic groups, key geographic areas including Southwest and selected urban centers. There is also a discussion of the migrant stream, process of assimilation and acculturation, biculturalism, dynamics of intercultural interaction within Hispanic communities and with mainstream. Prerequisite: EN201 or SY101 and cumulative grade point average of 2.5.

SY375 Complex Organizations (3) Theory and research on structures and processes of large scale, formal organizations. Prerequisite: SY101.

SY/CL396 Sociological Practicum in Community Leadership (4) In this field placement course, students spend at least 150 hours, or 10-15 hours per week, in service-work/learning-work situations relevant to careers in public, social service, or non-profit organizations, in addition to regular meetings with the instructor. This practicum provides the practical experience for deepening community engagement and raising important questions about society and social justice. Prerequisites: CL100 or SY101

SY397 Field Experience in Sociology (Variable) Approved career-related work experience in the field of Sociology, established by contract between Career Development, major advisor and student. Prerequisite: Approval of the department chairperson.

SY398 Readings/Research in Sociology (Variable) Individually negotiated program of readings on selected topic established between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

SY399 Independent Research Project (Variable) Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

SY402/EN402/EN502 Communities and Watersheds (3) Examination of the interface of communities and watersheds and the associated issues of stewardship and sustainability, using the Grand River and Grand Rapids as an example of the social significance of waterways in U.S. urban development. Prerequisite: SY101, EN201, EL100, or GY130

SY403 Capstone Seminar (4) SC A detailed exploration of major theories and theorists, concepts, and topics of sociology, and ethics and professionalism in the discipline. Prerequisites: Senior status and twenty-one (21) credit hours of sociology.

Sustainable Business

Deborah Steketee, Ph.D. , Chair

Matthew Tueth, Ph.D., Todd R. Yarbrough, Ph.D.

Mission Statement. To prepare innovative change agents who will harness the power of business and the natural environment to foster financial prosperity, ecosystem resilience, and human flourishing.

Student Learning Outcomes. Principles for SB Student Learning Outcomes:

- Student Learning Outcomes incorporate knowledge, skills, and attitudes.
 - All Student Learning Outcomes are assessable.
 - Student Learning Outcomes reflect the unique challenges posed by the aspiration for sustainability.
1. Students will understand key concepts of sustainability science and pathways for addressing challenges at the interface of nature, society and business.
 2. Students will demonstrate literacy in a variety of corporate sustainability strategies and will be able to apply the tools of ethical business management for sustainability.
 3. Students will demonstrate effective communication skills.
 4. Students will be effective communicators in public presentations.
 5. Students will be able to articulate the business case for sustainability to both internal and external stakeholders.
 6. Students will be able to identify and analyze current and changing business contexts - including economic, environmental and social linkages in local, regional, national and global communities.
 7. Students will be able to articulate how they can contribute to an organization or graduate program.
 8. Students will demonstrate quantitative reasoning skills.
 9. Students will be able to identify key quantitative variables affecting an organizational decision, access relevant information and propose an appropriate response.
 10. Students will know and understand the role of markets and marketing in society and how they can be harnessed for sustainability.
 11. Students will be able to evaluate an organization's market situation and recommend appropriate marketing strategies.
 12. Students will understand the basic management functions of planning, organizing, leading and controlling and their use in integrating organizational resources to achieve success for sustainability.
 13. Students will be able to navigate the process of acquiring and efficiently allocating financial resources within an organization.
 14. Students will be able to generate, analyze and interpret financial information that will be useful in decision making and assessing performance.

Bachelor of Science in Sustainable Business (B.S.S.B.) Sustainable Business is interdisciplinary in nature, integrating natural and physical science, business, and environmental studies. Sustainable business practices improve long-term profitability, the health of natural systems, and the human component of our world community. A student completing

the B.S. in Sustainable Business will be prepared for a career in private industry, non-profit organizations, government, or for graduate-level studies in sustainable business or a related discipline. Students must obtain a grade of C or higher in each required course to count toward a major or minor in Sustainable Business.

Sustainable Business Major

Major Requirements: Sixty-five (65) credit hours

Required courses:

- AG210 Principles of Accounting—Financial (4)
- AG211 Principles of Accounting—Managerial (4)
- BS201 Principles of Management (3)
- BS202 Principles of Marketing (3)
- BS305 Financial Management (3)
- BS325 Ethics and the Ecology of Commerce (3)
- BY123 Environmental Biology (3)
- CN101 Introduction to Communication (3)
- CY101 Environmental Chemistry (3)
- EL100 Introduction to Environmental Studies (3)
- EL301 Advanced Environmental Studies (3)
- ES211 Microeconomic Principles (3)
- PC291 Physical Science (3)
- SB100* Industrial Ecology (3)
- SB201* Sustainable Business Management (3)
- SB315* Building Social Capital (3)
- SB320* Sustainable Business Innovations Lab (3)
- SB395* Cases in Sustainable Business (3)
- SB397* Internship (3–6)

Students must select two of the following courses:

- SB200* Sustainable Energy Systems (3)
- SB202* Environmental Regulatory Compliance (3)
- SB203* Sustainable Business in Corporations (3)
- SB204* Sustainable Business Metrics and Reporting (3)
- SB300* Environmental Economics and Policy (3)
- SB310* Special Topics in Sustainable Business (3)
- SB330* International Perspectives in Sust. Bus. (3)
- SB346* Environmental Politics and Policy (3)

* denotes Sustainable Business Department courses

Sustainable Business Minor

Minor Requirements: Twenty-eight (28) credit hours

Required courses:

- EL100
- EL301
- CY101
- SB100
- SB201
- SB315
- SB Elective
- BS201
- BS202
- AG211

Course Descriptions

SB100 Industrial Ecology (3) This course examines the advantages of nature-based industrial systems for humankind and the natural community. Intelligent approaches to sustainable energy and material systems are outlined and discussed. A wide variety of organizations that have begun a transition toward sustainable business practices are examined. Prerequisites: EL301 and BS201.

SB200 Sustainable Energy Systems (3) This course examines production and consumption of various forms of sustainable energy appropriate for business. Subtopics include global and regional pollution issues, climate change, carbon sequestering, and energy efficiency. Renewable energy sources examined include solar, wind, fuel cells, hydrogen combustion, tidal, and ocean thermal. Prerequisite: EL301 or consent of instructor.

SB201 Sustainable Business Management (3) The course examines intelligent approaches for provisioning goods and services that result in long-term business profitability, restored natural world integrity, and the emergence of vibrant and stable communities. We will discuss the variety of strategies and components necessary for effective sustainable business management and successful real-world organization transitions inside the movement. Prerequisite: SB100.

SB202 Environmental Regulatory Compliance (3) Regulatory compliance strategies for business on local, state, and federal levels are outlined. Strategies for bringing small, medium, and large businesses in compliance with air, water, and solid-waste pollution regulations are discussed. Prerequisite: EL100.

SB203 Sustainable Business in Corporations (3) Sustainability offers new opportunities (and challenges) for corporations. This course examines how corporations develop and implement sustainability strategies to address these emerging opportunities and challenges. We look at established industries and emergent companies as well as non-profits employing cutting edge technologies, and consider both national and international implications and drivers. The first half of the course examines corporate environmental sustainability, and the second half of the course explores corporate social sustainability. Students will learn to apply the tools of strategic business management to problems of sustainability. Case study analysis comprises a critical component of this course. Prerequisite: SB100

SB204 Sustainable Business Metrics and Reporting (3) For many corporations and organizations, the starting point for addressing sustainability challenges is baseline data collection and reporting. Sustainability reporting enables companies and organizations to report environmental, social and

economic information in a way that is similar to financial reporting. In recent years, the number of organizations issuing such reports has increased rapidly. This course is an introduction to sustainability reporting and metrics in both corporate and academic settings. You will learn about sustainability reporting guidelines and best practices through lectures and by reading several sustainability reports. After gaining this foundational knowledge, you will be developing a sustainability report for Aquinas College. Prerequisite: SB100

SB/ES 300 Environmental Economics and Policy (3) Microeconomic theory and models of environmental economics are examined, such as common property resources, externalities, environmental accounting, contingent valuation, and maximum sustainable yield, along with the complex economic and social impacts of environmental policy. Prerequisites: EL100 and ES211.

SB310 Special Topics in Sustainable Business (3) Variable topics in sustainable business offered on an occasional basis.

SB315 Building Social Capital (3) This course examines the role of social capital in building sustainable organizations and communities. The key elements and various forms of social capital will be explored by looking at the different ways that communities develop and how the human relationship with ecological systems can be sustained and enhanced. Ways to measure social capital will also be addressed in order to strengthen the understanding of this component of sustainable business and foster its application in the workplace. Prerequisite: SB100 or consent of instructor.

SB320 Sustainable Business Innovations Lab (3) We will investigate and deploy triple top-line entrepreneurial innovation, effective organizational design, workplace innovation application skills, and research/analysis methods through in-class discussions as well as practice-based projects. Prerequisites: SB100, SB201, and SB315.

SB330 International Perspectives in Sustainable Business (3) This course examines the deployment of sustainable business practices around the world. Class discussions, lectures and assignments will explore the variety of sustainable business models and practices which may be found in differently developing countries and regions, as well as introduce the complexities of a practicing sustainable business in a globalizing world. Students will be challenged to analyze the significance of cultural, political, and socioeconomic contexts in designing products, processes, and business strategies and models which will further sustainable business criteria. Each semester, a particular region/country receives more intense examination, culminating with a ten-twelve day field visit to that region/country immediately following the end of the semester. The required field component for the course takes place in various locations throughout the regions/country. To participate in this required field component, students must complete the required forms and submit payments according to the dates outlined in the "Study Abroad for International Perspectives in Sustainable Business" contract and other materials posted for this field component on Course Connect. Prerequisites: SB100 and SB315 or consent of instructor.

SB/EL/PS 346 Environmental Policy and Politics: Issues & Approaches (3) Introduction to environmental policy as a focus of public policy. The forces and frameworks shaping environmental policy as well as the influence of various actors will be examined through analysis of key environmental issues. PS 101 or EL100; or instructor permission

SB395 Cases in Sustainable Business (3) This course offers an experiential approach to applying key sustainable business principles to current business challenges and opportunities. Topics examined each week will focus on a different issue related to recreating a sustainable management system for a fictional business. Writing, research and presentations will assess students' reading readiness as sustainable business professionals and agents of change. Prerequisites: SB201 and SB315.

SB397 Internship (3–6) The student works with a business or organization during a selected semester to improve its sustainable business practices. Prerequisites: SB201, SB315, and approval of department chairperson.

SB398 Readings in Sustainable Business (3) Individually negotiated list of readings in sustainable business as established by contract between the student and professor. Contracts are filed with the Registrar. Prerequisite: Approval of department chairperson.

SB399 Independent Project (3) Individually negotiated project established by contract between student and professor. Contracts are filed with the Registrar. Prerequisite: Approval of department chairperson.

Theatre

Randy Wyatt, M.F.A., Associate Professor and Program Director

The Aquinas College Theatre program offers training for the aspirant theatre professional as well as looking to support and equip students interested in the integration of theatre arts into a variety of other careers such as education, business, psychology and therapy, community leadership, arts advocacy, literature/cultural studies and theology and ministry.

The Aquinas College Theatre Program is committed especially to the exploration of newer dramatic texts, the development of those texts, and preparing the student to analyze and interpret the dramatic work of today and tomorrow.

Theatre Majors are required to participate (in some capacity) in one mainstage show per semester. At least twenty-two (22) semester hours within the degree must be taken at Aquinas College.

Theatre Major (B.A.)

Major Requirements: Forty-eight (48) credit hours in Theatre: the core (27 credits) and one concentration or "track" (21 credits) selected from the following options: performance (acting and/or directing), technical studies, creative dramatics or general studies.

Theatre Major Core Required courses:

- TE/EH217 Dramatic Literature
- TE242 Script Analysis
- TE361 Theatre History I
- TE399 Senior Capstone Project/Independent Study.
- Five (5) credits of Theatre Practica (TE253 and TE341) *at least one credit in each area, counts for mainstage production and the Children's tour only)*
- TE362 Theatre History II
- TE141 Acting I
- TE251 Stagecraft
- TE244 Directing I

Performance Track Requirements:

Required courses:

- TE 140 Improvisational Acting
- TE223 Voice and Diction
- TE283 Stage Movement
- TE241 Acting II or TE344 Directing II
- TE342 Audition Technique
- Nine (9) credits of theatre electives.

Technical Studies Track Requirements:

Required courses:

- TE130 Intro to Theatre Design
- TE351 Technical Theatre
- TE420 Theatre Management,
- Three (3) credits of TE254 Design Mentorship
- Nine (9) credits of theatre electives.

General Studies Track Requirements:

Required courses:

- TE130 Intro to Theatre Design
- TE241 Acting II
- TE278 Dance Sampler
- TE 352 Script Writing
- Nine (9) credits of theatre electives.

Theatre and Business Administration Dual Major (B.S.B.A)

Designed for the Business student who is interested in Theatre Management.

Major Requirements: Fifty-seven (57) credit hours

Required courses:

- Accounting: Eight (8) credit hours
 - AG210
 - AG211.
- Business: Fifteen (15) credit hours:
 - BS106
 - BS201
 - BS202
 - BS305

- BS460
- Choose one: BS442, BS457, or BS492
- Computer Information Systems: One (1) credit hour
 - CS152
- Mathematics: Three (3) credit hours
 - Choose one: MS151, MS 252, or MS494
- Economics: Six (6) credit hours:
 - ES211
 - ES212
- Theatre
 - History and Literature: TE361 and TE362
 - Performance: TE141
 - Theatre Design: TE130
 - Stage Directing: TE244
 - Theatre Technology: TE251
 - Business Administration/Theatre Internship: TE397

At least twenty-eight (28) semester hours within the dual degree must be taken at Aquinas College.

Communication Major with a Theatre Emphasis (B.A.)

Designed for students interested in both Communication and Theatre as they work toward a Bachelor of Arts degree, especially recommended for students seeking secondary education certification in speech.

Major Requirements: Thirty-eight (38) credit hours total.

Required courses: thirty-two (32) credit hours:

- | | | |
|--|---------|---------|
| • CN101 | • CN206 | • TE253 |
| • TE130 | • TE242 | • CN285 |
| • TE141 | • TE244 | • CN307 |
| • CN205 | • TE251 | • TE341 |
| • Six (6) semester hours of electives chosen from: | | |

- | | | | |
|---------|---------|---------|---------|
| - TE123 | - TE279 | - CN311 | - TE383 |
| - CN185 | - TE281 | - TE310 | - TE384 |
| - CN186 | - TE282 | - TE344 | - CN397 |
| - CN207 | - TE283 | - CN350 | - TE397 |
| - CN208 | - CN300 | - TE351 | - CN398 |
| - TE221 | - CN301 | - TE352 | - CN399 |
| - TE222 | - CN302 | - CN360 | - TE399 |
| - TE223 | - CN303 | - CN361 | - CN401 |
| - TE241 | - CN305 | - TE361 | |
| - TE250 | - CN310 | - TE362 | |

No more than six (6) semester hours may be taken from CN397, TE397, CN398, CN399, or TE399.

TE253 and TE341 must be taken for a minimum of one (1) credit each. At least twelve (12) semester hours must be taken at Aquinas College.

Theatre Minor

Minor Requirements: Twenty-five (25) credit hours

- Theatre History & Literature: Nine (9) credit hours
 - TE217
 - TE242
 - TE361 or TE362
- Performance: Five (5) credit hours
 - TE141
 - TE223 or TE283
- Theatre Design: Three (3) credit hours
 - TE130
- Theatre Technology: Three (3) credit hours
 - TE251
- Stage Directing: Three (3) credit hours
 - TE244
- Theatre Practica:
 - TE253
 - TE341 (2 semester hours; counts for mainstage productions only)

At least ten (10) semester hours within the minor must be taken at Aquinas College.

Theatre minors must participate in a least one of the theatre program's mainstage season productions per year.

Students interested in vocal training are encouraged to contact the Music Department for the appropriate curriculum.

Course Descriptions

TE100 Introduction to Theatre (3) AC Introduces theatre as an art form, exploring the collaboration process involved with playwrights, directors, actors, designers, technicians and the development by which the text is transformed to the stage. Includes attendance at theatre productions both on and off campus. Does not count towards the Theatre major.

TE123 Introduction to Musical Theatre (3) Exploration of the elements of American musical theatre. History, relevance to the theatre movement, and the collaboration process of playwrights, composers, lyricists, directors, choreographers, conductors, actors, designers and technicians are introduced.

TE130 Introduction to Theatre Design (3) Introduces the elements of design and interprets them theatrically: set, costume, and light design. Explores text interpretation and visual expression.

TE140 Improvisational Acting (3) Artistic method of improvisation focusing on the individual and ensemble exploring spontaneity, group cohesion and trust, pantomime skills, characterization and performance. Both comedic and dramatic improvisation are explored.

TE141 Acting I (3) Introduction to the technique of acting using theatre games, improvisation, text analysis, monologue and scene work, rehearsal etiquette and technique, and performance. Explores the release of tension and freeing the actor's body and voice. Rehearsals outside of class are required.

TE/EH217 Dramatic Literature (3) AC Study of the elements of drama through close readings of works from various ages and countries.

TE221 Oral Interpretation (3) Artistic method of preparation and delivery of interpretive readings from prose, poetry, and drama focusing on literary analysis and editing, vocal and physical production technique, choral reading, and readers' theatre.

TE222 Storytelling (3) Artistic method of preparation and delivery of poetry, folk tales, and other stories focusing on story analysis and editing, and vocal and physical performance technique.

TE223 Voice and Diction (2) Speech theory and technique designed to improve a stage actor's vocal quality which may include breath, production, articulation and phonetics. Prerequisite: TE141 or consent of instructor.

TE241 Acting II (3) Deeper exploration into the technique of acting using method and non-method approaches to monologue and scene study. A more specific focus on vocal and physical awareness, character work, bold acting choices and genre. Rehearsal outside of class is required. Prerequisite: TE141 or consent of instructor.

TE242 Script Analysis (3) Artistic approaches to analyzing and interpreting dramatic texts for the purposes of directors, actors and designers. Includes Aristotelian, structural, image-based, action-based and research-based modes of analysis.

TE244 Stage Directing I (3) Introduction to the art of directing focusing on composition, picturization, audition, staging, dramatic rhythm and pace, rehearsal technique and leadership qualities. The course culminates with student directed ten-minute plays. Rehearsals outside of class are required. Prerequisite: TE242 or consent of instructor.

TE/MCEN250 Musical Theatre Workshop (2) Exploring the actor/singer/dancer by concentrating on acting the song, vocal production, dance, musical theatre auditions, and performance. Rehearsals outside of class are required. Prerequisite: TE141, MCAP166 or consent of instructor. Can be repeated once as TE/MCEN350.

TE251 Stagecraft (3) Exploration of various technical aspects of theatrical production which may include scenery and property construction (metalwork, painting and rigging), lighting and sound, costuming, and make-up. Scene shop laboratory hours may be required.

TE253 Technical Theatre Practicum (1) Participating in a Theatre Program mainstage production in stage management, lighting, sound, scenery, props, costuming, or make-up and completing the requirements set forth by the production's technical director. Prerequisites: TE251 or consent of instructor.

TE254 Design Mentorship (1-3) The shadowing of a design professional (set, lighting, costume, sound, props, stage management or technical direction) working on a mainstage production. The student may be called upon to assist the mentor in various capacities. Observations are recorded in a journal and

checked by/discussed by the mentor. May be repeated with different subject areas or different mentors. Pre-req: TE130 or Program Director permission.

TE278 Dance Sampler (3) An introductory course covering several types of dance, including tap, jazz, modern and musical theatre.

TE279 Tap Dance (2) Introduction to tap dancing including basic steps, terms and combinations designed to increase strength and flexibility.

TE281 Ballet (2) Introduction to ballet including body position, terms and beginning sequences designed to increase strength and flexibility.

TE282 Modern Dance (2) Introduction to modern dance including free form techniques and exercises designed to increase strength and flexibility.

TE283 Stage Movement (2) Theatrical movement techniques designed to break physical habits, release tension, explore physical character, increase strength and flexibility, begin aerobic activity and may introduce classical styles. Prerequisite: TE141 or consent of instructor.

TE310 Special Topics in Theatre (variable) Offers focus on a specialized area in theatre when resources are available.

TE340 Acting III: Rotating Styles (3) Acting technique open to explore major period styles and genres. Rehearsals outside of class are required. Prerequisites: TE141, TE241 or consent of instructor; can be repeated once.

TE341 Acting Theatre Practicum (1) Participating as an actor in a Theatre Program mainstage production and completing the requirements set forth by the production's director. Prerequisite: Consent of instructor by audition.

TE342 Audition Technique (2) Exploring the professional theatre and film audition by focusing on material selection and preparation, appearance, impression, and headshot/resume techniques. Prerequisite: TE141 or consent of instructor.

TE344 Stage Directing II (3) Deeper study in the art of directing focusing on concept, classical and stylized theatre, musical theatre, and other genres. The course culminates with student directed scenes. Successful completion of this course allows the student to propose and, if chosen, direct the annual student laboratory production (see TE444). Rehearsals outside of class are required. Prerequisites: TE244 or consent of instructor.

TE351 Technical Theatre (3) Concentrative study on a rotating area of theatrical design or technical study, including set, costume, lighting or sound design, stage management, props design and construction, make-up design or technical direction. Scene shop hours may be required. May be repeated twice for credit. Prerequisite: TE251.

TE/EH352 Script Writing (3) Writing scripts for the stage and/or screen and the study of the elements of script writing. Prerequisite: EH210 or consent of instructor.

TE361 Theatre History I (3) Survey from Greek theatre to the closing of the theatres in Commonwealth England (1642). Designed to familiarize the student with various periods of theatre history, both the physical aspects and the genre of drama that evolved from each period. Readings of representative plays are required.

TE362 Theatre History II (3) A continuation of TE361; from Restoration England (1660) through contemporary. Readings of representative plays are required.

TE383 Creative Dramatics (3) Explores dramatic texts written for child performers and focuses on dramatic curriculum for children performance projects. Field component is required.

TE384 Children's Theatre (3) Explores dramatic texts intended for child audiences. Introduction to performance techniques for YA audiences as well as to major contributors to the field of children's theatre. Performances may be required. Prerequisite: TE141 or consent of instructor.

TE397 Theatre Internship (variable) Opportunity for students to gain credit for a non-academic theatre experience. Prerequisite: Consent of theatre director.

TE399 Independent Project in Theatre (variable) Individually negotiated project in student's area of interest established by contract with instructor. One semester hour is required for the theatre major designed to prepare students entering the theatre profession or graduate school. The project may focus on life in the theatre, portfolios, resumes, job search, audition material, agents, casting directors and the local and national theatre scene. Contracts are filed with the Registrar. Prerequisite: Consent of theatre director.

TE/EH410 Shakespeare (3) SC Introduction to the reading and study of Shakespearean tragedy, comedy and tragi-comedy. Prerequisite: EH221 or EH/TE217 with a grade of C or higher.

TE420 Theatre Management (3) A seminar-based course in the leading and promotion of theatrical organizations, both for-profit and non-profit. Fundraising, visibility, and organizational structure and guidelines are discussed. Prerequisite: Junior or senior status.

TE440 Acting IV: Contemporary Scene Study (3) A high-intensity studio acting course that serves as both a scene-study studio and as a survey of contemporary playwrights and dramatic literature. Up to 36 plays/playwrights are sampled from and assigned as scenes with rotating teams of partners for in class workshop and critique from both peers and the instructor. May be repeated once for credit. Pre-req: TE 241.

TE444 Student Laboratory Production (1-3) Annually, a student can be chosen through a proposal process to direct a laboratory production. The process will be mentored by a faculty member and students other than the director can participate based on audition or interest (actor, stage manager, designer, or producer). These productions are performed in the student theatre laboratory. Prerequisite: consent of theatre director. one (1) credit=50 hours; two (2) credits=100 hours; three (3) credits=150 hours of service. Can be repeated.

TE462 Twentieth Century Theatre (3) Explores the nature of theatre styles through the perspectives of modern era theorists; late 19th century to present.

TE463 Individual Research in Theatre (3) Thesis research in areas which may focus on theory, history, or styles; research in marketing and advertisement for a Theatre Program mainstage production or student laboratory production; serve as dramaturge for a Theatre Program mainstage production or student laboratory production; or project proposed by student. Requirements set by instructor. Prerequisite: Consent of Theatre Program Director.

Theology

Robert P. Marko, Ph.D., Chair
Stephan Davis, Ph.D.; Dennis Marshall, Ph.D.

Mission Statement Following St. Thomas Aquinas, our patron, faculty and students together seek the truth of existence as it emerges in the human response to God’s invitation to participate in the fullness of life. Theology at Aquinas College attends to human existence and life and contemporary concerns in light of Sacred Scripture, church tradition, and the natural law which mirrors God’s eternal wisdom. Committed to the theological enterprise of “faith seeking understanding,” the Theology Department is an integral and indispensable part of a Catholic liberal arts education.

Departmental Goals:

- To root students in Scripture, the soul of theology.
- To faithfully transmit to students the Catholic tradition.
- To promote in students action in the world that springs from the Truth of the Gospel, placing themselves at the service of Life and Love.

Degree Granted: Bachelor of Arts (B.A.)

Theology Major

Major Requirements: Thirty-six (36) credit hours
Required courses:

- TY120
- TY131
- TY170
- TY250
- TY293
- TY345
- One or two courses in Sacred Scripture
- One course in Spirituality
- One Senior Capstone Course in Theology
- Twelve (12) credit hours of Theology electives

As of 2015-2016, the following courses can serve as the senior capstone: TY400, TY293, and TY345. At least twenty-one (21) credits should be earned at Aquinas College.

Theology Minor

Minor Requirements: The Theology Department offers a minor in Theology. A minor is designed to provide an organized format of courses beneficial to students in supplementing their major with courses from the Theology Department. A minor requires a minimum of twenty-four (24) semester hours, the specific courses determined in consultation with the department.

In conjunction with the Department of Music, the Theology Department supports Bachelor degrees in Liturgical Music. Consult Music Department entry for requirements.

Course Descriptions

TY120 Sacraments (3) TF An introduction to Sacramental Theology and Liturgy that explores the biblical, historical and liturgical aspects of the Church's Sacraments.

TY131 Bible as Story (3) TF A theological and literary introduction to the biblical story, from creation to apocalypse. Follows the great themes of the Bible, such as paradise, peoplehood, and the presence of God. Students will learn to interpret biblical stories, discover the images and themes that appear throughout the Christian Bible, and gain an appreciation of scripture as the root of Christian faith today.

TY140 Faith and Meaning (3) TF Explores faith, worldview, and the meaning of life from a Christian perspective, guided by biblical readings and the writings of C.S. Lewis. Students will discover the connection between the biblical story and its language, theology, and distinctive Christian forms of life.

TY147 The Catholic Vision (3) TF This course introduces students to Roman Catholic tradition and its faith, doctrines, theology, ritual, spirituality and moral life. Its goals include 1) acquainting students with the distinctive spirit of the Catholic vision and tradition as it relates to other Christian denominations and religious traditions; 2) helping students to recognize that Catholicism is a theological heritage that encompasses a rich tradition of persons, doctrines, ways of celebrating, moral living, praying and social justice; and 3) familiarizing students with the challenges that contemporary Catholicism faces in the Third Millennium.

TY150 A Vision for Catholic Youth Ministry (1) An introduction to Catholic youth ministry as envisioned by church documents and in dialogue with contemporary theory and practice. Explores the historical context and present models, and introduces the leadership system of Renewing the Vision.

TY151 Leadership in the Parish Setting (1) Explores effective leadership concepts in order to identify those most suitable for parish youth ministers, catechetical leaders and those teaching theology in Catholic schools. Students will learn methods of recruitment, training, and establishing a leadership system.

TY 152 Youth Ministry Methods (1) Explores the elements of program planning and volunteer management for the implementation of the vision of Catholic youth ministry.

TY154 Faith Growth (1) The application of developmental psychology to faith formation for parish youth ministers, catechetical leaders and those teaching theology in Catholic schools. Also exposes students to social science data about the religious attitudes of young people in the U.S.

TY170 Wrestling with God (3) TF Considers the question of God's existence. Investigates the human capacity to know, love and speak intelligently about God. Examines arguments both for and against God's existence and gives special consideration to the challenges suffering poses to faith. Explores the relationship between faith and reason, and science and religion. Evaluates the effect secularization has on religious belief and pays special attention to the challenges that a postmodern situation presents to traditional belief in God.

TY210 Theology of the Person (3) TF Discussions and readings (biblical, classical, and contemporary) related to the topic of Christian Anthropology.

Topics covered include: Creation; Being Human (imago Dei, free, relational, etc.); Sin; Grace; Death; Judgment; Heaven and Hell.

TY211 Jesus (3) TF Explores the New Testament portraits of Jesus, including how the first Christian theologians re-interpreted Jewish scripture. Students will compare episodes in the Gospels and become aware of images of Christ in narrative, epistle and poetry. Also introduces the ‘historical Jesus’ debate and the cultural setting of the Jesus movement.

TY212 Vatican II and the American Catholic Experience (3) This course examines the major documents of the Second Vatican Council and how the paradigm shift experienced impacts the Roman Catholic tradition in the United States since 1965. After setting the historical context of Vatican II and its place in the Catholic theological tradition, the major themes of the council are addressed with a careful reading of select documents. Attention is then given to how the shifts in Vatican II, rooted in the documents, has effected contemporary concerns in the United States such as ecumenism and inter-religious dialogue, understanding of church, the nature of theological reflection and relationship of faith to the world.

TY215 Introduction to Christian Spirituality (3) TF Introduces students to contemporary spirituality grounded in the quaternion nature of the human person who is called to live in relationship with God, self, others and material creation. The course helps students understand spirituality as living in the presence of God and to appreciate how the major themes of the Christian spiritual tradition have concrete implications for responding to this gracious mystery.

TY224 Theology of Christian Marriage (3) TF Explores the meaning of love, marriage, and human sexuality from a theological perspective. Aided by the insights from the psychological and social sciences, as well as ethical philosophy, this course seeks to comprehend an appropriately Christian vision of the meaning and purpose of human sexuality and love.

TY230 The Liturgical Year (3) Historical, theological, and scriptural study of the seasons and feasts of the Liturgical Year; meaning of celebrating and living liturgical spirituality for contemporary persons.

TY240 Theology of Paul (3) TF Probes the Apostle’s theology in its Jewish context. The course focuses upon the form of Paul’s letters, the different situations he addressed, his understanding of Jews and Gentiles together, his vision of Christ, and his interpretation of the Jewish Bible (the Old Testament).

TY250 Christian Morality (3) TF An Introduction to Christian ethics or moral theology that, from the Catholic moral tradition, considers ethical sources, the meaning of the acting person, and selected sexual, bio-medical and social justice issues. Themes covered include: ethics in a post-modern world, faith and ethics, church authority, conscience, natural law, sin, virtue and making moral decisions.

TY255 Catholic Social Teaching (3) TF An introduction to the official social teachings of the Catholic Church and the lived experience of the Judeo-Christian tradition in the United States since the end of the nineteenth century. Attention is given to the theological vision, the anthropology, and the principles used by the Church in its moral reflection on the various social problems of our day including rights and duties of workers and employers, racism, sexism, attacks on the dignity of human life and the family, political tyranny, economic injustice in the Third and Fourth worlds, and war.

TY267 Women and Spirituality (3) This course will explore the topic of spirituality focusing especially on women. We will approach our studies through readings, class presentations and discussions on Scripture, Tradition and Church history; the anthropology/sociology of gender relations; the lives of women mystics; the experience of women in selected works of literature; the experience of contemporary women (guest speakers) and the experience of class participants. Class readings, presentations and discussions regarding all of the above will strive to incorporate varying experiences of race, culture and life stage development.

TY271 Judaism at the Time of Jesus (3) An exploration of the diverse theology and literature of early Judaism. Includes an extended study of the Dead Sea Scrolls. Other foci include early Jewish biblical interpretation, the Old Testament Apocrypha and Pseudepigrapha, the so-called rewritten Bible, Jewish apocalyptic, the Jewish historian Josephus, and the Jewish philosopher Philo. Students will gain an appreciation of the Jesus movement in its native context and discover the Jewish roots of Christian theology.

TY275 World's Living Religions (3) Discussions and readings related to the great living religions of East and West with the purpose of helping students to learn about religions other than their own.

TY293 Christology (3) SC An introduction to the Christian tradition's understanding of Jesus as the Christ. After a brief review of the biblical data, this course considers the tradition's reflection on Jesus of Nazareth as found in the early Christological councils and later theologians.

TY/MCHL306 Music in Liturgical Celebration (3) Integrated study of music and liturgy; historical, theological study of basic liturgy and function of music in liturgy; musician's role in a parish.

TY310 Special Topics in Theology (3) Prerequisite: Theological Foundations Requirement or Instructor Approval

TY312 Liturgy and Ministry (3) Development of skills in liturgical planning and liturgical ministries by guided experience, evaluation, readings, and discussion.

TY315 Eucharist: Source and Summit of Christian Life (3) The Second Vatican Council teaches that the Eucharistic sacrifice is "the source and summit of Christian life" (Lumen Gentium, no. 11). The goal of this course is to see how the Eucharist had been the source and summit of the life of the early Church, and remains as the center of the Church today, and will continue to do so to the end of time.

TY320 Theologians of the Great Tradition (3) A focused study of the work of a theologian or theologians of the Christian theological tradition. Prerequisite: a theology course or instructor approval. Credits may be earned under different titles. Offered as TF when instructor approves.

TY345 Church and Spirit (3) SC This introduction to ecclesiology sets the church within the contemporary historical, sociological and theological context. Models of the church, how the church saw itself throughout various historical periods, its nature and mission as formulated in Vatican II, and challenges for the future are considered.

TY370 Theology of Ministry (3) A biblical and historical examination of Christian ministry. Compares pre- and post-Vatican II Catholic ideas. Topics include lay and ordained ministry, gender issues and recent advances in faith formation.

TY377 Languages of the Bible (3) Introduces students to biblical Hebrew and Greek vocabulary, verb systems, grammar and syntax. May include a brief introduction to biblical Aramaic. Prerequisite: A Scripture course or professor approval.

TY397 Field Experience in Theology (Variable) Approved career-related work experience in the Theology field, established by contract between Career Development, major advisor and student. Prerequisite: Approval of the department chairperson.

TY398 Readings in Theology (Variable) Individually-negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

TY399 Independent Project (Variable) Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar. Prerequisite: Approval of the department chairperson.

TY400 Senior Seminar (Variable) (3) SC A Senior level study of selected topics from Biblical, Doctrinal, Ecclesial, Moral, or Systematic Theology.

Urban Studies

Richard McCluskey, Ph.D., Advisor

Note: Urban Studies is recommended as a minor especially to students majoring in business administration, geography, history, political science, or sociology.

Urban Studies Minor

Minor Requirements: Twenty-two (22) credit hours

Required courses:

- GY212 Urban Geography (4)
- PS203 Urban Government (3)
- SY302 Communities (3)
- Twelve (12) semester hours from the following:
 - GY120 Human Geography (4) PGC GP
 - GY264 Economic Geography (3)\
 - HY218 African American History (3)
 - PS205 State Government and Politics (3)\
 - PS/BS340 Public Administration (3)
 - PS/CL345 Public Policy (3)
 - PS/ES376 Public Sector Economics (3)
 - SY102 Introduction to Social Work (3)
 - SY162 Drugs and Society (3)
 - SY260 Introduction to Social Problems (3) PSC
 - SY261 Criminology (3)

Women's Studies

Amy Dunham Strand, Ph.D., Assistant Professor of Women's Studies and Director of the Jane Hibbard Idema Women's Studies Center

Student Learning Outcomes. Students completing the Women's Studies minor will:

- Be aware of women's historical and contemporary roles, their accomplishments, and their experiences in our society and across cultures.
- Understand the value and contributions made by women in many spheres of life (e.g. family, workplace, science, religion, politics, arts, and education).
- Demonstrate an awareness of gender, race, nationality, class, and sexual identity issues and how these conditions shape human experience.
- Have the knowledge and skills to act as advocates for social change in the future.

The Women's Studies Minor:

- Is an interdisciplinary academic curriculum that exposes students to women's historical and contemporary roles, their accomplishments, and their experiences in our society and across cultures.
- Introduces students to valuable, often neglected information about women in many spheres of life (e.g. family, workplace, science, religion, politics, arts, and education).
- Raises questions about gender, race, nationality, class and sexual identity, and explores how these conditions shape human experience.
- Helps us understand the complexity of women's and men's lives.
- Challenges stereotypes and encourages students to think critically about themselves and the world in which they live so they can become advocates for social change.

Women's Studies Minor

Minor Requirements: Twenty-one (21) credit hours

Required courses:

- WS100 Introduction to Women's Studies (3)
- WS/HY309 Women in American History (3)
- WS/PS325 Feminist Theory and Activism (3)
- Twelve (12) elective credit hours of course offerings from the list of courses offered below:

Course Descriptions

WS100 Introduction to Women's Studies (3) PSC This course is designed to introduce students to Women's Studies as an area of

interdisciplinary study and research. Students will read classic and contemporary texts from a variety of disciplines in the Humanities, Social Sciences, and Sciences. Topics include women's contributions to the arts, sciences, and religion, an overview of feminist/womanist theory, epistemological issues, and feminist research methodologies. The course offers students the opportunity for cultural and cross-cultural study of the effect of representations and the various ways assumptions about gender, race, class, ethnicity, and sexual orientation impact identities and shape perceptions, thinking, and actions in everyday life.

WS200 Special Topics in Women's Studies (Variable)

WS/SY207 Arab Women (3) GP This course explores various Arab communities, both historic and contemporary, to focus on the diverse lives of Arab women: tribal nomadic, small village, immigrant and urban. Through reading a variety of genres, including the novel, ethnography, memoir, and poetry, the course examines Arab practices and reflects on the dynamics of gender and power in students' own cultures.

WS/PG211 Psychology of Women (3) This course presents concepts, theories, and issues surrounding the psychology of women. Theory and research focused on gender differences will be reviewed and discussed. Current issues including violence against women, sexual assault on college campuses, feminist approaches to therapy, workplace issues experienced by women, and family and relationship issues will also be explored.

WS/AT252 Women, Ceramics, and the Creative Process (3) This course features the study of contemporary, groundbreaking women ceramic artists through lecture, discussions, and studio work in clay.

WS/EH255 Women Writers (3) AC This course focuses on selected texts in English by female authors and draws from all genres and periods.

WS260 Women and the Environment (3) PSC This course explores representations and theories of ecofeminism that connect nature and women, as well as the work of pioneering and contemporary environmental advocates, such as Rachel Carson, Wangari Maathai, Vandana Shiva, and West Michigan women who have led the modern environmental movement. Through a range of readings, written responses, discussion, and a final community engagement project, students apply course models to shape an environmental consciousness for themselves.

WS/TY267 Women and Spirituality (3) This course explores the topic of spirituality focusing especially on women, approaching studies through readings, discussions, and class presentations on Scripture, Tradition, and Church history; the anthropology/sociology of gender relations; the lives of women mystics; the experience of women in selected works of literature; the experience of contemporary women, including guest speakers; and the experience of class participants. Class readings, presentations, and discussions regarding all of the above will aim to incorporate varying experiences of race, culture, and life stage development.

WS/SY305 Masculinities, Femininities, Sexualities, and Society (3) This course is designed to examine the ways in which gender, as a social construction, influences various aspects of social life. Particular attention is given to the role of ideology in shaping conceptions of gender, how those conceptions are constructed through socialization practices, and how they

are maintained through social institutions such as family, economy, education, media, medicine, government, and religion.

WS/HY309 Women in American History (3) In this social-historical introduction to history from a feminist perspective, focusing on women's lived experiences in the United States from the colonial era to the present, topics include: American Colonial women, Native American women, the impact of slavery on all American women, women's legal issues, and nineteenth- and twentieth-century social movements, such as movements for suffrage, temperance, social reform, women's liberation, and the Equal Rights Amendment.

WS/CN311 Gender Communication (3) This course focuses on the principles of and perspectives on the similarities and differences in men's and women's communication. It also presents skills that men and women can use to communicate more effectively.

WS314/SY311 Women, Girls, and Leadership (3) Examination of how the status of the women is defined and how social constructions influence various aspects of social life. Utilizes a sociological approach and theories that have contributed to establishing current ideas about women and girls, leadership, socialization practices and how they are maintained through social institutions.

WS/SY315 Women and Development (3) This course examines women's involvement in development and social change activities across diverse societies. Sociology and women's studies theories and analyses are used to understand development roles played by women in public and private spheres.

WS/PS325 Feminist Theory and Activism (3) Feminist Theory and Activism is designed to explore different ways of thinking about sex/gender, power, and justice, and examines how different theories of gender, power and justice shape political activism. By comparing a variety of theoretical perspectives (such as liberal, Marxist and radical feminism), we look at different possibilities for analyzing core feminist concepts and the practical implications of theory.

WS397 Field Experience—WS398 Independent Readings—WS399 Independent Project (Variable) These courses may be taken with the approval of the Director of the Women's Studies Program.

Other approved Women's Studies courses are also offered occasionally. Courses are also described within the departmental entries in this catalog.

- SY263 Juvenile Delinquency (3)
- SY312 Social Stratification (3)
- SY313 Race and Ethnicity (3)

The advisor may also approve a field experience (397) or an independent study (398).

World Languages

Michel Pichot, Ph.D. , Chair

Stéphane Bédère, M.A.; Katharina Häusler-Gross, Ph.D.; Marcos Romero, Ph.D.; Shelli Rottschafer, Ph.D.; Carmen Ruiz-Sánchez Ph.D.

The Department of World Languages offers courses in French, German, Japanese, Latin, Spanish, and Methods of Teaching Foreign Languages in K-12. Major studies may be pursued in French, German, and Spanish through departmental offerings at Aquinas College and through Study Abroad programs. Minors may be obtained in French, German, Japanese, and Spanish.

Delta Phi Alpha, the Aquinas College Tau Epsilon Chapter of the National German Honor Society, promotes the continued study of German language, literature and civilization, and recognizes excellence in scholarship in German studies.

World Language Majors

French Major

Major Requirements: Thirty-two (32) credit hours exclusive of FH101/FH102

Required courses:

- FY201
- FH202
- FH301
- FH302
- For a French Language and Culture Emphasis:
 - FH325
 - FH327
 - FH401
- For a French Translation Emphasis:
 - FL405
 - FH413
 - FH415

German Major

Major Requirements: Thirty-three (33) credit hours exclusive of GN101/GN102

Required courses:

- GN201
- GN202
- GN301
- GN302
- One literature course (GN325 or 326)
- One culture course (GN309 or 310)

Spanish Major

Major Requirements: Thirty-five (35) credit hours exclusive of SH101, SH102 and SH201)

Required courses:

- SH202
- SH301
- SH302
- SH304
- Two literature courses (SH325 or SH326 and SH327 or SH329)
- One culture course (SH320, SH363 or SH370).

NOTE: Students pursuing education must also complete SH305

Students seeking to major in French, German, or Spanish must complete all courses that are applied towards the major with a grade of “C” or higher (i.e. in 201, 202, 301, 302 and any other 300-and 400-level courses).

At graduation the student must have a cumulative G.P.A. of B (3.0) or higher in those courses used to fulfill the major requirement. Overseas language study is strongly recommended for all majors. At least eighteen (18) credit hours must be taken at Aquinas College, which may include courses taken while studying abroad. Aquinas College conducts a variety of Study Abroad programs representing the World Languages offered by the Department. Participants in study abroad programs remain registered at Aquinas College and the student’s financial aid package may be applied in full.

All French, German and Spanish majors and students who wish to enroll in FH/GN/SH496 and 497 must demonstrate proficiency at the ACTFL (American Council on the Teaching of Foreign Languages) standard of Intermediate mid/high in Writing and Speaking through examination in FH/GN/ SH301 and 302. This standard may equally be met by French students who pass the DELF B2 (Diplôme d’Etudes en Langue Française), or the DFP Affaires B2 (Diplôme de français professionnel Affaires), and by German students who pass the ZMP (Zentrale Mittelstufenprüfung Deutsch des Goethe Instituts).

Students transferring credits for FH/GN/SH 301 and/or 302 from other institutions will be required to take a proficiency exam. Students must consult with the department chairperson to arrange the proficiency exam.

Translation and Interpretation Major This professional four(4) year degree program is designed for undergraduate students interested in a career in translation/interpretation.

Program Goals:

1. Acquire proficiency in language and culture at the intermediate-high/ advanced-low level.

2. Understand the theoretical principles of translation and interpretation and utilize translation tool effectively
3. Demonstrate the ability to use specialized language in environments such as health and social sciences, business, legal studies, social services, education, and community.

The program offers three (3) concentrations: French, German, or Spanish (into English), and has three (3) components for each concentration:

1. Language and culture study: Grammar, composition, and culture courses to develop proficiency.
2. Professional language: Theory and practice, translation tools, and specialized language courses.
3. Subject area specialty: Minor/second major requirement to enable translation / interpretation students to acquire knowledge in a specific field in which they can specialize in where there is currently a high demand for translators.

Major Requirements:

1. French concentration

Major requirements: Thirty-five (35) credit hours

Required courses:

- FH201
- FH202
- FH301
- FH302
- FH325
- FH327
- FH401
- FH413
- FH415
- LF411 (Offered at CIDEF, Angers, France)
- WL405
- WL495
- Nine (9) credits of courses at the 300 or 400 level

2. German concentration

Major requirements: Thirty-five (35) credit hours

Required courses:

- GN201
- GN202
- GN301
- GN302
- GN309
- GN326
- GN401
- WL405
- GN413
- GN415
- WL495

3. Spanish concentration

Major requirements: Thirty-five (35) credit hours

Required courses:

- SH202
- SH301
- SH302
- SH303
- SH304
- SH333
- SH334
- SH415
- WL405
- WL495
- Three (3) credits at the 300 level

World Language Minors (French, German, Japanese, and Spanish)

French Minor

Minor Requirements: Twenty (20) credit hours exclusive of FH101/102

Required courses:

- FH201
- FH202
- FH301
- FH302
- Choose at least one of the following:
 - FH401
 - FH413
 - FH415

German Minor

Minor Requirements: Twenty-one (21) credit hours exclusive of GN101/GN102

Required courses:

- GN201
- GN202
- GN301
- GN302
- At least one literature course
- One culture course are required
 - GN325 or GN326
 - GN309, GN310 or GN398

Spanish Minor

Minor Requirements: Twenty-three (23) credit hours exclusive of SH101/102

Required courses:

- SH301
- SH302
- SH304
- At least two literature courses
 - SH325 or SH326
 - SH327 or SH329
- One culture course (SH320, SH363 or SH370)

Japanese Minor

Minor Requirements: Twenty-one (21) credit hours exclusive of JE101

Required courses:

- JE301
- JE302

At least twelve (12) credit hours must be taken at Aquinas College, which may include courses taken while studying abroad.

Students seeking to minor in French, German, Japanese or Spanish must complete all courses beyond the introductory level with a grade of “C” or higher to continue with the next- level language class (102, 201, 202, 301, and 302).

At graduation time, the student must have a cumulative G.P.A. of B– (2.7) or higher in those courses used to fulfill the minor requirement. The language minor is not available for students seeking teacher certification.

NOTE: the language minor is not available for students seeking teacher certification.

Language Requirements for General Education Program To successfully complete the two-semester language requirement (101 or 110 and 102 or 120) for the General Education program, all languages offered by the department count to fulfill this requirement. However, students must complete the sequence and receive a minimum grade of “C–” or higher in 101 or 110 and 102 or 120. Traditional-age first year students and transfer students who have not earned an Associate of Arts Degree must take a language proficiency test for correct placement in, or possible waiver from, the required language courses. Students, who have not studied a foreign language in high school, or those who choose to study a language other than the one taken in high school, will be placed in a 101 level course. Transfer students who have earned an Associate of Arts degree, and Continuing Education students are not required to fulfill a language requirement under the General Education Program.

A maximum of eight credit hours toward the major or minor may be earned through Credit by Examination (CBE) or through Credit for Demonstrating Prior Learning and Competencies (CDPLC). Before applying for CDPLC, students should consult the Student Guide for CDPLC. The department chairperson must approve all CDPLC credits.

Important Information for Education Students Students seeking Elementary and/or Secondary Michigan teacher certification must have a major in French, German, or Spanish. In Spanish, students can obtain an Elementary (K-8) or Secondary Certification (K- 12), in German and French; students can obtain a Secondary Certification (6-12). Candidates must successfully complete thirty (30) credit hours of the language beyond FH/GN/SH202, including FH/GN/SH301 and 302, and seven additional advanced-level FH/GN/SH courses. Please contact an Education Department advisor for details.

FH/GN/SH496 (Methodology of Teaching Foreign Languages in the Elementary and Middle School, K-8) and FH/GN/SH497 (Methodology of Teaching Modern Languages in the Secondary School, 9–12) are required of all students seeking teacher certification in French, German, or Spanish. These courses do not count as credit hours toward the foreign language

major, but rather as methodology courses for the Education Department. The Department of World Languages works closely with other departments and programs to obtain dual degrees (Education Department: Bilingual Minor Endorsement; Business Department: International Business Degree; Political Science: International Studies Degree). Please see appropriate department chairpersons for details.

Costs associated with required language proficiency exams will be the responsibility of the student. This applies to the following programs:

- Education - Bilingual Spanish
- Education - French
- Education - German
- Education - Spanish

Certification in Business French Aquinas College is an approved examination center of the Paris Chamber of Commerce. Students may take the Diplôme de français professionnel Affaires B 2 de la Chambre de Commerce et d'Industrie de Paris at Aquinas College. This French diploma, identical to the one taken in France, is highly respected in the United States, Canada, and Europe. Students who succeed in obtaining this certificate have an in-depth knowledge of the French language and can work in any business-related field. Certification Required courses:

- FH201
- FH202
- FH301
- FH302
- FH413

Course Grade Requirement - All Language Majors and Minors

The required grade for all courses listed beyond French, German, Japanese, and Spanish 201 is a grade of “C” or higher. All subsequent courses must also be completed with a grade of “C” or higher in order to count towards the Major or Minor.

Course Descriptions

NOTE: FH–French; GN–German; JE–Japanese; LN–Latin; SH–Spanish; and FL–foreign language or education related courses. For projected language courses and four-year advising plans please consult the Department’s Website: aquinas.edu/languages/degrees

French Course Descriptions:

FH101 First Semester French (4) Introduction to listening, speaking, reading, and writing skills, and the culture of France and Francophone countries. Prerequisite: None.

FH102 Second Semester French (4) Continuation and development of listening, speaking, reading, and writing skills. Further exposure to the culture of the countries. Prerequisite: C- or higher in 101 or equivalent.

FH201 Third Semester French(4) Expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in 102 or equivalent.

FH202 Fourth Semester French(4) Further expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in FH201 or equivalent.

FH301 Advanced Composition and Grammar Review (3) WI Strong emphasis on reading, writing, and grammar review. Students approach writing as a process. Different writing genres are explored, including description, narration, exposition, argumentation and literary analysis. Students study and critique model compositions, and practice the composition process in stages. Emphasis on grammar structures and vocabulary enhancement is designed to improve written communication. Multiple drafts and peer editing of compositions are part of the process.

FH302: Advanced Oral Communication (3) Emphasis on speaking and listening comprehension through discussion of current issues. Prerequisite: C or higher in FH202 or equivalent.

FH310 Special Topics (Variable) Variable topics offered on an occasional basis. Prerequisite: Instructor approval.

FH/HY320 Modern France (3) Survey of French History focusing on the French Revolution, the Bourbon Restoration, the July Monarchy, the Second Republic and the Second Empire, the Third Republic, Occupied France, the Fourth Republic, the Gaullist Revolution, after De Gaulle: Pompidou and Giscard and from “La Grande Alternance” to “Normalisation”. Particular emphasis will be given to the role of political memory, the contribution of women and the impact of colonialism and post- colonialism. Students taking the course for French credit will do reading and writing in French. Prerequisite: FH301 or equivalent.

FH325 Culture and Civilization of France (3) Taught in French, dealing with the history, society, ideas and major works of literature from the Middle Ages through the Fourth Republic. Prerequisite: FH301 or equivalent.

FH327 Contemporary France (3) Taught in French. Study of contemporary institutions, society, politics, and culture. Prerequisite: FH301 or equivalent.

FH398 Advanced Readings in French (Variable) Individually negotiated program of readings on selected topics established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

FH399 Independent Project (Variable) Individually negotiated project of defined nature that is established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

FH401: Seminar in French Studies (3) SC Variable topics in French literature and culture, in seminar form for students with advanced skills in French reading and speaking. Credits may be earned under different seminar content. Prerequisites: FH 301 and FH302 or equivalent

FH413 French for Professions (3) This content-based language course, taught in French, introduces economic, business and professional terminology

through the study of the following topics: financial institutions (banking, stock market, and insurance); business practices (business letters and resumes); trade and advertising; the internal structure and legal forms of French companies. One of the other goals of this course is to also prepare the students to take one of the exams offered by the Paris Chamber of Commerce and Industry: the Diplôme de Français Professionnel, Affaires, B2 (français.CCIP.fr). This exam will be held on campus in December. Offered alternate years. Prerequisites: FH 301 or equivalent. No business background necessary.

FH415 French Translation: Concepts and Practice (3) SC Introduction to methods, techniques, and problems involved in translating from French into English. Emphasis is on the practice of translating general materials with some consideration for the translation of specialized materials, such as subtitles. The course will also involve the discussion of translation problems, recognition of appropriate solutions, and the use of specific translation strategies in French to English translation. Prerequisite: FH301 or equivalent. Co-requisite WL405.

FH430 Service Learning Abroad (3) This interdisciplinary course prepares students for their experience abroad. The academic preparation helps us understand concepts of service and social justice. We analyze art, socio-political movements, and history regarding the people we will encounter. Students will write their journal entries and essays in the target language. Pre-rec is FH301. This course includes a mandatory two-week travel component and student course fee.

FH497 Methodology of Teaching Foreign Languages in the Secondary School, 9–12 (3) These courses do not count as credit hours toward the foreign language major, but rather as methodology courses for the Education Department. Offered every Spring. Prerequisite: FH301 and 302 or equivalent.

FH499 Study Abroad (Variable) Prerequisite: A French major or minor.

German Course Descriptions:

GN101 First Semester German (4) Introduction to listening, speaking, reading, and writing skills, and German culture. Prerequisite: None.

GN102 Second Semester German (4) Continuation of listening, speaking, reading, and writing skills. Further exposure to German culture. Prerequisite: C- or higher in GN101 or equivalent.

GN201 Third Semester German(4) Expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in GN102 or equivalent.

GN202 Fourth Semester German(4) Further expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in GN201 or equivalent.

GN301 Advanced Composition and Grammar Review (4) WI This course places a strong emphasis on reading, writing, and grammar review. Students approach writing as a process. Different writing genres are explored, including description, narration, exposition, argumentation and literary analysis. Students study and critique model compositions, and practice the composition process in stages. Emphasis on grammar structures and vocabulary enhancement is designed to improve written communication. Multiple drafts and peer editing of compositions, including a Final term paper, are part of the process. Prerequisite: C or higher in GN202 or equivalent.

GN302 Advanced German Conversation (3) This course is designed to assure students' language skills at an advanced level, especially in spoken language, through discussion of contemporary social, cultural and political issues in German-speaking countries. Topics include (but are not limited to) language change and tendencies, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, gender issues, and the role of the European Union. Prerequisite: C or higher GN301 or equivalent.

GN309 Studies in German Culture and Society through Film (3) Intensive study of German culture and society through the viewing and discussion of representative German feature and documentary films from both East- and West Germany, and Post-Wende Cinema. Credits may be earned under different specific titles, based on the focus of the course. Prerequisite: GN301 or equivalent. For students from other disciplines: Instructor approval.

GN310 Special Topics (Variable) Variable topics offered on an occasional basis. Prerequisite: Instructor approval.

GN325 Seminar in German Literature: 17th and 18th Centuries (3) An introduction to major German literary works from the Baroque and Enlightenment to the Classical Period in Germany. Reading, discussion, and analysis of literary works as part of their larger cultural and socio-historical contexts. Exploration of literary movements, genres, themes, and authors. Prerequisite: GN301 or equivalent.

GN326 Seminar in German Literature: 19th and 20th Centuries (3) An introduction to major German literary works from the Romantic Period to Post-War German Literature. Reading, discussion, and analysis of literary works as part of their larger cultural and socio-historical contexts. Exploration of literary movements, genres, themes, and authors. Prerequisite: GN301 or equivalent.

GN398 Advanced Readings in German (Variable) Individually negotiated program of readings on selected topics established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

GN399 Independent Project (Variable) Individually negotiated project of defined nature that are established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

GN401 Seminar in German Studies (3) SC Designed as a research seminar this course will expose students to major themes in German culture, history, and philosophy. By examining the changing nature of German culture through a variety of texts on a particular theme, students are asked to pose questions that assist them in developing a comprehensive research project related to the subject matter of the course. They will present their project at the end of the course in a public forum. Students will also complete a language-learning portfolio that documents the learners' proficiency in German language and culture as well as their intercultural skills. To achieve these goals, students will work with a wide variety of texts that range from autobiographical and fictional works, to films, film reviews, music, on-line newspaper articles, government press releases, surveys, statistics, and political cartoons. They will acquire and practice sophisticated vocabulary, grammatical structures, and discourse markers that will allow them to comprehend and discuss these

texts. Formats will include in/ formal conversations, prepared debates, group discussions, and written essays. Prerequisites: GN 301 or equivalent

GN413 German for Business and Professions (3) Development of effective communication strategies (advanced language and cultural skills) necessary for functioning in the professional world in German-speaking countries. Introduction to cultural contexts of business and professional practices using specialized vocabulary. Topics include structure and legal form of German businesses, letter & resume writing, comprehension of technical texts, project management in the workplace, and preparation for internships. Prerequisites: GN301 with grade C or better (or equivalent).

GN415 German Translations: Concepts and Practice (3) SC This course introduces the basic concepts, techniques, and practices for written translations from German to English, and is specifically designed for the understanding of writings in the business and STEM fields. Attention is given to the specialized vocabulary, idioms, and sentence structure used in these areas. Translations of current topics (G>E) will develop students' reading and comprehension skills, cultivate strategies and techniques to translate a variety of professional texts from different subject areas (with a focus on scientific, technical and business translations), and practice typical problems that a translator encounters when faced with texts related to various academic disciplines and business situations. Through hands-on practice and exercises, participants develop the fundamental analytical, cognitive, and linguistic skills that are essential for professional written as well as sight translations. Students will also learn how to use a variety of dictionaries, glossaries, and handbooks that are useful for translators, and discuss the practical application of translations as well as typical tasks that a translator faces today. Prerequisite: GN301 or equivalent. Co-requisite WL405.

GN497 Methodology of Teaching Foreign Languages in the Secondary School, 9–12 (3) These courses do not count as credit hours toward the foreign language major, but rather as methodology courses for the Education Department. Offered every Spring. Prerequisite: GN301 and 302 or equivalent.

GN499 Study Abroad (Variable) Prerequisite: A German major or minor.

Japanese Course Descriptions:

JE101 First Semester Japanese (4) Introduction to listening, speaking, reading, and writing skills, and the culture of Japan. Prerequisite: None.

JE102 Second Semester Japanese (4) Continuation of listening, speaking, reading, and writing skills. Further exposure to the culture of Japan. Prerequisite: C- or higher in JE 101 or equivalent.

JE201 Third semester Japanese (4) Expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in JE 102 or equivalent.

JE202 Fourth Semester Japanese (4) Further expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher JE 201 or equivalent.

JE301: Fifth Semester Japanese (4) Conversation, advanced grammar, and writing of Kanji. Students read stories in Japanese and write shore letters and compositions. Course currently not offered and replaced by equivalent transfer credits. Prerequisite: C or higher in JE202 or equivalent

JE302: Sixth Semester Japanese (3) Conversation emphasizing “honorific” expressions in business settings and cross-cultural communication. Continued learning of Kanji for reading and writing. Course currently not offered and replaced by equivalent transfer credits. Prerequisite: C or higher in JE301 or equivalent.

JE398 Advanced Readings in Japanese (Variable) Individually negotiated program of readings on selected topics established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

JE399 Independent Project (Variable) Individually negotiated project of defined nature that are established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

JE499 Study Abroad (Variable) Prerequisite: A Japanese minor.

Latin Course Descriptions:

LN101 First Semester Latin (4) Introduction to Latin vocabulary, grammar, and syntax with emphasis on the language and culture of the classical period. Prerequisite: none.

LN102 Second Semester Latin (4) Continuation and development of skills acquired in LN101. Prerequisite: C- or higher in LN101 or equivalent.

Spanish Course Descriptions

SH101 First Semester Spanish (4) Introduction to listening, speaking, reading, and writing skills, and the cultures of Spanish speaking countries. Prerequisite: None.

SH102 Second Semester Spanish (4) Continuation and development of listening, speaking, reading, and writing skills. Further exposure to the cultures of Spanish speaking countries. Prerequisite: C- or higher in SH101 or equivalent.

SH201 Third Semester Spanish (4) Expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in SH102 or equivalent.

SH202 Fourth Semester Spanish (4) Further expansion of the four language skills and cultural knowledge at an intermediate level. Prerequisite: C or higher in SH201 or equivalent.

SH301 Advanced Composition (4) WI Strong emphasis on reading, writing, and grammar review. Students approach writing as a process. Different writing genres are explored, including description, narration, exposition, argumentation and literary analysis. Students study and critique model compositions, and practice the composition process in stages. Emphasis on grammar structures and vocabulary enhancement is designed to improve written communication. Multiple drafts and peer editing of compositions are part of the process. Prerequisite: C or higher in SH202 or equivalent.

SH302 Conversation and Diction (On AQ Campus) (3) A course designed to integrate the four basic language skills: speaking, listening, writing and reading. The main focus of this course is based on controlled conversations correlated with readings, reports, debates, discussions and presentations.

Topics include, among others, language, politics, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, and gender issues. This course may be repeated if taken abroad and on campus. Prerequisite: C or higher in SH301 or equivalent.

SH303 Spanish in the Business World (3) A course designed mainly for International Business majors and other Spanish majors or minors interested in learning about economic issues and culture in a business context in Spain and Latin America. Concentration on various types of texts (e.g. business letters), vocabulary, past/current issues and developments frequently encountered in particular business professions. Prerequisite: SH301 or equivalent.

SH304 Spanish Pronunciation (3) This course provides a comprehensive description of the sound system of Spanish, with attention to the major phonetic characteristics of regional varieties of Spanish both from Spain and Latin America. The main goal of this class is to help students improve their own pronunciation of Spanish through an understanding of how sounds are articulatory produced (phonetics) and organized in the Spanish language (phonology). It will also address common pronunciation problems faced by learners of Spanish. Prerequisite: SH301 or equivalent.

SH305 Spanish-English Linguistics (3) SC This course is an introduction to the study of the different areas of the Spanish language: phonology, morphology and syntax, and its differences from English. Several aspects related to language variation, such as regional dialects, bilingualism and Spanish in the US will be discussed. Prerequisite: SH301. Recommended: SH302.

SH310 Special Topics (Variable) Variable topics offered on an occasional basis. Prerequisite: Instructor approval.

SH311 Conversation and Composition (In Spain) (3) A course designed to integrate the four basic language skills: speaking, listening, writing and reading. The main focus of this course is based on controlled conversations correlated with readings, reports, debates, discussions and presentations. Topics include, among others, language, politics, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, and gender issues. This course may be repeated if taken abroad and on campus. Prerequisite: C or higher in SH301 or equivalent.

SH312 Conversation and Composition (In Costa Rica) (3) A course designed to integrate the four basic language skills: speaking, listening, writing and reading. The main focus of this course is based on controlled conversations correlated with readings, reports, debates, discussions and presentations. Topics include, among others, language, politics, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, and gender issues. This course may be repeated if taken abroad and on campus. Prerequisite: C or higher in SH301 or equivalent.

SH320 Hispanic Film and Literature (3) Study of Spanish feature films from Spain, Latin America, Mexico, and the Caribbean. Includes film viewing, discussion, in-class essays, oral presentations, and thematic compositions based on literature and film with common issues. Organizing themes vary, as does the selection of film to be viewed. Emphasis is on language acquisition, historical and cultural understanding, character and plot analysis, discussion, and self-expression. Prerequisite: SH301 or equivalent.

SH325 Seminar in Spanish Literature: Medieval and Early

Modern Spain (3) SC Reading, discussion, and analysis of Peninsular works in prose, poetry, and/ or theater from the 12th century to the 17th century. The course's organizing theme and its selection of genres may vary. Prerequisite: SH301 or equivalent. Recommended: SH302.

SH326 Seminar in Spanish Literature: 18th Century to Present

Day Spain (3) SC Reading, discussion, and analysis of Peninsular works in prose, poetry, and/ or theater from the 18th century to the present. The course's organizing theme and its selection of genres may vary. Prerequisite: SH301 or equivalent. Recommended: SH302.

SH327 Survey of Spanish American Literature (3) Reading, discussion, and analysis of the principal literary works and movements of Spanish America, from Pre-Columbian times to the present. Prerequisite: SH301 or equivalent. Recommended SH302.

SH329 Chicano/a and Latino/a Literature (3) In this course we will develop skills in speaking, listening, and writing; the means of which will be acquired through reading Chicano/a or Latino/a literature. Through this study we will gain a perspective on multicultural and multilingual life in the Spanish-speaking diasporas and places of origin. Class lecture, discussions and assignments will be conducted in Spanish. This course has a travel component. Prerequisite: SH301 or equivalent.

SH333: English/Spanish Medical Interpretation (3) This course consists of investigating the theory, application and practice of English-Spanish and Spanish-English medical interpreting and translating. Throughout the course, students will practice and perfect sight translations, consecutive interpretations, and simultaneous interpretations in English- Spanish and Spanish-English. This course is primarily designed to assist students who are currently involved with the medical profession and students wishing to pursue a career related to medicine or interpreting and/or translating. Prerequisite: SH301 or equivalent.

SH334 Introduction to Spanish/English Community Interpreting

(3) This course consists of introducing students to the theory, application, and practice of English/Spanish and Spanish/English community interpreting. Throughout the course, students will practice and perfect sight translations, consecutive interpretations, and simultaneous interpretations in English/ Spanish and Spanish/English. The translations and interpretations will primarily cover the fields of social services, schools, and other community-based settings. Legal and medical interpreting will also be discussed but will not be practiced in this course. This course is primarily designed to assist students who are interested in pursuing a career related to interpreting and/or translating as well as those who wish to improve their proficiency in written and oral Spanish. Prerequisite: SH301 and SH302.

SH363 Latin-American Culture and Civilization (3) Study of political and social institutions, education, art, architecture, literature, and music from pre-Columbian period to present; contemporary problems and everyday life. Prerequisite: SH301 or equivalent.

SH372: Engaging Hispanic Grand Rapids (3) This is an experiential learning course dedicated to understand the effects of immigration on Spanish speaking children in the greater Grand Rapids Area. Aquinas students will

analyze Spanish narratives and films. Class lecture and discussion will be conducted completely in Spanish, as well as the assignments and exams. In addition, Aquinas students will volunteer two (2) hours a week at a Bilingual School such as César E. Chávez Elementary School. Through this study, we will gain a perspective on multicultural and multilingual life in the Spanish-Speaking diaspora of Western Michigan. Prerequisite: SH301.

SH398 Advanced Readings in Spanish (Variable) Individually negotiated program of readings on selected topics established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

SH399 Independent Project (Variable) Individually negotiated project of defined nature that are established by contract between instructor and student. Contracts are filed with the Registrar. Prerequisite: Approval of the department chairperson.

SH415 Spanish Translation: Concepts and Practice (3) SC In this course students will confront problematic grammatical and discursive issues, and analyze them in depth as they compare Spanish and English during translation tasks. The goal of this course is, therefore, to use translation to provide learners of Spanish with hands-on manipulation of grammatical, lexical, discursive, and cultural detail, so that they can improve their understanding of the Spanish language and appreciate the complexity and rigorous nature of professional translation. Prerequisite: SH301. Co-requisite WL405.

SH430 Service Learning Abroad (3) This interdisciplinary course prepares students for their experience abroad. The academic preparation helps us understand concepts of service and social justice. We analyze art, socio-political movements, and history regarding the people we will encounter. Students will write their journal entries and essays in the target language. Prerequisite is SH301. This course includes a mandatory two-week travel component and student course fee.

SH496 Methodology of Teaching Foreign Languages in the Elementary and Middle School, K-8 (3) These courses do not count as credit hours toward the foreign language major, but rather as methodology courses for the Education Department. Offered every Fall. Prerequisite: SH 301 and 302 or equivalent.

SH497 Methodology of Teaching Foreign Languages in the Secondary School, 9–12 (3) These courses do not count as credit hours toward the foreign language major, but rather as methodology courses for the Education Department. Offered every Spring. Prerequisite: SH301 and 302 or equivalent.

SH499 Study Abroad (Variable) Prerequisite: A Spanish major or minor.

World Language Course Descriptions:

WL110 Semester in a Foreign Language (4) Introduction to listening, speaking, reading, and writing skills, and the culture of selected countries. Prerequisite: None.

WL120 Second Semester in a Foreign Language (4) Continuation of listening, speaking, reading, and writing skills. Further exposure to the culture of selected countries. Prerequisite: C- or higher in WL110.

WL230 European Cultures and Identities (3) This course examines the notions of Europe and the diverse interactive cultures and identities of the people living in Europe. From a multidisciplinary perspective it offers students the opportunity to improve their knowledge of Europe in light of a broad spectrum of cultures. Specifically, it explores the development and current state-of-affairs of these cultures in France, Germany and Spain as European Union members. This is not a course about the history of the European Union per se; however, selected readings will demonstrate how historical experiences and memories play a vital role in shaping identities and cultures. Students are encouraged to reflect upon the different perspectives and issues arising from this cultural diversity and study European cultures within a wider international and global viewpoint. Note: Strongly recommended for FH/GN/SH majors and minors, this course counts towards degree requirements. Prerequisite: None

WL405 Theory and Business of Translation (3) Students from various language interests will explore and discuss theoretical approaches to translation, practical problems translators encounter, and prepare themselves for careers in translation. In addition, the course will be supplemented with distinguished professionals in the field of translation to discuss their own translations and experiences in translation. Prerequisite: FH/GN/JE or SH202 or instructor approval.

WL495 Translation and Interpretation Practicum (varies) A full time (or equivalent part time) work assignment that provides the opportunity for the student to extend classroom learning through work experience in an appropriate setting. Prerequisites: FH/GN/SH 415.

VI

Student Life

Student Resources
Grace Hauenstein Library
Bookstore
Information Technology & Services
Student Services
 AQ Advantage Center
 International Programs
 Career Services
 Campus Life
 Center for Diversity & Inclusion
 Campus Ministry/Service Learning
 Campus Safety
 Residential Life
Counseling, Health, & Wellness
Policies and Regulations
Activities and Organizations
Honor Societies

Student Life

The mission statement of Aquinas College is direct and straightforward. Aquinas College is “an inclusive educational community rooted in the Catholic Dominican tradition.” Implicit in that mission is a commitment to a balanced holistic program for personal and professional growth and development. We are concerned with the whole person.

As a Catholic College, we openly welcome students of all faiths in the search for deeper spiritual meaning, in the development of ethical values and in the practice of those beliefs and commitments.

As a liberal arts college, we are concerned with the development of a broad range of competencies gained through the study of various academic disciplines, which lead to the attainment of the skills, understanding, knowledge, and attitudes necessary for active and responsible participation in a changing world.

We believe every graduate should have a sense of purpose and direction in terms of career or graduate school, and should have the competence and confidence necessary to succeed and the motivation and discipline needed to excel.

We also strive to create an environment in which students lead a balanced, holistic lifestyle integrating the intellectual, personal, spiritual, physical, social, and career dimensions of personal development. We believe the attainment of this goal involves experiences that occur inside and outside the classroom. In this spirit, it is our goal to develop leaders for a just and sustainable world.

Aquinas College is a challenging and supportive environment that encourages each student to:

- Clarify interests, skills, attitudes, and values
- Develop habits of discipline
- Experience choice and develop autonomy
- Experience achievement
- Develop purpose and direction
- Establish a positive life style

At Aquinas College, we want students to take an active role in defining and assessing their educational experience in terms of their personal and professional objectives. Using our Catholic Dominican charisms of prayer, study, service and community, our student affairs team facilitates holistic development of Aquinas College students guided by the principles and theory of the discipline of student affairs.

Student Resources

Academic & Learning Services Students attending Aquinas College come from diverse backgrounds and have various levels of knowledge and ability. We have a team of professional staff who work closely with students to help them understand and improve their learning processes in order to achieve greater academic success. Visit the Academic & Learning Services website: aquinas.edu/als/

Aquinas Advantage Center. At Aquinas, what you do matters! The AQ Advantage Center brings together career advice, internships, undergraduate research, and study abroad opportunities for our students. The Advantage Center does this by housing Career Services, Internship, Alumni Engagement, International Programs, and Undergraduate Research offices under the Advantage umbrella. It is located at Flannery Hall and Staff can be contacted at (616) 632-2126.

Peer Tutoring Services: Aquinas College provides individual or group tutoring for most courses, on either a long-term or short-term basis. Peer tutors meet with students to examine student learning strategies, review information, discuss content of reading assignments and work through examples of homework.

Peer tutors have excellent academic records and are recommended by faculty to assure reliable assistance. They are trained in tutoring techniques and work under the supervision of professional staff members.

Visit the Peer Tutor and Study Group web pages:
aquinas.edu/als/peer_tutor.html
aquinas.edu/als/study_group.html

Services for Students with Disabilities. Aquinas College is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Accessibility (Disability) Services Office at 616-632-2177, dsservices@aquinas.edu. The office is located in the Wege Center, room 103C. Please note that accommodations are not retroactive.

The Accessibility Services (formally Disability Services) Website is:
<https://www.aquinas.edu/accessibility-services>

Success Strategies: Student success involves many strategies. Meet one-on-one with our Reading and Study Skills Advisor to improve your study habits and create a personalized strategy for your success.

TRiO Student Support Services TRiO Student Support Services (SSS) is a federally funded academic support program designed to improve persistence, academic performance and graduation of low income, first generation in college and students with disabilities enrolled in higher education.

Student Support Services (SSS) uses a strengths based approach to leverage each student's innate talent, build capacity, and realize their full academic potential. SSS promotes an interdisciplinary and student-centered liberal arts education, grounded in the Dominican heritage of prayer, study, service, and community. A holistic approach is used to assist students in becoming well-rounded, educated adults, prepared for the workplace and for graduate level study.

Student Support Services provides eligible students with academic assistance in post-secondary course selection, career exploration, information in applying for and assistance in completing and applying for Federal Student Aid (FAFSA) and information on financial aid benefits including Federal Pell Grant awards and loan forgiveness, education to improve economic and financial literacy, assistance in applying for admission to graduate school, and resources in locating public and private scholarships. Additionally, SSS provides peer tutoring in academic content areas to meet the individual needs of student participants. SSS is committed to the development of each student's personal strengths to ensure that students can maximize their success in providing leadership and service in developing a sustainable and just global community.

Visit the TRiO Student Support Services website: aquinas.edu/sss/

Writing Center At the AQ Writing Center, our mission is to support members of the Aquinas community in their personal, academic, and professional writing. In one-on-one consulting sessions, we engage writers in dialogue that not only provides immediate feedback and strategies for their particular writing projects, but also contributes to their ongoing development as writers.

The Writing Center at Aquinas is here to support all student-writers in all disciplines at any stage of the writing process, from brainstorming to final revisions. Our main Writing Center is located in 110B Wege, and we offer consultations at multiple Writing Center satellites at various times and locations across campus.

Visit the Writing Center web page: aquinas.edu/writingcenter

For more information on all of our services, please visit our website: aquinas.edu/aac/, or call the Academic & Learning Services office at (616) 632-2165 between 8:00 a.m. and 4:00 p.m. Monday through Friday.

Grace Hauenstein Library

The Library is a vital component of the Aquinas College academic program. TomCat, the library's online catalog, allows students to quickly and effectively search the 215,000 volumes in the library's collection. With online access to over 86 electronic indexes and other databases, as well as subscriptions to nearly 250 periodicals, the library provides Aquinas students with abundant opportunities to retrieve information required for their course work. The library's collection also includes 2,200 CDs, 3,300 DVDs and 10,000 streaming videos, as well as a juvenile collection, U.S. Catholic Conference of Bishops publications and numerous other materials supporting the College's curriculum. Aquinas students have access to millions of books and other items free of charge through interlibrary loan and Melcat.

In addition to providing materials, Librarians instruct students in developing search strategies and thinking critically about sources. The Hauenstein Library staff strives to assist each student in obtaining the information s/he needs to successfully conduct research and complete course assignments, whether the materials needed are in the library's collection or beyond.

Library Regular Hours*

Monday – Thursday: 8 a.m. – 12 a.m.

Friday: 8 a.m. – 6 p.m.

Saturday: 9 a.m. - 5 p.m.

Sunday: 11 p.m. – 12 a.m.

The Grace Hauenstein Library also offers extended hours during exam times.

*Hours vary during holidays and breaks; see aquinas.edu/library

Media Center Regular Hours*

Monday – Thursday: 9 a.m. – 9 p.m.

Friday: 9 a.m. – 5 p.m.

*Hours vary during holidays and breaks; see aquinas.edu/library

Location: 159 Woodward Lane SE

Phone: (616) 632-2137

Email: library@aquinas.edu

Web Address: aquinas.edu/library

Aquinas College Bookstore

Buy your books on-line: visit our web site aquinascollegeshop.com

Regular Hours*

Mon.–Thurs.: 9 a.m. – 5 p.m.

Friday: 9 a.m. – 4 p.m.

Closed Saturday and Sunday, except select special events

*Hours vary during holidays and breaks; please refer to aquinascollegeshop.com or (616) 632-2962 for up-to-date information.

Email: aquinas@bkstr.com

Location: Lower Level, Wege Student Center

Information Technology & Services (ITS)

Student Email Account Policy

Every Aquinas College student is assigned an Internet E-mail account. It is, therefore, the policy of the College when disseminating official college business information electronically to use College-assigned accounts.

Further, it is the responsibility of students to check their College-assigned E-mail accounts regularly. If a student uses another account as his/her primary account, then mail sent to the College-assigned address should be forwarded to that primary account.

While faculty and staff are encouraged to direct all electronic messages to a student's College-assigned E-mail account, this policy does not preclude the sending of information to multiple individual student accounts.

Aquinas College AQnet Network AQnet, the College's wireless network, allows students, faculty, staff and guests the opportunity to connect their wireless network-capable devices to the Internet while on campus. Devices must meet the minimum requirements to access the AQnet system. Please visit the Aquinas College AQnet website for more details: aquinas.edu/aqnet

Computer Labs Aquinas has one main computer lab and four computer classrooms located on the third floor of the Academic Building and two computer labs in the Grace Hauenstein Library. Additional computers are available in areas such as the residence halls and Albertus Hall.

Laser printing is available for the students in the main student computer labs located in the Academic Building (Room 353), Albertus Hall (Room 113), and Grace Hauenstein Library using PaperCut, our print management software package. Students can print from a campus lab computer or wirelessly from a personal laptop, desktop computer or tablet from on or off campus. At each print station, students will be able to obtain printouts, make copies, scan to Email (aquinas.edu email addresses only) and scan to a USB flash drive. To use PaperCut, students must have an Aquinas ELM account and will need to have money on their Aquinas ID card, under the AQcash category. For more information on PaperCut, please visit papercut.aquinas.edu.

Network Applications Available to Registered Students The labs contain PC-based computers in a network environment that allows access to standard applications such as:

- Windows 7
- Microsoft Office (Word, Excel, etc.)
- Web Browsers: Internet Explorer, Firefox and Google Chrome
- ELM services (including E-mail, Drive, CourseConnect, MyAQ and Calendar)
- A broad array of academic software

ITS Help Desk Provides help with your technology concerns, Aquinas College Network Access, application support, etc. Either contact the Technology Help Desk at (616) 632-2050 or address E-mail messages to techhelp@aquinas.edu.

Additional Information For more information related to computer access, please visit the ITS website at: aquinas.edu/computer.

Student Services

The office of Student Services is made up of the offices of Campus Life, Center for Diversity and Inclusion, Campus Ministry/Service Learning, Campus Safety, Residence Life and Career and Counseling.

Mission Statement: By using our Catholic Dominican charisms of prayer, study, community and service, our team facilitates holistic development of Aquinas College students guided by the principles and theory of the discipline of student affairs.

Campus Life

Location: Cook Carriage House

Department phone: (616) 632-2983

Website: aquinas.edu/students

Twitter: AQCampusLife

Facebook: Aquinas College Campus Life

Instagram: Aquinas_Campus_Life

The Campus Life Office strives to uphold the charisms of Aquinas College and to create an engaged student community by creating diverse co-curricular involvement opportunities on a seven day campus. Campus Life provides support to over 75 registered student organizations (RSOs) and is key in collaborating and coordinating traditional and major events such as Homecoming (student portion), Family Day, Saints Stock, Refresh Yourself, Exam Cram, and the Get AQuainted Days program. The department also prides itself as the director of the new student orientation program, the lead on commuter student affairs, and the department that works primarily with Athletics to deliver the Saints Squad school spirit initiative. Campus Life strives to create a vibrant seven-day campus with opportunities for educational and entertainment events throughout the week and over the weekend both on and off campus. Campus Life serves as the primary advisors to the Student Senate, RSO Assembly, and the nationally recognized Aquinas College Programming Board.

Housed in the historic Cook Carriage House, all related offices and groups operate in this building, which also hosts The Moose Cafe, AQ's student staffed coffee house, reservable meeting space, the AQ Sound Studio, and the RSO Office. Gaming equipment, lockers, meeting space and the game room featuring a big screen television are located in the Upper Cook Carriage House.

Student Senate serves as the governing body of the students, and is made up of the elected leadership and the five elected representatives from each class. The Student Senate is the voice of the student body which addresses issues impacting the quality of the student experience. Student organizations receive funding from the Student Senate. Leadership opportunities as a class senator or as a non-senator on Senate committees are available to all traditional undergraduate students.

AQPB, also known as the Programming Board, provides a diverse palette of events for students. The events are coordinated by students for students and offer support to the academic experience as well as social, spiritual, recreational and collaborative events. AQPB is a major player in the implementation of traditional campus events on campus and offers a routine schedule of live comedians, music events, novelty items, arts & crafts, film, and activities in the Greater Grand Rapids area.

Registered Student Organizations. Students find their connections and stay active on campus by joining or creating student organizations. Over 75 organizations comprise six major categories of organizations: Academic/Honorary/ Professional, Cultural/Community/Faith Based, Media/

Entertainment/Performing Arts, Service/Advocacy, Special Interest, Student Government/ Sports & Recreation.

Campus Life works with students who may want to create new clubs and connects them to the RSO Assembly, coordinated by the Student Senate. The Assembly convenes bimonthly to offer clubs an opportunity to develop its leaders and to coordinate and collaborate on activities for campus. “Saints Stock” is the annual program that offers a glimpse into all of the clubs and organizations in September so that students can learn about the groups and what they have to offer. This activities fair is located in the Sturrus Sports & Fitness Center during the day and highlights on campus and off-campus engagement opportunities.

New Student and Transfer Student Orientation is for all new students entering Aquinas College. It is designed to help students become acquainted with the campus and resources readily available to them to be academically successful. We believe that students who have a smooth transition into college and become involved in co-curricular activities perform better academically, graduate, and are best prepared for life after college.

Orientation offers students the opportunity to create community, learn the physical campus and all of the co-curricular options while gaining an understanding of the academic rigor of the College. The program is implemented with the support of the entire campus and volunteer student orientation leaders who provide a peer-to-peer model as our new Saints acclimate to campus. Orientation is anchored by the Get AQUainted Days program that welcomes students to the entire AQ community between orientation and Labor Day weekend.

“What Up Weekend” is a weekend initiative to assist students in identifying options available Fridays through Sundays throughout the year. Student interns and RSOs collaborate to create a vibrant campus community that offers educational, social, recreational, service, and spiritual options for students throughout the weekend all for free or a low cost. Weekend events are promoted on Wednesdays so that students know “What’s up” for the weekend.

Center for Diversity & Inclusion

Location: Cook Carriage House

Department Phone: (616) 632-2455

Website: aquinas.edu/center-diversity-inclusion

The Center for Diversity & Inclusion (CDI) serves as a safe space for all members of the Aquinas community to engage in empathic cross-cultural exploration, as well as to develop a deeper understanding of individual cultural identity. The Center places particular emphasis on fostering the holistic development of racially and ethnically underrepresented students.

The CDI facilitates workshops, hosts lectures, and provides volunteer

opportunities throughout the year with the goal of combating social inequities. The Center coordinates educational programming, sponsors nationally known speakers, and organizes campus wide cultural celebrations/commemorations. The Center collaborates with various partners across campus and in the community on programs highlighting Native American Heritage, Martin Luther King, Jr., César Chávez, Asian Heritage, Black History Month and more. Additionally, the Center runs a Diversity Assistant Program in which students gain hands-on experience promoting and developing diversity related initiatives on campus.

In efforts to support minority student populations, the CDI provides individual student outreach, leadership development opportunities, and advises several multicultural student organizations including: Voices Inspiring Black-Students Everywhere (V.I.B.E.), AQ Pride, and the Latin@ Student Association. These organizations serve as key spaces for underrepresented students to connect with community as well as important tools for retention. Furthermore, first-year students can participate in the EXCEL (Excellence in Cultural and Educational Leadership) Peer Mentor Program which is aimed at increasing underrepresented student involvement and success by promoting community building, academic excellence, cultural engagement, and spiritual exploration.

We strive to promote inclusiveness across campus and function as a supportive resource for inquiries regarding diversity and equity. We pride ourselves in helping all members of the AQ community to feel welcome and connected.

Campus Ministry / Service Learning We welcome students of all faiths. Aquinas embraces a Catholic tradition, grounded in the Dominican charisms. **Mass Schedule during the Academic Year:** Monsignor Bukowski Chapel

- Sunday 8 p.m.
- Monday thru Thursday at 4:30 p.m.

Confession:

- Monday thru Thursday at 3:45 p.m.

Liturgical Ministry training for interested students

Bukowski Chapel has a liturgical choir and cantor training

Sacramental Preparation and Introduction to Catholicism

- Baptism (RCIA)
- First Communion
- Confirmation
- Reconciliation

Weekly Prayer and Faith Sharing Opportunities Include:

- 3 p.m. Rosary (daily): Chapel or Touchdown Mary
- Eucharistic Adoration (weekly): Wednesdays 10 p.m.
- Abandon Praise and Worship (Monthly)

- Nurses Christian Fellowship
- Residence Hall Bible Studies
- Catholic Life Club
- Saints for Life Club
- Spiritual Direction
- Vocation Discernment
- Athletes for Action
- SMS for Joy
- Small Groups

Students are invited to attend and lead a variety of retreats which include:

- South Manitou Backpacking Retreat
- Arete Bike Retreat
- CYBIAC Retreat
- Silent Contemplative Retreat
- On-Campus Directed Retreats
- AQ LIGHT High/Middle School Retreat Team

Service Learning

- Pine Ridge Indian Reservation, South Dakota
- Habitat for Humanity
- Nazareth Farm
- Bethlehem Farm
- Jerusalem Farm
- Acadia, Maine
- Christian Appalachian Project
- New Orleans
- Philadelphia
- Dominican Republic
- Peru
- International Samaritan

Students are also encouraged to serve locally:

- Community Work Study Program
- Social Action Committee (SAC)
- Community Action Volunteers of Aquinas (CAVA)
- Interfaith Service and Small Groups

For more information, visit: aquinas.edu/campus_ministry/service_learning.html

Department of Campus Safety

The Department of Campus Safety is committed to the safety and security of all Students, Faculty, Staff and Guests of Aquinas College. The following information is a brief description of some services provided by Campus Safety. For a complete description please visit the Campus Safety web site at aquinas.edu/campus-safety

Emergencies: The Department of Campus Safety, located on the west edge of the Wege Center parking lot, is open to provide protection and services 24 hours a day, 7 days a week, 365 days a year. Any emergencies (fire, medical, criminal) should be reported immediately to Campus Safety by dialing ext. 3333 with any on campus phone or by picking up any emergency phone on campus. Off campus, dial (616) 632-2462.

Emergency Closings and Class Cancellations: Aquinas College maintains a policy of remaining open despite inclement weather. College operations will be discontinued only in situations of extreme emergency caused by impassable road conditions, violent weather, energy loss, or other endangering conditions. Announcements of closings will be made through area and social (Facebook, Twitter, Moose and Acorn) media by 7 a.m. for day classes and 4:30 p.m. for evening classes. You may also call the weather and information hotline (616) 632-2463 for class and event closings.

Parking Permits: In order to park on campus, all vehicles must be registered and display a valid permit. A valid driver's license and state-issued vehicle registration, and Aquinas ID are required when applying for the permit. Permit fees are listed on the Campus Safety web site: aquinas.edu/campus-safety.

Community Services. The Department of Campus Safety provides the following services for the convenience of Aquinas College community members:

- Admittances with Long Term Authorization (LTA).
- Escorts: Escorts are provided from dusk until dawn. A map of escort boundaries may be found on the Campus Safety web site. Please note that all of Aquinas College falls within these boundaries.
- ID Cards: ID cards are issued through the Campus Safety Office, with the exception of incoming student ID cards which are issued during their orientation programs. One of the following forms of state issued identification must be presented when obtaining an ID card: - State ID card - Driver's license - Military ID - Passport

**There are fees associated with lost, damaged and replaced IDs.

Please see the Campus Safety web site for the current fee structure.

- Vehicle Lock-Out Service: If you lock your keys in your vehicle while on campus, you may contact the Department and an attempt will be made to open your vehicle as time permits; however, a waiver needs to

be signed releasing the College from liability. Proof of ownership and identification will be required.

- **Battery Jump Start Service:** The Department of Campus Safety will provide jump starts for vehicles parked on the Aquinas campus as time permits. This service is free of charge, however a waiver releasing the College from liability must be completed by the vehicle's driver
- **AQ Bikes** is a service offered to the Aquinas College community to rent bicycles for a day, week or semester. These bikes are available on a first come first served basis. In addition to the bicycles, bike helmets and locks are provided with each rental. Lost or stolen bikes, and helmets will be replaced at cost to the individual who renting the item(s) at the time.
- **Tobacco Use:** Effective August 1, 2015 Aquinas College will be a smoke free campus.

Key and Lock Services: The Campus Locksmith is a member of the Campus Safety Department and provides the following services;

- Re-key any College lock on doors, file cabinets, desks, padlocks, and mailboxes.
- Issue upon request keys to doors, file cabinets, desks, padlocks, and mailboxes. Additionally, Campus Safety controls card swipe access, including the issuance of IDs and setting punch code locks.
- If a resident's key is lost, stolen, or misplaced, the resident's room lock may be changed and a new key issued (Fees are listed on the Campus Safety web site: aquinas.edu/campus-safety).

Campus Safety encourages you to report all key, lock and door issues as they arise. For your convenience, requests should be submitted online through the Campus Safety web site.

Residence Life

Housing Information. Aquinas College offers many living/learning opportunities to students of all grade levels. Housing options include traditional halls, houses, and apartments. For more information regarding the Aquinas College Residency Requirement, please see information listed in this section under "Residency".

On Campus Residence Halls

Regina Hall

Primarily for first-year students, Regina Hall is home to approximately 300 residents. Rooms are arranged in suites of two rooms sharing a bath. A student fitness center and the Residence Life Office are located in the lower level. Regina Hall is located adjacent to the Cook Carriage House.

St. Joseph the Worker Hall

"St. Joe's" provides suite-style living for approximately 150 students,

primarily first-year students. It is located on the west side of campus near Wilcox Park, the Sturrus Sports and Fitness Center, and St. Thomas Church; the lower level hosts an athletic weight-training center.

Hruby Hall

On the north side of campus, Hruby Hall provides single rooms and shared bathroom accommodations for approximately 70 students. Hruby Hall also houses many student services offices.

Dominican Hall

Located east of the soccer field, Dominican Hall is divided into four Quadrants and houses approximately 70 residents. Each quadrant has four large four-student rooms, two bathrooms, and a community lounge.

Living-Learning Communities

Living-learning communities (LLCs), which are primarily for sophomores, provide students with the opportunity to live with other students who have similar goals, passions, and interests. These students create a theme connected to the college mission and charisms, initiate programming which focuses on that theme, and engage with faculty/staff in learning more about the theme. Housing is provided in college-owned houses located on the perimeter of campus.

Apartment Community

The Apartments offer 240 students apartment-style living with the conveniences of being on-campus. Apartments contain 2 or 4 bedrooms, a bathroom, kitchen, and common living space.

Meal Plans. Students housed in a traditional residence hall (Dominican, Hruby, Regina, or St. Joe's) are required to carry the residence hall meal plan. Students in the houses and apartments are able to choose any meal plan offered or elect not to carry a meal plan at all.

Residency. For students matriculating in the Fall 2015 semester or after, Aquinas College has a residency requirement for all traditional full-time enrolled (registered for 12 or more credit hours) first, second, and third year students that are not residing with their parents or legal guardians within a 45-minute commute. For students matriculating before the Fall 2015 semester, Aquinas College has a residency requirement for all traditional full-time enrolled (registered for 12 or more credit hours) first and second year students that are not residing with their parents or legal guardians within a 45-minute commute.

Transfer students and/or students who first enter Aquinas being at least 20 years of age or older by May 1st if classes are begun in August or by October 1st if classes are begun in January have the option of living off-campus for the duration of their time at Aquinas.

For full rules and requirements associated with the Aquinas Residency Requirement, please contact the Residence Life Office. Students wishing to request exemption from the residency requirement must submit the required paperwork in the Residence Life Office. Failure to reserve a room does not exempt students from the residence requirement.

Residence Life Staff. Residence Life Staff are charged by the College to maintain an atmosphere that is conducive to the growth of the total person. As such, the Residence Life Staff must function in many roles: advisor, administrator, and disciplinarian. They are part of the College student conduct process and will set behavioral limitations or official College sanctions in those instances where a student's conduct requires such action.

Residence Hall Policies. In keeping with the objectives of Aquinas College, students are expected to observe standards of self-discipline in exercising their rights and implementing their responsibilities. Respect for personal dignity and consideration for the human dignity of others are the guidelines. The honor system in effect at Aquinas calls for maturity. It assumes you have a sincere concern for the welfare of your fellow residents. This system is not an absence of the rules; rather it imposes a duty to respect the living regulations outlined in the housing contract and student handbook.

Counseling, Health, and Wellness Services (CHWS)

The mission of Counseling Services is to assist Aquinas College students with their pursuit of personal, mental, and physical health and equip them with skills that will allow them to be successful in achieving balance in their lives.

Counseling: Creating a safe environment where students can openly express their thoughts and feelings to explore vocational, emotional, and mental health concerns with a counselor who serves as an objective listener is the goal of Counseling Services. Our counselors can advise and provide guidance to students through their own personal obstacles during their college experience.

Services are available to both traditional and continuing students who are enrolled in at least one class at Aquinas College. Students are at least seventeen (17) years of age (with parental consent). Students eighteen (18) years and older will not require parental consent unless the student demonstrates diminished capacity. This does not include dual enrollment at secondary education institution levels (k-12). Students engaging in volunteering/educational experience outside of Michigan cannot receive counseling services. They must receive services within the region of the

volunteering / educational experience.

Confidentiality: It is the policy of Counseling Services to protect information regarding student use of services particularly relating to issues discussed with a counselor. Confidentiality is assured except for the following reasons:

- Because of ethical and legal requirements, your counselor would break confidentiality in the event of clear and imminent danger to yourself or another person.
- The law requires that counselors disclose information regarding child or elder abuse or neglect.
- The counseling staff works as a team. Your counselor may consult with other counselling staff, our contracted fully licensed psychologist, and fully licensed social workers. This is to provide the best possible care. These consultations are for professional purposes and are confidential.
- In certain legal proceedings, confidential information may be disclosed by a court order. This is a rare occurrence and would not happen without your knowledge.
- Release of gender, ethnicity, age, and class status for statistical purposes only.

Services

- Brief counseling
- Individual/group services (psychological, behavioral, learning difficulties, emotional)
- Case management
- Psychological/Sociological Programming (pertaining to college/university)
- Consultation
- On-call Crisis Management (mental health emergency)
- On-call Consultation (mental health emergency)
- Referral Services
 - Psychological testing
 - Psychiatric services
 - Specific mental/emotional health issues
 - Local mental health services
- Students have the right to refuse services (except when damage to self or others is involved).
- Eight sessions per semester are available at no charge. If more sessions are needed, the counselor presents appropriate reasoning for an extension. If the request is approved, a treatment plan must be made. The director of CHWS can override any decisions.
- When a client has a “no show” for an appointment three times in a semester, they lose their privileges to use services for the next semester.
- Counseling appointments are not made during scheduled breaks.

- Appointment times are from 10:00 a.m. - 5:00 p.m., Monday - Friday.
Walk in sessions are available Monday-Friday from 2:00pm - 3:00pm

The Counseling Services of Aquinas College provide a safe environment for students to openly express their thoughts and feelings to a licensed counselor, who serves as an objective listener. Counselors are highly trained professionals that are available to support and help students through any concerns that may arise.

Counseling is a method of increasing the student's awareness of what may be happening in his or her life, as well as an opportunity for self-assessment and discovery. Professional counselors help students overcome difficult situations by speaking with them in a supportive and secure environment. By discussing personal obstacles with a counselor, students gain an outside perspective on the issue at hand and may come to a successful conclusion regarding what they need to change in their life. Reasons for attending counseling vary greatly. The individual nature of each session requires that final goals be determined by the counselor and the student.

Counseling Services are available to both traditional and continuing education students. Any student who is enrolled in at least one class is eligible to receive counseling services. Career guidance is also available to those experiencing difficulties in deciding on a career or major. Both scheduled appointments and walk-in meetings are available. All discussions between students and their respective counselors are confidential.

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

Health Center Services:

- General medical care
- Women's health care including gynecological exams and clinical breast exams
- Men's health care
- Health promotion and disease prevention
- Travel immunizations and vaccinations
- Allergy injections
- Minor Procedures: suture removal, wart removal, mole removal
- Laboratory tests: strep, mono, urinalysis, pregnancy, influenza, etc.

Most insurance will be billed with your insurance information and a photo ID both required at the time of visit.

Confidentiality is preserved. The clinic is open during the traditional academic calendar year and closed weekends, breaks, and during summer.

Wellness: By the guidelines of the Dominican charisms and the Seven Dimensions of Wellness, Wellness Services will promote a positive lifestyle and provide the Aquinas community with a safe environment to pursue

communal, emotional, spiritual, environmental, vocational, intellectual, and physical wellness.

Services are available to both traditional and continuing students who are enrolled in at least one class at Aquinas College and employees who are employed by Aquinas College. This does not include dual enrollment at secondary education institution levels (k-12).

Wellness Services:

- Consulting
- Referrals
- Collaboration with Aquinas departments
- Collaboration with community agency/organization
- Wellness/ Health Program
- Students have a right to refuse services

Counseling, Health, and Wellness Services bases its programs and services on a philosophy of student development that affirms the freedom and dignity of all students. The department believes that valuing the opportunities for cross cultural interactions within the campus community services to enhance the educational environment for all students, staff, and faculty.

Career Services. Assisting Aquinas students and alumni with their pursuit of life and career planning skills that will allow them to have a career filled with passion and balance. A strengths based approach is used and introduced to students as part of CD101.

The department sponsors co-curricular career development classes to help students with the process of defining, life, academic and career goals that complement individual interests, skills and values:

- In Career and Self-Awareness (CD100) they begin to identify their skills, strengths, interests, abilities, goals, and values as they relate to careers. With this information they explore career fields related to a discipline in which they are interested and assess if these fields are personally a good fit. In addition, they write a resume, cover research paper, complete an online profile, and learn interviewing techniques
1. CD100 is required of all traditional-age students, including transfers who are classified as a freshman or sophomore.
 2. Students entering Aquinas as a junior, or those who have completed an Associate's Degree are not required to take CD100. However, it is strongly suggested that the student make an appointment to see a Career Services staff member.
 3. Students who have completed a college level career development class that is documented on their transcript may be exempt, but must make an appointment with a Career Services staff member to be approved.

- Career and Life Planning (CD210) is a class specifically designed for Continuing Education students who want a theoretical and practical study of the career planning process applied to their interests, abilities, goals, strengths, academic discipline, and fields of interest. Focus is on self-assessment, development of a career and life plan, projects and techniques relating to personal career search and career management. Though not required, students are strongly encouraged to consider this class
- Experiential Learning and CD401 are not required. However, they are strongly encouraged and may be required by the student's major discipline
- The Career and Counseling Services Office coordinates internships for credit or a certificate to assist the students in achieving their experiential learning goals.
- Decision Making and Implementation (CD401) exposes the students to the job search process, graduate school, service, and self-employment. It is during this time that they write their final resume, participate in a videotaped interview, complete their portfolios, and learn networking skills as well as other skills needed to survive successfully in the world after college.

Seniors and alumni are assisted in securing employment through a variety of services, including on-campus recruitment, access to various job posting sites including Handshake, networking, videotaped "mock" interviews, resume-writing assistance, and coaching in additional job search strategies.

Employment Opportunities On-Campus Employment: Opportunities are available for students who wish to work on campus.

Off-Campus Employment: The Career and Counseling Services Office maintains lists of off-campus employment positions. Career and Counseling Services also provides a means for students to locate on or off campus, temporary, or summer employment. Many positions are career-related and offer a variety of responsibilities, salaries, and hours.

Policies and Regulations

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

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

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

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

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

College policy states: A student shall take no action which threatens or endangers his/her own or another person's safety, health, life, or property, nor shall a student make a verbal or written threat of such actions. This includes, but is not limited to, behaviors such as suicide threats or attempts; verbal or written threats to other persons of their property; and/or refusing treatment for life-threatening illness or conditions (e.g. eating disorders, diabetes) that may impact the educational process. A student shall not engage in any harmful act to another or an act of self-injury whether

the intent is parasuicidal or suicidal, if that act is disruptive to others on campus (this includes cutting and other types of self-mutilation). Any report of a violation of this standard requires the completion of a Student in Crisis Report (SCR) and following of one of the procedures below.

Follow-up procedures where the student conduct may be

a danger to self or others: The Dean of Students, or designee, in consultation with the Student in Crisis Assessment Team (SCAT) and additional College wellness professionals, as appropriate, shall review the situation and take the following measures, as necessary:

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

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

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

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

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

Activities and Organizations

Intercollegiate and Intramural Sports

Aquinas fields more than twenty-six (26) varsity teams in intercollegiate sports. They are:

Men's Athletics:

Baseball	Golf	Basketball
Indoor Track	Cheerleading	Outdoor Track
Lacrosse	Soccer	Cross Country
Tennis	Bowling	Hockey

Women's Athletics

Basketball	Outdoor Track	Cheerleading
Softball	Lacrosse	Soccer
Cross Country	Tennis	Golf
Volleyball	Bowling	Dance
Indoor Track	Hockey	

Intercollegiate sports are an important focus in the Aquinas community,

with, intramurals create a great deal of excitement on campus. About 550 men and women are involved in intramural teams including flag football, basketball, volleyball, soccer, softball, tennis and golf.

The Saints are members of the National Association of Intercollegiate Athletics (NAIA) and the Wolverine-Hoosier Athletic Conference (WHAC).

Honor Societies

The following honor societies have chapters at Aquinas:

- Alpha Epsilon Delta: encourages & recognizes excellence in premedical scholarship; stimulates an appreciation of premedical education
- Alpha Sigma Lambda, Iota Iota Chapter: recognizes continuing education students who have demonstrated both excellence and persistence in their studies
- Alpha Kappa Delta: International Sociology Honor Society
- Beta Beta Beta, Lambda Alpha Chapter: Biological Honor Society
- Delta Phi Alpha: German
- Gamma Theta Upsilon, Delta Pi Chapter: International Honorary Geographical Society
- Kappa Gamma Pi: National Catholic College Graduate Honor Society, exemplifies excellence in leadership, scholarship, faith & service
- Lambda Iota Tau, Beta Chapter: National Literary Honor Society
- Lambda Pi Eta: National Communication Association Honor Society, recognizes outstanding academic achievement in the discipline of communication
- Omicron Delta Epsilon, Xi Chapter: International Honor Society of Economics
- Phi Alpha Theta, Theta Rho Chapter: International Honor Society for History
- Pi Sigma Alpha: National Honor Society for Political Science, recognizes outstanding scholarship through the Chapter of Psi Upsilon
- Pi Mu Epsilon, Michigan Lambda Chapter: American Mathematics Honor Society
- Psi Chi: National Honor Society for the American Psychological Association, recognizes & encourages excellence in scholarship for psychology.
- Sigma Beta Delta: recognizes undergraduate students in business, management & administration. Eligible students must have completed 60 credit hours, a GPA of 3.8 & demonstrate good character.
- Sigma Iota Rho, Zeta Alpha Chapter: Honor Society for International Studies. Recognizes outstanding scholarship & service among students and practitioners of international studies, and fosters integrity and creative performance in the conduct of world affairs.
- Theta Alpha Kappa: Theology

VII

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Carlos, Baldo, Assistant Professor of Business Administration (2015) B.A., Universidad Fermin Toro, M.B.A., Lynn University, Ph.D., Universidad Pablo De Olavide

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

Mark A. Babin, Visiting Assistant Professor of Finance, MBA, BSBA

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

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

Stephen Barrows, Associate Professor of Economics (2013) B.S., United States Air Force Academy; M.A., Pennsylvania State University; Ph.D., Auburn University

Joseph Becherer, Lena Meijer Professor in the History of Art (1999) B.F.A., M.F.A., Ohio University; Ph.D., Indiana University

Stéphane Bédère, Assistant Professor of French and Spanish (2011) B.A., M.A., D.E.A., University of Paris

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

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

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

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

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

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

Brent Chesley, Professor of English (1987) B.A., St. John's University; M.A., Marquette University; Ph.D., University of Notre Dame

Benjamin Chihak, Assistant Professor of Psychology (2012) B.A., Macalester College; Ph.D., University of Minnesota

Shari Ciganik, Assistant Professor of Mathematics (2008) B.S., M.M., Aquinas College

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

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

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

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

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

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

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

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

Xin Du, Assistant Professor of Physics; Ph.D., Emory University; B.S., Nanjing University

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

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

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

Gary Eberle, Professor of English (1987) B.A., M.A., University of Detroit

Susan English, Dean of the School of Education, Associate Professor of Education (1994) B.A., Calvin College; M.A.T., Aquinas College; Ph.D., Capella University

Nkechy Ezech, Associate Professor of Education (1998) B.A., M.Ed., Grand Valley State University; Ed.D., Nova Southeastern University

- Joseph Fox**, Associate Professor of Mathematics (2013) B.A., Franklin College; M.A., Ph.D., Western Michigan University
- Dana Freeman**, Professor of Art (1993) B.A., Pomona College; M.F.A., University of California
- Jonathan Fritz**, Assistant Professor of Chemistry (2012) B.A., Carleton College; M.S., Ph.D., University of Michigan
- Gina Garner**, Associate Professor of Education (2010) B.A., M.S., Southern Illinois University; Ph.D., Michigan State University
- Yashowanto Ghosh**, Associate Professor of Mathematics (2005) B.S., M.S., Indian Statistical Institute; Ph.D., Purdue University
- JoAnne Gorant**, Assistant Professor of Kinesiology (1996) B.S., Ball State University; M.S., Miami University, Ohio; Ph.D., Western Michigan University
- Katharina Häusler-Gross**, Professor of German (1998) B.A., Ernst-Moritz-Arndt Universität, Griefswald/Germany; M.A., Senat von Berlin/Germany; Ph.D., Michigan State University
- Charles Gunnoe, Jr.**, Professor of History (1998) A.B., College of William and Mary; M.A.T.S., Gordon-Conwell Theological Seminary; Ph.D., University of Virginia
- Susan Haworth-Hoepfner**, Professor of Sociology (1999) B.A., St. Mary's College, Minnesota; M.A., University of Alabama; Ph.D. Wayne State University
- Timothy Henshaw**, Assistant Professor of Chemistry (2013) A.B., Amherst College; Ph.D., Michigan State University
- Jennifer Hess**, Associate Professor of Biology (2005) B.A., McDaniel College; Ph.D., University of Maryland, Baltimore
- Kyle Hull**, Assistant Professor of Communication (2015) B.A., M.A., Central Michigan University, Ph.D., University of Connecticut.
- Rebecca Humphrey**, Assistant Professor of Biology (2016) B.A., M.Ed., M.B.A., Ph.D., The University of Toledo.
- Mary Hurd**, Assistant Professor of Music (1995) B.M., American Conservatory of Music; M.M., Northwestern University
- Elizabeth Jensen**, Associate Professor of Chemistry (2003) B.A., Luther College; Ph.D., Iowa State University
- Victor Karandashev**, Professor of Psychology (2010) B.A., St. Petersburg State University; Ph.D., Herzen State University at Leningrad
- Heather Kesselring-Quakenbush**, Associate Professor of Kinesiology (2008) B.S., Western Michigan University; M.A., Central Michigan University; Ph.D., Michigan State University
- Bethany Kilcrease**, Associate Professor of History (2009) B.A., Calvin College; Ph.D., Boston College

Amanda Lahikainen, Associate Professor of Art (2012) B.A., Wellesley College; A.M., Ph.D., Brown University

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

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

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

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

Swithina Mboko, Associate Professor of Business Administration (2009) B.Com., University of South Africa; M.B.A., University of Zimbabwe; Licentiate, Umea University, Sweden; Ph.D., Umea University, Sweden and University of Zimbabwe

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

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

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

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

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

Rui Niu-Cooper, Associate Professor of Education (2010) B.A., Sichuan University; M.A., Acadia University; Ph.D., Michigan State University

Mark O'Toole, Visiting Assistant Professor of Business Administration, M.M., B.S.

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

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

Michel Pichot, Professor of French (2002) B.A., Atlantic Union College; M.A., Eastern Michigan University; M.A., Michigan State University; Ph.D., Pennsylvania State University

Bryan Pilkington, Assistant Professor of Philosophy (2013) B.A., Franklin and Marshall College; M.A., Ph.D., University of Notre Dame

John Pinheiro, Professor of History (2004) B.A., M.A., California State University Bakersfield; Ph.D., University of Tennessee

Seth Powless, Assistant Professor of Marketing (2016) B.A., M.Ed., M.B.A., Ph.D., The University of Toledo.

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

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

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

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

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

Carmen Ruiz-Sánchez, Associate Professor of Spanish (2011) B.A., University of Seville, Spain; M.A., Ph.D., Indiana University

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

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

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

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

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

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

Matthew Tueth, Professor of Sustainable Business (2000) B.A., M.S., Southern Illinois University; Ph.D., Oklahoma State University

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

Ronald Visscher, Assistant Professor of Business Administration (2009) B.S., Hope College; M.B.A., Northwestern University, Kellogg School of Management

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

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

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

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

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

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

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

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Sister Katrina Hartman, O.P., Associate Professor Emerita of Chemistry (1982–2013) B.S., Aquinas College; M.S., Bowling Green State University; Ph.D., The University of Illinois at Chicago

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

Kristel Heinz-Ciullo, Associate Professor Emerita of Business Administration (1991–2015) B.A., Kalamazoo College, M.M., Aquinas College, M.B.A., Grand Valley State University

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rodger Remington, Professor Emeritus of History (1963–1997) B.A., B.B.A., Aquinas College; M.A., Ph.D., St. Louis University

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

Richard Sedlecky, B.ArE. Professor Emeritus of Engineering (1956–2003) B.S., Aquinas College; BArE, University of Detroit

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

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

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

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

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

Norman Tychsen, Associate Professor Emeritus of Business Administration (1974–1997) B.S.C.E., University of Minnesota; M.B.A., University of Chicago

Paul Weber, Associate Professor Emeritus of Business Administration (1989–2013) B.B.A., M.B.A., Western Michigan University

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

Michael Williams, Professor Emeritus-in-the-College (1974–2004) B.S., Regis College; B.S.M.E., M.S.M.E., Marquette University; Ph.L. St. Louis University; Ph.D., University of Wisconsin, Milwaukee

Sister Alice Wittenbach, O.P., Professor Emerita of Biology (1969–2005) B.A., Aquinas College; M.N.S., Ph.D., University of Oklahoma

Masato Yamazaki, Assistant Professor Emeritus of Economics (1987-2014) B.A., Keio University; B.A., Wittenberg University; M.A., The Fletcher School of Law and Diplomacy; Ph.D., Duke University

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AQUINAS COLLEGE

1607 Robinson Rd. S.E.
Grand Rapids, MI 49506-1799

616-732-4460
800-678-9593 (Admissions Office)
aquinas.edu
aquinas.edu/undergraduate