CELEBRATING THE PAST

BUILDING THE FUTURE

2011 - 2012 Academic Catalog

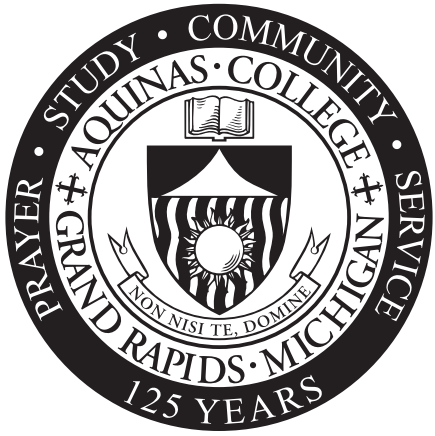
125
1886 2011
AQUINAS COLLEGE

Photos: In celebration of the 125th Anniversary of Aquinas College we selected a montage of photographs from our archives.

Academic Catalog Editor:	Diana Dixon, M.M. Office of the Registrar
Academic Catalog Layout:	Michelle Lindale, B.S.E., B.F.A. Graphic Services Coordinator

The information in the 2011-2012 Aquinas College Academic Catalog is subject to change without notice in order to reflect the decisions made by federal and state governments and by the Aquinas College Board of Trustees and Administration. These changes may include the elimination or modification of programs, departments, courses, policies, or other academic activities, the scheduling of classes, the cancellation of scheduled classes, and the adjustment of fees. If changes are made, the College may offer or require reasonably practical alternatives. Payment of tuition shall constitute a student's acceptance of the College's rights set forth in this paragraph.

Academic Catalog
2011–2012



Aquinas College: 125 Years of Prayer, Study, Community and Service

Aquinas College had its origins in a training school that Dominican sisters established in Traverse City in 1886 to train novices to teach in Michigan's Catholic schools. That teacher certification program, known as Novitiate Normal School, moved to Grand Rapids in 1911. In 1922, the school underwent a name change to Sacred Heart College when it admitted lay women for the first time. The next name change—to Marywood College—came in 1927 to reflect the school's location at the Marywood Motherhouse on Fulton Street. In 1931, under the leadership of Mother Eveline Mackey, O.P., and with the cooperation of Bishop Joseph Pinten, the school evolved into Catholic Junior College and admitted male students, becoming the first Catholic coeducational college in the United States to be run by an order of religious women. It evolved into the four-year Aquinas College in 1940.

Throughout the years, the College has kept true to its founding values of prayer, study, service and community. As it weathered two world wars, the Great Depression, and the social upheavals of the late 20th century, the College's administration, faculty, staff, students, and alumni recognized that what made Aquinas unique was its adherence to the Catholic Dominican intellectual tradition.

Founded by a religious order of women and staffed primarily by religious sisters and priests during its first sixty or more years, Aquinas College has always recognized that the life of the mind and the life of the spirit are interfused. The sacramental life of the Catholic Church was, and is, the source of the College's constant self-renewal.

An Aquinas education is rooted in the liberal arts tradition that began in the European Middle Ages with the rise of the universities. The general education program emphasizes the integration of faith and reason as it seeks to expose students to various academic disciplines in addition to the student's major.

Throughout its history, Aquinas College and its predecessor schools were not just institutions of book learning and job preparation. From the start, the College called on itself to serve the world. Whether it was the original teaching sisters of the order staffing many of the parish schools in northern and western Michigan in the 1800's, the men and women students who enlisted in the armed services, the various groups of students and staff who took service trips to Appalachia with Father Bukowski in the 1950's, or those in the College who helped found the Eastown Community Organization in the 1960's, the College saw service to the world as part of its essential Catholic Christian purpose. All of this has fostered the growth of a strong community, which often refers to itself as the Aquinas "family," and that sense of an enduring community is one of Aquinas's greatest strengths.

Academic year 2011-2012 marks the 125th anniversary of this premier Catholic liberal arts college dedicated to prayer, study, community and service.

Contents

Seal of Aquinas College i
125th Anniversary of Aquinas College Summary ii
2011–2012 Calendar iv

I. The College 1
Vision Statement
Mission Statement
Diversity Statement
Integrity Statement
Overview
Accreditation and History

II. Admissions and Registration 15
Admissions
Traditional-Age Student
Transfer Student
Continuing Education
International Student
Registration
Student Classification
Academic Advising
Drop/Add
Courses
Independent Study
Credits
Additional Methods of Credits
Academic Progress, Probation and Dismissal
Transcripts

III. Expenses and Financial Aid 31
Expenses
Tuition
Room and Board
Payment
Refund Policy
Financial Aid
Federal Assistance Programs
Withdrawal and Refund Policies
State of Michigan Programs
Aquinas Scholarships and Grants
Spectrum Scholarship Program
Adult Student Scholarships
Privately Funded Scholarships
Other Forms of Financial Aid

IV. Academic Programs 81
Degree Programs
Programs of Study
General Education Program
Other Degree Requirements
Academic Opportunities
Graduate Degree Programs
Courses of Instruction

V. Academic Policies. 291
Attendance
Class Withdrawal
Academic Dishonesty
Academic Grievances
Student Records
Academic Probation and Dismissal
Honors

VI. Student Life 299
Student Resources
Academic Opportunities
Residential Living
Activities and Organizations
Policies and Regulations

VII. Directories 317
Board of Trustees
Administration
Faculty
Adjunct Faculty
Emeriti Faculty

Index 351

Students with Sister Benedicta O'Rourke, O.P. (1907)

Calendar

2011 Fall Semester

August

18 Convocation
19 Project Unite
21 Welcome Mass at 8:00 pm
22 Classes begin
22 Mon. & Wed. Weekday Masses begin at 4:30 pm
22 Print and Poster Sale
23 Continuing Education Orientation at 5:15 pm in Wege Ballroom
26 Last day to add a semester or 1st Quad class
26 First session of Directed Study classes

September

2 Last day to drop a semester or 1st Quad class w/o financial penalty
4 No 8:00 pm Mass
5 Labor Day – No Classes
5 No 4:30 pm Mass
7 Memorial Mass at 4:30 pm
14 125th Anniversary Blessing Ceremony 11:15 a.m. – 1:00 p.m.
14 Exaltation of the Holy Cross Mass at 4:30 p.m.
16 Last day to drop a 1st Quad class w/o academic penalty
16 Last day to drop a Directed Study class w/o financial penalty
16 Second session of Directed Study classes
18 125 Anniversary Mass at 10:00 a.m., Cathedral of St. Andrew
24 Homecoming Mass at 5p.m.

October

7 Our Lady of the Rosary at 3:00 pm
8 Third session of Directed Study classes
9 Blessing of Service Trips and Travelers at 8:00 pm
12 Memorial Mass at 4:30 pm
15 1st Quad Ends
16-22 No Masses
17–21 Mid-Term Break
24 Classes resume at 8:00 am
28 Last day to add a 2nd Quad class
28 Last day to drop a semester long class w/o academic penalty
28 Fourth session of Directed Study classes

November

1 All Saints Day Mass at 4:30 pm
4 Last day to drop a 2nd Quad class w/o financial penalty
8–12 Fair Trade Sale
16 Memorial Mass at 4:30 pm
18 Last day to drop a 2nd Quad class w/o academic penalty
23 Thanksgiving vacation (for 16-week classes) begins after last class
27 1st Sunday of Advent at 8:00 pm
28 Classes resume at 8:00 am
28–30 Advent On Campus Retreat

December

3 Final session of Directed Study classes
4 Blessing of December Graduates at 8:00 pm
8 Immaculate Conception at 4:30 pm
11 Blessing of Study Abroad students at 8:00 pm
17 2nd Quad ends
12–17 Final examinations according to printed schedule
21 Grades Due in Registrar's Office

2012 Spring Semester

January

8 Epiphany Mass at 8:00 p.m.
9 Baptism of the Lord at 4:30 p.m.
9 Classes begin
13 Last day to add a 3rd Quad or semester long class
13 First day of Directed Study class
16 Blood Drive from 10:00 am to 7:00 pm
16 MLK Jr. Prayer Service at 12:15 pm
18 Memorial Mass at 4:30 pm
20 Last day to drop a 3rd Quad or semester class w/o financial penalty
22-29 St. Thomas Aquinas Week

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 Second session of Directed Study class
15 Memorial Mass at 4:30 pm
22 Ash Wednesday Masses at 12:15 p.m. and 4:30 p.m.
24 Third session of Directed Study class

March

4 3rd Quad Ends
7–11 No masses on campus
5-9 Mid-Term Break
13 1st Sunday of Lent at 8:00 pm
12 Classes resume at 8:00 am - 4th Quad begins
14 Memorial Mass at 4:30 pm
16 Last day to drop a semester long class w/o academic penalty
16 Last day to add a 4th Quad class
16 Fourth session of Directed Study class
23 Last day to drop a 4th Quad class w/o financial penalty
26 Annunciation of the Lord Mass @ 4:30 p.m.
26-28 Lenten On Campus Retreat

April

1 Palm Sunday at 8:00 p.m.
3 Campus Wide Stations of the Cross
5 Holy Thursday Liturgy at 4:30 pm
5 Last day to drop a 4th Quad class w/o academic penalty
5 Easter vacation begins after the last class
8 No mass on Easter Sunday
9 No mass on Easter Monday
9 Classes resume at 6:00 pm
18 Memorial Mass at 4:30 pm
25 Student Research Symposium 12:30-1:30pm 2nd floor of AB

May

4/30-5/4 Final Examinations according to schedule
4 4th Quad ends
5 Baccalaureate at the Cathedral at 10:00 am
5 Commencement at 2:00 pm
9 Grades Due in Registrar's Office
11 Directed Study Summer Session begins
14 Mini I and First 8 Week Summer I begins
18 Last day to drop a Mini I w/o financial penalty
25 Last day to drop 8 Week Summer I w/o financial penalty
25 Last day to drop a Mini I w/o academic penalty
25 Last day to drop Directed Study course w/o financial penalty

June

8 Last day to drop a Summer I w/o academic penalty
11 Mini II and Second 8 Week Summer II begins
15 Last day to drop Mini II w/o financial penalty
22 Last day to drop 8 Week Summer II w/o financial penalty
22 Last day to drop a Mini II w/o academic penalty

July

6 Last day to drop an 8 Week Summer II w/o academic penalty

Dates for Quadmester Format Classes: 2010–2011

First Quad	*Monday**	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1	8/22/11	8/23/11	8/24/11	8/25/11	8/26/11
2	8/29/11	8/30/11	8/31/11	9/1/11	9/2/11
3	9/12/11	9/6/11	9/7/11	9/8/11	9/9/11
4	9/19/11	9/13/11	9/14/11	9/15/11	9/16/11
5	9/26/11	9/20/11	9/21/11	9/22/11	9/23/11
6	10/3/11	9/27/11	9/28/11	9/29/11	9/30/11
7	10/10/11	10/4/11	10/5/11	10/6/11	10/7/11
8	*10/15/11	10/11/11	10/12/11	10/13/11	10/14/11

*Due to Labor Day, Monday classes substitute a Saturday class, either 10/15/11 for exams OR an alternate Saturday during the Quad, possibly a Directed Study Saturday if rooms are available.

Mid-Term Break October 17 - 21, 2011

Second Quad	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1	10/24/11	10/25/11	10/26/11	10/27/11	10/28/11
2	10/31/11	11/1/11	11/2/11	11/3/11	11/4/11
3	11/7/11	11/8/11	11/9/11	11/10/11	11/11/11
4	11/14/11	11/15/11	11/16/11	11/17/11	11/18/11
5	11/21/11	11/22/11	11/23/11	12/1/11	12/2/11
6	11/28/11	11/29/11	11/30/11	12/8/11	12/9/11
7	12/5/11	12/6/11	12/7/11	12/15/11	12/16/11
8: Exam Week	12/12/11	12/13/11	12/14/11	*12/17/11	*12/17/11

*Due to Thanksgiving, Thursday classes substitute a Saturday class, either 12/17/11 for exams OR an alternate Saturday during the Quad, possibly a Directed Study Saturday if rooms are available.

Third Quad	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1	1/9/12	1/10/12	1/11/12	1/12/12	1/13/12
2	1/16/12	1/17/12	1/18/12	1/19/12	1/20/12
3	1/23/12	1/24/12	1/25/12	1/26/12	1/27/12
4	1/30/12	1/31/12	2/1/12	2/2/12	2/3/12
5	2/6/12	2/7/12	2/8/12	2/9/12	2/10/12
6	2/13/12	2/14/12	2/15/12	2/16/12	2/17/12
7	2/20/12	2/21/12	2/22/12	2/23/12	2/24/12
8	2/27/12	2/28/12	2/29/12	3/1/12	3/2/12

Mid-Term Break March 5 - 9, 2012

Fourth Quad	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
1	3/12/12	3/13/12	3/14/12	3/15/12	3/16/12
2	3/19/12	3/20/12	3/21/12	3/22/12	3/23/12
3	3/26/12	3/27/12	3/28/12	3/29/12	3/30/12
4	4/2/12	4/3/12	4/4/12	4/5/12	4/6/12
5	4/9/12	4/10/12	4/11/12	4/12/12	4/13/12
6	4/16/12	4/17/12	4/18/12	4/19/12	4/20/12
7	4/23/12	4/24/12	4/25/12	4/26/12	4/27/12
8: Exam Week	4/30/12	5/1/12	5/2/12	5/3/12	5/4/12

Directed Study Program

2011 First Semester: 8/26 & 27, 9/16 & 17, 10/7 & 8, 11/4 & 5, 12/2 & 3
2012 Second Semester: 1/12 & 13, 2/2 & 3, 2/23 & 24, 3/16 & 17, 4/6 & 7

Summer Session 2011

5/14/2012: Mini I and First 8 Week Summer I begins

Directed Study Dates: 5/11 & 12, 6/1 & 2, 6/22 & 23, 7/13 & 14, 8/3 & 4

6/11/2012: Mini II and Second 8 Week Summer II begins

*Course dates may change due to holidays. Additional summer session dates are posted at www.aquinas.edu/summer

I

THE COLLEGE

Vision Statement
Mission Statement
Diversity Statement
Integrity Statement
Overview
Accreditation and History

Tea with a Dominican Sister (circa 1940's)

VISION STATEMENT

Aquinas College will graduate students who are leaders of competence, conscience, compassion, and commitment. This will be accomplished by:

- providing a strong liberal arts education as a relevant foundation in a global environment;
- remaining a leader in sustainability education and practices;
- engaging students and faculty in innovative research;
- remaining steadfast in our commitment to the College's mission and the Dominican tradition of a search for truth through dialogue that values the contribution of diverse cultures and ideas;
- graduating men and women of integrity who are thoughtful, competent, lifelong learners who collaborate and effectively lead in diverse communities; and
- providing outstanding faculty, staff, facilities, and resources which support the College's current and long-term goals.

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.

Our Values:

- liberal arts education as career and life preparation;
- helping students assess their interests, strengths, weaknesses, and values and set personal, academic, and career goals;
- an approach to education which emphasizes the interrelatedness of knowledge: academic majors, career related field experience, community service, and foreign study as enriching components in preparing students to be part of a changing world;
- an openness to truth, wherever it may be found. Values, ethics, and morality are explored in the context of Judeo-Christian ethics and Catholic teaching with full respect for other religious traditions, academic freedom, and personal conscience;
- holistic student development---intellectual, personal, social, physical, spiritual, and vocational through curricular and co-curricular experiences;
- diversity, inclusiveness and developing an understanding of one's own and other cultures in a challenging and supportive learning community;
- our Catholic orientation, Dominican heritage, and interfaith dialogue;
- service to others as a way of living one's beliefs rather than just talking about them and as a connection between the individual and society and the campus and the world;
- an appreciation of all God's creation---people and environment;
- the further development of one's religious belief, one's relationship to God, and one's life-long response to God's call to know, love, and serve;
- the trust, support, and encouragement of trustees, alumni, benefactors and friends.

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.

Nondiscrimination 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.

OVERVIEW

Critical thinking plays a vital role in every Aquinas 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 perhaps change the world. Students of every age and nationality 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 College 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 has a Catholic heritage and a Dominican Christian tradition, perpetuated by its dedicated faculty through a dynamic curriculum. The College enrollment of more than 2200 full- and part-time students from 22 states and 6 foreign countries is small enough to ensure individual attention, yet large enough to provide a diversity of opportunities.

Throughout the College's history, from its establishment as a novitiate normal school in 1886 to its current position as a premier liberal arts college, Aquinas has been marked by vision, courage, creative leadership, and innovation.

In keeping with the College's namesake, 13th-century scholar and teacher Saint Thomas Aquinas, the College has often been considered ahead of its time. It has an enviable record of firsts, dating back to 1931 when it was the first Catholic 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 a Master of Management degree, designed with area business leaders to develop critical workforce skills such as leadership, team-building, and problem solving.

As a liberal arts institution with a career orientation, Aquinas seeks to prepare students for a responsible Christian life and for the world of work by offering a number of opportunities to grow and learn both inside and outside of the classroom. Aquinas graduates are well prepared. Within six months, nearly all are employed in full-time jobs; enrolled in professional schools of law, medicine, or dentistry; or, are in master's or doctoral programs.

Aquinas Offers:

- A choice of more than 61 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, and Saturdays (Directed Study Program).
- An innovative program of career development.
- A comprehensive internship program.
- Part-time job opportunities. Aquinas Career and Counseling Services has many resources to help in finding a part-time job while you are attending school.
- Independent study programs and research projects. Students may perform an independent study course during the fall or winter semesters in combination with other courses.
- A choice of off-campus international/intercultural study programs are available. Current options include Spain, Japan, France, Costa Rica, Ireland and Germany. Please refer to the Academic Programs section of this catalog for further information.

Special Programs and Study Centers

Counseling Services. The Aquinas Career and Counseling Services' staff provides personal counseling to assist individuals. It is our belief that people possess many untapped skills and abilities. The journey toward a personal balance of social, spiritual, emotional, mental, and physical health is often challenging. It can seem even more difficult when we try to "get there'' by ourselves. Consequently, counselors strive to make students aware of their own strengths, their ability to maximize those strengths, and of the importance of using every available resource during their journey. Counselors are available to schedule one-on-one appointments and are on call for emergencies. Referrals are made to local agencies as needed. All discussions between students and counselors are confidential. Aquinas counselors have at least one master's degree and are licensed by the State of Michigan.

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

Service Learning 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, winter, spring and summer breaks, students actively participate in thoughtfully organized 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, Edmundite Mission Corps, Wilderness State Park, Habitat for Humanity, Nazareth Farm, Acadia National Park, National Relief Network, El Salvador Encounter, Re-Member at the Pine Ridge Reservation in South Dakota, and others.

The **Jane Hibbard Idema Women's Studies Center,** established in 1986, 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 which was 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.

The *Jane Hibbard Idema Women's Studies Lecture Series* brings two prominent speakers to campus each year and in the past few years these speakers have included such notables as conservationist Jane Goodall, Michigan Governor Jennifer Granholm, President of the MS Foundation and Director of the White House Project, Marie Wilson, author and biologist, Dr. Sandra Steingraber, and National Public Radio's talk show host, Diane Rehm. In addition, the *JHIWSC* sponsors a variety of local programs, featuring presentations by faculty, students, or community members on a wide array of topics. Biannually, the Center hosts the Resourceful Women Conference which provides 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 and throughout the entire academic year sponsors annual programs. A calendar of all events sponsored by the *JHIWSC* can be found at http://www.aquinas.edu/womenscenter/index.html.

In addition to coordinating and sponsoring many programs on gender related issues, the *Jane Hibbard Idema Women's Studies Center* has an extensive collection of resources available to campus and community members and

serves as a liaison to other women's organizations.

The **Center for Sustainability** (C4S) at Aquinas College 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. Established in 2005 as a community resource, the Center focuses its efforts through three principal roles. First, it links the region's business community with sustainable business resources, including the knowledge and enthusiasm of students and faculty of the AQ 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 C4S programming offer many opportunities for exchanging ideas and fostering opportunities for collaboration and innovation. The Center offers a non-credit Sustainable Business Professional Certificate as well as workshops and events that bring together notable sustainable business leaders and practitioners.

The Center also serves a connector role in the AQ 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 AQ's progress toward sustainability and provides support and resources to members of the AQ community working to redesign the campus through the submission of sustainability initiative proposals. Students, staff and faculty have all been actively engaged in helping Aquinas in its own efforts to move toward sustainability through various work groups and the sustainability committees of the AQ Student Senate, Faculty Assembly and Staff Assembly.

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 (www.CenterforSustainability.org) offers accessible information to help businesses, other 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, grounded in the Dominican charisms, and welcomes students of all faiths. Approximately 52 percent of our students are Catholic. 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, again 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. Various opportunities for retreats, prayer, reflection, and worship are available to all members of the Aquinas College community through our Campus Ministry team.

Community Action Volunteers of Aquinas (CAVA) offers opportunities for students to serve others through volunteer programs in local and national agencies. The student-led Social Action Committee (SAC) sponsors education and service programs highlighting a Christian response to issues of social justice.

A personal and active faith life is fostered through the development of a caring and serving community.

Our Students

There is a Dominican hospitality about Aquinas, which quite literally attracts students of all ages and faiths. As of Fall Semester 2010, 1618 students, ages 18 to 22, and another 335 non-traditional, adult students were enrolled full-time and part-time. An additional 233 students were enrolled in graduate programs in Management and Education.

While full-time students take most of their courses during the day, there are opportunities to enroll in evening courses in which there is a broad age mix. Our students speak highly of this mix in the classroom. They say that the experiences the older students bring to the classroom add excitement to interchange, to the sharing of old and new ideas, and that the classes are considerably more lively with this blend of younger and older students.

Our full-time students come from diverse backgrounds. Ninety-five percent are from Michigan (69 percent from Western Michigan, Kent and surrounding counties, and 31 percent from other parts of Michigan) and 5 percent are from other states and foreign countries.

Aquinas offers a variety of on-campus living options unmatched by many larger colleges and universities, but maintains a welcoming small campus atmosphere. Regina and St. Joseph Halls (300 and 154 students respectively) are traditional residence halls featuring a suite-style living arrangement. Every two rooms share an adjoined bathroom. Hruby Hall features 71 single rooms for students who desire a little more privacy in a small hall setting. Dominican Hall and the three Woodward Lane Homes house groups of 5 to 60 students who live together and serve others on campus or in the Grand Rapids community as part of the Residential Service Volunteer Program. The Ravine Apartment Community offers 170 students apartment-style living with the conveniences of being on campus. Students are also eligible to seek housing off campus in the surrounding neighborhoods of Grand Rapids.

Graduate Survey Results

Each year the Career and Counseling Services Department conducts a follow-up survey of Aquinas graduates. The latest data available from recent graduates who responded to the survey indicated that 86.07% of the graduates were employed or attending graduate school. Results of the annual survey are available upon request from the Aquinas Career and Counseling Services Department. Please call 616-632-2905 for more information.

ACCREDITATION AND HISTORY

Accreditation

Aquinas College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 North LaSalle Street, Chicago, IL 60602, (312) 263-0456. The College is also empowered to prepare students for teacher certification in Michigan and other states through its accreditation by the State Department of Public Instruction of the State of Michigan.

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 normal school merged with the college for lay women founded that year at Marywood in conjunction with the newly built mother-house there. In 1923, the state of Michigan granted the new institution, known 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 the junior college's development into a four-year school.

Accordingly, 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 and 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 the opening of the doors of higher education to those adults who previously had not been served by any college or university. Aquinas' inauguration of continuing education programs offered in the evening, to fit the schedules of men and women who are working and/or have family responsibilities, has made Aquinas College a leader in serving the adult community in West Michigan. Such programming has also increased the opportunities for upper-division full-time regular 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 of action 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 are used for offices, classrooms, student housing, conferencing 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 College's programmatic, physical plant, and financial growth and development. The plan included a technologically advanced learning center and new on-campus student apartments, all of which were completed in the fall of 1999, as well as new delivery systems for a computer-literate student body, enhancements to undergraduate and graduate programs, new fitness and academic facilities, and a new campus theatre.

On July 1, 2006, Provost C. Edward Balog was named Interim President and he became the College's sixth president in May 2007.

Dr. Balog has implemented a highly successful enrollment and retention plan; he presided over the opening of the Sturrus Sports & Fitness Center,

the LEED certified Grace Hauenstein Library and a new student apartment building; and he oversaw the renovation of the second floor of the Academic Building.

Under his leadership Aquinas became the first member of the Wolverine-Hoosier Athletic Conference to install an artificial playing surface on its soccer field; was the first college in the country to offer an undergraduate degree in Sustainable Business; and was the first college in West Michigan to partner with Habitat for Humanity to underwrite a LEED-certified total-gut rehab of a house in Grand Rapids.

Dr. Balog is a member of the American College and University Presidents' Climate Commitment Steering Committee and promoted the establishment of a Center for Sustainability on campus to implement sustainable business practices within the College's internal operations. The Science Initiative, a collaborative campaign of the Natural Sciences, Nursing, Mathematics, and Advancement Departments, was established under Dr. Balog's leadership in 2003. The Initiative has been successful in establishing support for scholarships, undergraduate research projects, maintaining and licensing research equipment, and funding the renovation and modernization of classrooms and labs.

With Dr. Balog's support, the College has implemented a Common Reading Experience for incoming freshmen that creates an immediate connection with the greater Aquinas community; he promoted the partnership between the Aquinas Emeritus College and the Osher Foundation to establish the Osher Lifelong Learning Institute at Aquinas College; and he has recently approved the "Fostering Success Scholarship" program at Aquinas which is designed to remove barriers to higher education for young adults who are aging out of the Michigan Foster Care System.

II

ADMISSIONS AND REGISTRATION

Admissions
- Traditional-Age Student
- Transfer Student
- Continuing Education
- International Student

Registration
- Student Classification
- Academic Advising
- Drop/Add
- Courses
- Independent Study
- Credits
- Additional Methods of Credits
- Academic Progress, Probation, etc.
- Transcripts

Golf Team with Father B. Urban Fay, O.P. (1948)

ADMISSIONS AND REGISTRATION

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 students plan to apply for financial aid from the State of Michigan Competitive Scholarship, they must take the ACT. 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 obtained by writing or calling the Aquinas Admissions Office. Applications are also available in high school guidance offices and counseling centers at community colleges, and on our Web site at www.aquinas.edu. Aquinas does not charge an application fee. Both hard copy and on-line forms may be submitted for free.
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 must submit a minimum of 16 acceptable academic units from an accredited high school. The distribution of the 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 for consideration of admission. Home-schooled students may be required to complete an "Ability to Benefit'' test to gain eligibility. Contact Student Financial Services for more information. Further questions should be directed to an Admissions professional at Aquinas.

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 that are not offered by their school district. 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.

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. Aquinas accepts up to 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.

If students hold an Associate of Arts degree, they automatically will have fulfilled the liberal-education requirements at Aquinas, with the exception of one course from the Theological Foundations category and those electives which best complement the selected program-of-study.

Students would also need to complete English and Mathematics proficiencies if not accomplished within the Associate of Arts degree.

Students may also transfer to Aquinas anytime before they have completed an Associate's degree.

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 also complete all distribution requirements and any core requirements specified as being completed in or after the year in which students transfer into Aquinas College. However, at least 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. 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.

From Unaccredited Institutions

Undergraduate transfer credit from any institution which is not accredited by a regional accrediting association (such as the North Central Association of Colleges and Schools) 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. 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.

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 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 Declaration and Certification of Finances Form or a letter from the student's government indicating financial support;
3. Translated and certified official copies of all previous academic work at the secondary school and college level;
4. TOEFL scores: Paper based (550 or above), Computer based (213 or higher), or Internet based (79 or higher). We will accept the completion of ELS language center course of 112 in place of TOEFL scores. (This requirement is waived for citizens of countries where English is the native language.)
5. Deadline for first semester application is May 1, second semester

deadline is October 15;
6. 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.

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 United States 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. A score of 550 on the TOEFL is the minimum acceptable standard. Grades in English courses at another college or university will not be sufficient proof of English-language competence.

Upon the recommendation of the International Student Advisor or a faculty member, an international student may be required to take diagnostic, vocabulary-reading, listening, speaking, and writing examinations to ascertain individual strengths and weaknesses.

Financial Aid

International students may qualify for partial tuition scholarships that are granted to new undergraduate international students each year. These scholarships may be renewed for four years of study at Aquinas. Selection is based on financial need and academic merit.

On-campus jobs for international students are generally 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, transportation, 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 provide proof of health and accident insurance upon their arrival at the College. 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. Classes in the Directed Study Program meet five times during the semester—usually on Saturdays. The summer sessions are composed of two 4-week mini-sessions, two eight-week sessions, and a Directed Study Program session.

Student Classification

At Aquinas, undergraduate students are classified as regular full-time, regular part-time traditional age, continuing education, or guest students.

A regular full-time student is one who is enrolled in a degree program taking 12 or more hours of course work each semester. Any student who registers for fewer than 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:

- Freshmen 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 will be offering course opportunities to adults 50 years and above. Courses will not be taken for credit and tuition will be adjusted for Emeritus students only.

Registration

Newly-accepted freshmen and transfer students attend on-campus advising sessions, which are held prior to each semester. Current students receive registration materials in the mail prior to each semester which includes instructions for on-line registration in 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. Late Registration is at the discretion of the Registrar and Provost.

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 in writing of the 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 15 or 16 hours. To enroll for more than 18 hours in a semester, students must have the permission of the Registrar.

Drop/Add

Students may add a semester-long course during the first week of the semester. If students wish to add a quadmester course after the first class meeting of the quadmester, written approval is required of the instructor. Students may withdraw from 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 students withdraw after that date, a grade of F will be given for the course. Courses must be officially dropped and added on-line in the Registrar/Academic Advising Center by the student.

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

No Show

Students who do not officially drop a class within the initial 10 business day add/drop period because of non-attendance and are administratively dropped from a class 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.

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.

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 Withdrawal form for instructions.

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 necessary signatures and take the contract to the Registrar/Academic Advising Center. 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 rational as to why it must be taught in this format), obtain the necessary 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.

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 towards 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

Advanced Placement Credit (AP)

Aquinas participates in the AP program of the College Entrance Examination Board. The College will grant up to eight semester hours of credit for each AP examination if the student presents a minimum score of three. Appropriate

exemption, placement, and acceptability of AP credit toward specific majors are evaluated by the academic department concerned. For information about AP, write: College Board Advanced Placement Examinations, Box 977, Princeton, New Jersey 08540.

College-Level Examination Program (CLEP):
Aquinas participates in the CLEP program of the College Entrance Examination Board. Aquinas will grant up to 30 semester hours of credit to those who achieve an acceptable score on the CLEP. Acceptability of examinations toward specific majors is evaluated by the academic department concerned. For information about CLEP, write: College-Level Examination Program, Box 1824, Princeton, New Jersey 08540.

Credit by Examination and Evaluation
If students believe they have had experience comparable to a course listed in this catalog for which students 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 students 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		HONOR POINTS (per semester hour)
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, GE103, GE170, GE201, GE202, GE270, 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 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.

Honors

First Honors, also known as the Dean's List, are awarded to students who have a grade point average of 3.500 or above in a minimum of 12 hours or more of graded credit in any 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 directed to the Registrar/ Academic Advising Center. Transcripts are not issued until the student has made a written request and 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 $5.

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

EXPENSES AND FINANCIAL AID

Expenses
- Tuition
- Room and Board
- Payment
- Refund Policy

Financial Aid
- Federal Assistance Programs
- Withdrawal and Refund Policies
- State of Michigan Programs
- Aquinas Scholarships and Grants
- Spectrum Scholarship Program
- Scholarships for Adult Students
- Privately Funded Scholarships
- Other Forms of Financial Aid

EXPENSES AND FINANCIAL AID

EXPENSES

Tuition for 2011–2012 Academic Year

- Regular (traditional age) undergraduate students:
  Full time load
  12–18 credit hours $12,053 per semester*
  Per credit hour rate
  1–6 credit hours $488 per credit hour*
  7–11 credit hours $754 per credit hour*
  19+ credit hours $12,053 plus $488 per credit hour over 18 credits.
- Undergraduate — Continuing Education
  All hours $488 per credit hour*
- Graduate — Master in Education (ME), Master of Science Education (MSE), Master in the Art of Teaching (MAT)
  All hours $548 per credit hour*
- Graduate — Master of Management (MM)
  All hours $506 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 www.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 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 12 and 18. Credit hours in excess of 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 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

- Room (2011–2012)

Ravine Apartments (A–C) and Willowbrook	$4,742 per academic year ($2,371 per semester)
Ravine Apartment D	$5,026 per academic year ($2,513 per semester)
Room Base Rate	$1,735 per semester

Surcharges will be assessed for any room occupied below its normal capacity and for any single 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 (2011–2012)

Residence Hall Meal Plan	$1,984 per semester
Theme House/Apartment Meal Plan	$ 889 per semester

Resident students are required to participate in a meal plan. Meal plans and commuter cash are available to commuting students. Contact the Food Service Office, located in Wege Center, for more information.

Deposits

- Enrollment Deposit $200.00

A $200.00 enrollment deposit (includes $100 housing deposit) is required of all freshman and transfer students. The deposit is refundable through May 1.

Special Fees*

Full Time Regular Student – activity and records fee	$90.00 per semester
Part Time Regular Student – records fee	$25.00 per semester
CE and Graduate Student – records fee	$25.00 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	$290.00 per class
Lab Fees (per laboratory requirement)	$10.00 to $45.00
No Show Fee	$150.00 per course
Orientation Fee (new students only)	
First year	$100.00
Transfer or midyear start	$25.00

Parking Permit	(for regular undergraduate student)	$50.00
	(for adult and graduate student)	$20.00
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		$5.00 per copy

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

Payment of Tuition and Fees

All tuition and fees are payable by the first day of the semester/quadmester unless a deferred payment option (see below) has been selected. Payment is due ***regardless*** of whether you receive a bill or not. Students with outstanding obligations to the College will not be permitted to register unless financial arrangements have been made with the Student Accounts Office. 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.

Aquinas College nelnet Business Solutions payment plan, (NBS)

The nelnet Business Solutions (NBS) payment plan allows students to budget tuition and fees with monthly payments, interest free. Payments are made by either automatic bank payments or by charging a MasterCard, Discover card, or American Express card. Monthly payments can be spread over a period of up to ten (10) months, beginning in July. Students signing up after July will have payments through April. NBS charges a nonrefundable enrollment fee of $30 per semester/quadmester or $50 per academic year to participate in this program.

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 www.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. Collection costs which amount to at least 25% of the outstanding balance, plus past and future monthly service charges as defined above, will be added to any past due balance. The actual cost of these collection services and, if necessary, litigation costs, will be the responsibility of the student.

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

Student 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(es): Regular students will be charged the full time rate if they remain registered for 12 to 18 credits. Students have until 4:00 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 4:00 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(es) 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. Traditional 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 in-

clude 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 4:00 p.m. on Friday. Any form received after 4:00 p.m. on Friday will be processed as of the following week.

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

Dropping a Class(es): Adult students have until 4:00 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 4:00 p.m. on the 10th business day is not entitled to a tuition refund.

Withdrawal from Individual Classes: See Dropping a Class(es) 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. 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:

Adult 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

Adult Students in 16-Week Format Courses

- 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

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 notifications must be received by the Registrar's Office by 4:00 p.m. on Friday. Any notification received after 4:00 p.m. on Friday will be processed as of the following week.

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 www.aquinas.edu/studentaccounts or www.easyrefundcard.com.

Student E-mail 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 e-mail accounts.

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 recipients of the statement. Financial aid application forms may be obtained from your high school and/or the College's Financial Aid office or you can file on line at www.fafsa.ed.gov. If completing on-line, include a PIN for the student and for the parent. Preference will be given to students whose FAFSA are submitted prior to February 15.

All students who apply for financial aid must first be admitted through the admissions procedure before any financial aid can be awarded. Incoming freshmen will be notified of their financial aid in April.

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.

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 $4000 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 $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:

http://www.ifap.ed.gov/dpcletters/GEN0414.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 http://www.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 https://www.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.

ONCE A GRANT IS CONVERTED TO A LOAN IT CAN'T BE CONVERTED BACK TO GRANT!

Federal Perkins Loan Program

(formerly National Direct Student Loan) This loan program allows a student to borrow funds for educational purposes at a low interest rate. A student may be eligible to borrow up to $4000 for the first two years of college and a total of $9000 for undergraduate education. The interest rate on these loans is five percent simple. The student does not have to begin repayment until six to nine months after he/she ceases to be enrolled as at least a half-time student.

A deferment of installments, including interest, is available to a student who

(1) is enrolled as at least a half-time student of an institution of higher education;
(2) is on full-time active duty in the Armed Forces of the United States;
(3) is in service as a volunteer in VISTA, Peace Corps, or other non-profit service organizations;
(4) is an officer in the U.S. Public Health Service Commissioned Corps;
(5) is temporarily totally disabled;
(6) is in service in an internship preceding a professional practice.

Cancellation of loans is available to a student who

(1) is teaching in a designated school with a high enrollment of students from low-income families;
(2) is teaching handicapped children, as defined by federal guidelines;
(3) is a full-time staff member in a Head Start program;
(4) is in designated service of the Armed Forces of the United States;
(5) dies or becomes totally disabled.

The amount of assistance received is determined by the Financial Aid office and will be dependent upon the student's financial need and the level of lending authorized by the federal government to Aquinas College.

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. Preference is given to students who have the greatest financial need and are in good academic standing. Students may work a maximum of 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), $6500 (second-year undergraduates) and $7500 (third- through fourth-year undergraduates) for a total aggregate of $31,000). A graduate student may borrow up to $8500 per academic year (total aggregate of $65,500).

Applications are available online at www.aquinas.edu/financialaid/loans.html. Loan eligibility is determined by com¬pleting the FAFSA which applies the federally-approved formula based on family income and determined need.

On all new loans after July 1, 2010, the interest rate on the loan is fixed at 5 percent for subsidized loans for undergraduates and 6.8 percent for all unsubsidized loans and subsidized loans for graduate students. 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. 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, Stafford Loan) may not be made to students who have defaulted on a Stafford Loan or Perkins Loan (National Direct Student 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 ÀstudentsÙ 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, Stafford/Perkins/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 Stafford Loans, Federal Perkins loans, PLUS loans, Federal Pell Grants and Federal SEOG.

A student's withdrawal date is:

a. The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw in writing.
b. The midpoint of the period for a student who leaves without notifying the college.
c. The student's last date of attendance at a documented academically related activity.
    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 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 Stafford loan
        Subsidized Stafford loan
        Federal Perkins 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, 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 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 12 and 18. Credit hours in excess of 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 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 4:00 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 4:00 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 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

After this number of academic years in attendance:

1	2	3	4	5	6	7	8	9

A full-time student must have earned at least this number of hours:

16	40	68	96	124

A part-time student must have earned at least this number of hours:

8	20	34	48	63	78	93	108	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 12 hours per semester. A part-time student is one who is enrolled not less than six (6) hours but not more than 11 hours per semester.
4. The student's academic progress will be measured gainst 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 ACT 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 American College Testing Service (ACT) 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 freshmen and upperclassmen from its general fund (Regular Full Time Traditional Students only).

Scholarships are merit-based and are renewable for four 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 freshmen 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 freshman 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. 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 15 outstanding incoming freshmen 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. 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
Freshmen who excel both in academics and in leadership qualities are honored with this award. This prestigious award is valued at $12,000. 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
Freshmen with high school grades of B+ or better and very good test scores are considered for this award. This prestigious award is valued at $12,000 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
Freshmen 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. This award ranges from a minimum of $7,000 to a maximum of $10,000 and is renewable for up to five years of study provided the student maintains a minimum 2.75 GPA each year at Aquinas and demonstrate community service.

ST. DOMINIC OUT OF STATE GRANT
Freshmen 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. This award may be combined with other Spectrum Scholarships.

PHI THETA KAPPA SCHOLARSHIP
This scholarship is available to Phi Theta Kappa members who transfer to Aquinas College. In order to apply, students must have verified active membership in a Phi Theta Kappa chapter and a written recommendation from the chapter advisor. Phi Theta Kappa scholarships range from $500 to $6,500 per year and are renewable with a minimum GPA of 2.75 at Aquinas.

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 $10,000 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
Freshmen qualifying for this scholarship are chosen based on their grades, test scores, leadership ability, and potential for success at Aquinas. Awards range from $7,000 to $10,000 and are 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.

AQUINAS TRANSFER SCHOLARSHIP
Students with a cumulative college GPA of 3.5 or higher transferring from any two-year or four-year college or university are considered for this scholarship. This award is $10,000 annually and is renewable each year, as long as the student maintains a GPA of 2.75 at Aquinas.

COMMUNITY COLLEGE HONORS SCHOLARSHIP
Regular full time students transferring from a two year community college with a GPA of 3.0 or higher, can receive $6,500 - $7,500 from the Community College Honors Scholarship fund. The award is renewable each year, as long as the student maintains a GPA of 2.75 at Aquinas.

AQUINAS INTERNATIONAL STUDENT SCHOLARSHIP
International students can receive an International Scholarship valued up to $12,000. 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.

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 freshmen must have a minimum 3.0 GPA and ACT Composite of 22 or higher. Refer to the Fostering Success Web site for more details: http://www.aquinas.edu/undergraduate/foster_scholarship.html

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 $500 to $6,000 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 60 hours of study at Aquinas.

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.

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. Aquinas 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 www.aquinas.edu/financialaid. 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 Stafford 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.

PRIVATELY FUNDED SCHOLARSHIPS

The following scholarships supported by specific donors are awarded as funds are available. If you have applied for financial aid and you qualify, you will be automatically considered for many of these scholarships. However, some scholarships do require a separate application. Contact the Financial Aid Office for further information. These scholarships are open to both traditional and adult students unless noted.

RONALD L. ADAMS SCHOLARSHIP

This scholarship was established in 1994 by Mrs. Lilo Adams and children, in loving memory of Ronald Adams. It is awarded to an undergraduate student who is working (full time or part-time) while pursuing a degree in business administration. Selection is made by the Director of Financial Aid and recipients must reapply annually for scholarship renewal.

GREG A. ALKSNIS SCHOLARSHIP

This scholarship is awarded to an undergraduate who intends to pursue a degree in business, has financial need, and maintains at least a 2.5 GPA. Preference is given to graduates of West Catholic High School in Grand Rapids, Michigan, who are involved in athletics.

MARTIN J. ALLEN JR. REFLECTION SCHOLARSHIP

This scholarship was established in 2004 in honor of Mr. Allen and his receipt of the Aquinas Reflection Award. The scholarship is awarded to student athletes from Catholic Central or East Grand Rapids High Schools who have a 3.0 G.P.A.

PAUL A. ASSENMACHER SCHOLARSHIP

This scholarship was established by Paul Assenmacher ’84 in 1993 for any male or female athlete (in any intercollegiate sport) with demonstrated financial need. It is awarded by the Athletic Director in consultation with the Director of Financial Aid.

BELDEN BRICK & SUPPLY ARCHITECTURAL AND MASONRY SCHOLARSHIP

This scholarship offers financial assistance to Aquinas College students whose parents and grandparents are associated with the (1) architectural, (2) masonry and (3) homebuilding professions. Qualified recipients will receive a minimum of $1000. Applicants must secure application forms through the Office of Financial Aid. To be eligible, applicants must be high school students with a 3.0 GPA or undergraduate students with a 2.5 GPA.

R. J. BENNETT SCHOLARSHIP

This scholarship was established in 1996 as a tribute to Ralph J. Bennett, Ph.D., Professor Emeritus at Aquinas College. It is awarded to one or more Aquinas students who wish to pursue a degree in business administration, accounting, or economics. Recipients must carry a cumulative GPA of 3.0

or higher and financial need may be a factor in the selection process. This scholarship is renewable each year, upon application, provided the student meets the established criteria.

MARY MAYBURY BERKERY MEMORIAL TRUST
The Berkery Trust was established upon the death of Mrs. Berkery in 1975 and is designed to provide scholarship assistance for women. Through her Last Will and Testament, Mrs. Berkery gave Comerica Bank the sole discretion to select any Michigan Catholic college or university to receive a portion of the current year's income. Selection of the student is made by the Financial Aid Office.

HY AND GRETA BERKOWITZ SCHOLARSHIP FOR STUDENTS WITH DISABILITIES
This scholarship provides financial assistance to Aquinas students who are disabled, with a preference for, although not limited to, students whose disability substantially affects their mobility. This scholarship is intended to provide an incentive to such students to enroll and work toward a college degree. A minimum of $500 per recipient per academic year is awarded. Scholarship criteria include students with a physical and/or learning disability, enrollment in a degree-seeking program at Aquinas College, and a cumulative GPA of 2.5 or higher. Financial need is not the sole consideration. Selection is made by the Aquinas College Scholarship Committee with input from the Coordinator for Disabilities.

THE RICHARD BLAKE MEMORIAL SCHOLARSHIP
Professor Richard Blake was a faculty member of the Political Science Department. This scholarship has been established in his memory and applicants must have declared a major in Political Science and have a 3.5 G.P.A.

COACH TERRY BOCIAN SCHOLARSHIP
This scholarship honors Coach Terry Bocian who has served as Athletic Director at Aquinas College since 1978. He led the College's baseball teams for 30 years and to over 1,000 victories. He worked with the basketball program for 13 years including 6 years as head coach. He was inducted into the NAIA Hall of Fame in 2001 and the Grand Rapids Sports Hall of Fame in 2004. A baseball player will be selected each year to receive this scholarship.

THE ELIZABETH M. BOUTSELIS SCHOLARSHIP
Mrs. Elizabeth Boutselis is a graduate of Aquinas College who received a degree in general science. She has worked in laboratories for the Veteran's Hospital along with facilities in Okinawa, Columbus, Ohio and Virginia. A product of Catholic education, Mrs. Boutselis strongly supports the traditions of the Dominican Sisters of Grand Rapids and Aquinas College. This scholarship is offered annually to an undergraduate student who has declared a major in science, with a preference for students from Saginaw County and

contiguous counties who have declared a major in science.

MARGARET E. BOWLER SCHOLARSHIP
This scholarship was established in 1998 by the family of Margaret E. Bowler. It is awarded to students who are pursuing an undergraduate degree and have a demonstrated financial need. A minimum GPA of 3.0 is required.

THE BISHOP JOSEPH BREITENBECK MEMORAL SCHOLARSHIP
This scholarship was established by Mr. Peter Wege in 2005 in memory of Bishop Breitenbeck, a former bishop in the Grand Rapids Diocese. Applicants will be pursuing studies in church management, pre-law, sociology and possess a 3.0 G.P.A.

LEONARD L. BRIDGE MEMORIAL SCHOLARSHIP
This scholarship is awarded to a student with demonstrated financial need who is participating in the intercollegiate golf program. A minimum 3.0 cumulative GPA is a requirement for annual renewal.

THE BISHOP KEVIN BRITT KNIGHTS OF COLUMBUS COUNCIL NO. 8117 NURSING SCHOLARSHIP IN MEMORY OF ANNETTE WALTERS BLASCHKA
This scholarship provides financial support for Catholic students pursuing a career in nursing through the Aquinas College Nursing Program. The program is operated in cooperation with Saint Mary's Health Care and the University of Detroit Mercy.

MONSIGNOR CHARLES D. BROPHY MEMORIAL SCHOLARSHIP
This scholarship serves as a tribute to the work performed by Monsignor Brophy through his 30 years serving as a pastor of St. Jude Parish in Grand Rapids. Financial Assistance is offered on an annual basis to full-time students from St. Jude's who demonstrate financial need.

TIMOTHY KRAUSE BUNBURY MEMORIAL SCHOLARSHIP
This scholarship was created in 1998 by John and Barbara Bunbury, in loving memory of their son, Timothy. This award is designed to assist students pursuing an undergraduate degree in business. A minimum GPA of 3.0 and evidence of personal leadership, community service, and financial need are required. The Dean of Admissions, the Chair of the Business Administration Department and the Director of Financial Aid select the recipient(s).

DENNIS J. BURFEINDT MEMORIAL SCHOLARSHIP
This scholarship was established by the generous gift of the late Dennis J. Burfeindt, an Aquinas business professor. The fund provides scholarships to students who excel academically, intend to major in either business administration or accounting, and have demonstrated leadership and service to their high school or community.

THE JAMES AND ANN BURNS SCHOLARSHIP
This scholarship is established to facilitate continuing Catholic education by offering financial assistance to full-time graduates from Catholic Central High School who reflect the values of Aquinas College: commitment, vision, service, loyalty and integrity.

LOUIS AND FLORENCE HOGAN BURNS SCHOLARSHIP
In keeping with the Burns' family value for education this scholarship shall be awarded to a student from whom financial need would be a barrier. Preference shall be given to students who are first generation college students. This scholarship is renewable provided the student remains in good standing.

BENNIE CAREW MEMORIAL SCHOLARSHIP
This scholarship was established by friends in honor of Bennie Carew, distinguished jazz musician in West Michigan. Awards are given annually to one or more students who participate in the jazz program at Aquinas College. Candidates must maintain academic progress according to college policy. The amount of scholarship varies from year to year.

CATHOLIC JUNIOR COLLEGE ALUMNI SCHOLARSHIP
(TRADITIONAL ONLY)
This scholarship is awarded annually to one or more students, primarily graduates of a Grand Rapids Catholic high school, who demonstrate financial need.

FATHER JAMES CHELICH SCHOLARSHIP
This scholarship will be awarded to students in any discipline who are guided by their Christian faith and who provide meaningful service to others. Selection will be made by the office of Campus Ministry. Preference will be given to Catholic students who have achieved sophomore standing or higher and who are in good academic standing. This scholarship is renewable.

THE PETER C. AND PAT COOK SCHOLARSHIP
Peter and Pat Cook have blessed the community with significant contributions that strengthen Christian organizations as well as the arts, education and medical sciences. They underwrote the renovation of the Cook Carriage House. Pat was awarded an honorary Doctor of Humane Letters in 1995 and in 2002 the Cooks were presented the Aquinas Reflection Award. This scholarship is awarded annually to students who are majoring in business and have demonstrated leadership in service to their community.

LOUIS AND ARLENE CORSIGLIA SCHOLARSHIP
Funding for this scholarship is derived from an annual gift from Mr. and Mrs. Corsiglia, who have been ardent supporters of Aquinas College for several years, as well as proceeds from their scholarship endowment fund. This scholarship offers financial assistance to full-time Aquinas College students studying accounting, business management or health care sciences. Eligible

applicants must be full-time undergraduate students with a minimum 3.0 GPA and be eligible for financial aid. Award selection is made by the Director of Financial Aid, the Dean of the School of Management and Chair of the Biology Department.

CROWE CHIZEK AND COMPANY LLC SCHOLARSHIP
This scholarship was established to offer financial assistance to an outstanding accounting student who exhibits leadership skills. Applicant must be an accounting major, a junior entering the senior year, reside in Michigan, and desire to live and work in the state after graduation.

THE CZERNEY SZOKA SCHOLARSHIP
This scholarship is established to facilitate continuing Catholic education by offering financial assistance to full-time graduates from Catholic Central High School and/or West Catholic High School (CSS qualified graduates) who reflect the values of Aquinas College: commitment, vision, service, loyalty and integrity.

LOUIS M. DEXTER MEMORIAL SCHOLARSHIP
This scholarship was established in memory of Louis M. Dexter, a Grand Rapids businessman who was president of National Brass Company. The annually funded scholarship offers financial assistance to full-time students from West Michigan. Educational grants of $1000 are awarded to high school students with a GPA of 2.5.

HARRIET DIVELY SCHOLARSHIP
This scholarship is awarded to Aquinas College students who have demonstrated a record of academic excellence and financial need. A minimum GPA of 3.5 is required and selection is made by the Office of Financial Aid in consultation with the Admissions office.

KATHERINE S. DONNELLY SCHOLARSHIP
This scholarship is awarded to a full-time student who shows scholastic promise and demonstrates financial need. The award may be automatically renewed if the recipient maintains a cumulative GPA of 3.0 or higher.

PATRICIA S. DUTHLER SCHOLARSHIP
This scholarship offers financial assistance to full time students declaring a major or minor in a foreign language and a desire to study abroad. Recipients of the scholarship must be full-time undergraduate students with a 3.0 GPA and a demonstrated proficiency in the selected language. Each year a foreign language is designated by Patricia A. Duthler, college faculty and staff. Award selection is made by the Director of Financial Aid and the Dean of International and Cultural Studies.

DR. R. BRUCE EARLY JAZZ STUDIES SCHOLARSHIP
This scholarship was established by family and friends of Dr. Early following his death in 1998. This award assists full-time undergraduate students specializing in jazz studies. A formal application for this award is made through the Chair of the Music Department.

THE RUTH RASMUS EBERHARD MEMORIAL SCHOLARSHIP
Mrs. Ruth Rasmus Eberhard lived in Grand Rapids throughout her life and graduated from Catholic Junior College in 1936. Since that time she had been a loyal Aquinas supporter committed to Catholic higher education. Ruthie enjoyed sports and together with her dog, N.D., cheered for Aquinas College and the University of Notre Dame, in that order. Mrs. Eberhard died in October 2001 and her legacy continues to support Aquinas College and the Dominican Sisters of Grand Rapids. This athletic scholarship offers financial assistance to student athletes who reflect the qualities of commitment and loyalty to Aquinas College.

KRISTIN ERHARDT MEMORIAL SCHOLARSHIP
This scholarship is awarded to female students who demonstrate integrity and self-motivation. Recipients must maintain a minimum GPA of 3.0 and actively pursue an undergraduate degree. Preference is given to a student with a physical disability. The award amount varies from year to year.

STELLA FERRIS MEMORIAL SCHOLARSHIP
This scholarship was developed in memory of Stella Ferris who embraced the world with her travels as she sought to serve others in need. Applicants must be minority undergraduate students with a minimum GPA of 2.5. This scholarship is awarded to students demonstrating financial need.

THE FRANK AND JULIA FERUGHELI MEMORIAL SCHOLARSHIP
Frank and Julia Ferugheli were the parents of Patricia Zifferblatt, co-founder and Director of the Better Life Institute, located in downtown Grand Rapids, Michigan. Ms. Zifferblatt established this scholarship to provide financial assistance to undergraduate students with a 3.0 PGA or higher, pursuing studies in Political Science with a preference to pre-law students. Applicants should obtain information from the Aquinas College Political Science Department.

FIFTH-THIRD BANK SCHOLARSHIP
This scholarship provides financial assistance to minority students who have a major or a minor in business. The scholarship recipients will have their scholarship awards applied toward tuition, may serve during their sophomore, junior or senior years as an intern at the Bank and may, upon graduation, be given priority consideration for employment at the Bank.

FITZGERALD SCHOLARSHIP FOR IRISH STUDIES

This scholarship is awarded to full-time Aquinas College students in their junior or senior year. Recipients must carry a cumulative GPA of 3.0 or higher and be pursuing an undergraduate degree in international studies, marketing, business administration, or economics. Awardees are selected from applicants to the Aquinas College Semester in Ireland Study Program. Award amounts are a minimum of $500 and a maximum of $1,000 per recipient.

THE DR. JAMES F. FORD MEMORIAL SCHOLARSHIP

Dr. James Ford was an optometrist in private practice in Grand Rapids from 1950 until his retirement in 1995. A graduate of Northern Illinois College of Optometry, he was a life member of the Michigan and American Optometry Associations. He also enjoyed many outdoor activities and was a member of the Grand Rapids Lions Club and the American Legion. Dr. Ford was regarded as a most gentle and compassionate person by his family, friends and patients. Dr. Ford passed away on January 23, 2001. This scholarship was established by Peter Wege and offers financial assistance to undergraduate Aquinas College students who plan to enter the medical profession.

THOMAS C. FOWLER MEMORIAL SCHOLARSHIP

This scholarship was established by the family of Thomas C. Fowler ’72. This award is given to one or more students enrolled in a degree program at Aquinas College. Candidates must maintain satisfactory academic progress and demonstrate financial need. Although preference is given to students from Our Lady of Fatima Parish in Shelby, Michigan, senior-year business majors are also considered.

NOEL P. AND DOROTHY A. FOX SCHOLARSHIP

This scholarship was established in 1990 by the late U.S. District Court Judge Noel P. Fox and his wife Dorothy. This scholarship is designed to assist minority students with demonstrated financial need. Candidates must show evidence of community leadership and involvement and be making satisfactory academic progress towards a degree. To be eligible for annual renewal, the awardee must carry a cumulative GPA of 3.0 or better and continue community service.

FREY FOUNDATION ENDOWED MERIT SCHOLARSHIP

The “Frey Scholars” are undergraduate students, with a preference for outstanding incoming freshmen, who exhibit strength in the following areas: capacities to lead and to motivate fellow students; scholastic ability and extracurricular attainment; moral force of character; and physical vigor. The student must maintain a 3.25 or better GPA and must otherwise be a student in good standing consistent with the above-listed attributes.

JIM MCKAY AND MARY CAROLINE "TWINK" FREY REFLECTION AWARD SCHOLARSHIP

This scholarship honors Jim McKay '82 and Mary Caroline "Twink" Frey who received the Aquinas Reflection Award in 2005. Jim and Twink have been strong supporters of Aquinas College with emphasis on the development of the Jane Hibbard Idema Women's Studies Center. This scholarship provides financial assistance to women pursuing coursework in Women's Studies.

RALPH AND SUE GARLICK SCHOLARSHIP IN HONOR OF LILY CONKLIN

Mr. and Mrs. Garlick established this scholarship to honor their granddaughter Lily. This endowed scholarship is available through the School of Education to benefit a student who is part of the Conductive Education Program. Interested students may secure an application form through the Office of Financial Aid.

THE CARL AND VIRGINIA GEIS SCHOLARSHIP

Mr. and Mrs. Geis are committed to Aquinas College and Catholic education. Mr. Geis was a retired executive from Foremost Insurance Company who came to know the college though his friend, Arthur Woodhouse, Sr. The Carl and Virginia Geis Scholarship is a tribute to that friendship and their commitment to students who reflect qualities of integrity and self-motivation. This scholarship offers financial assistance to undergraduate Aquinas College students majoring in business or health care professions.

SISTER MARY VIRGIL GHERING, O.P., PH.D. MEMORIAL SCHOLARSHIP FOR CHEMISTRY

Established in 1997 by Ethel Ghering, this scholarship is awarded to full-time students carrying a minimum GPA of 3.0 or higher and with a declared major in chemistry at Aquinas College. Selection is made by the Science Faculty Committee in consultation with the Office of Financial Aid. Award recipients are eligible for renewal provided they continue to meet the scholarship requirements.

PATRICK R. GILL MEMORIAL SCHOLARSHIP

This scholarship was established in memory of Patrick Gill, a student who planned to attend Aquinas College to pursue his passion for writing, philosophy, religion and art. Shortly after his high school graduation he died in an automobile accident. This endowed scholarship offers financial assistance to Aquinas College students pursuing a major or minor in English or philosophy. Educational grants of a minimum of $1500 are made to high school students with a GPA of 3.0 or to Aquinas College students with a GPA of 3.0. Award selection is made by the Director of Financial Aid and the Chairs of the Philosophy and English Departments.

ALTA GILLETT/FRANCES E. MCCARTY SCHOLARSHIP
This scholarship was established in 1997. The two benefactors were lifelong friends whose individual scholarships were combined upon their respective passing. Award recipients must be students in good academic standing and selection is made by the Office of Financial Aid.

R. KELLY GOODWILLIE SCHOLARSHIP
This scholarship was established by Peter M. Wege to provide assistance for students pursuing a degree in business or the environmental sciences. Candidates may also be pursuing a master in management degree. The annual award of $1,000 per student per academic year is given to a student maintaining a cumulative GPA of 3.0 or higher.

THE EDWARD T. GOULET MEMORIAL SCHOLARSHIP
After a successful career, Edward Goulet became a ranger at the Muskegon State Park and was the Muskegon Conservation Club's roving educator—volunteering in the schools to teach children about endangered species, local fauna and a deep love and respect for the environment. This scholarship provides financial assistance to students from Muskegon Catholic Central High School.

GRAND RAPIDS DOMINICAN SISTERS SCHOLARSHIP
This scholarship was established by the Dominican Sisters of Grand Rapids in 1995 to financially assist minority students and adult women returning to college to pursue a degree. Award amounts vary from year to year.

DARLENE J. GRAY MUSIC SCHOLARSHIP
This scholarship was established in memory of Darlene Gray, a professional performer and Aquinas College student. The annually funded scholarship offers financial assistance to continuing education students pursuing a major or minor in music and who have a proficiency in music. Educational grants of $500 are made to high school students with a GPA of 2.5 or to Aquinas College students with a GPA of 3.0. Award selection is made by the Director of Financial Aid and the Chair of the Music Department.

THOMAS J. GUMBLETON PEACE AND JUSTICE SCHOLARSHIP
This scholarship recognizes outstanding effort in the ongoing struggle for peace with justice in our troubled times and honors Bishop Gumbleton, Auxiliary Bishop of the Archdiocese of Detroit. Awards are given to Aquinas College students currently enrolled in a degree program. Recipients must be sophomores, juniors, or seniors with a cumulative GPA of 2.5 or higher and sensitivity to peace and justice issues in contemporary American culture.

GUS AND DOROTHY GUTMUELLER FOUNDATION SCHOLARSHIP
These scholarships provide financial assistance to students with financial need. Qualifications in order of importance are: a student preparing to become a doctor of medicine; a resident of the Diocese of Grand Rapids; or

such other student as may be selected by the head of the College or, in the alternative, by a committee appointed by the College for that purpose. Students who qualify for one of these scholarships may receive it for four consecutive years if they maintain a high scholastic average.

FATHER BERNARD A. HALL MEMORIAL SCHOLARSHIP FUND
This scholarship is provided through a bequest from Fr. Bernard that established an award for undergraduate students or for students pursuing master's degrees. It is intended for high-achieving students who demonstrate financial need and involvement in their community or church. Applicants must have a minimum GPA of 3.0. Information about this scholarship is available from the Theology Department.

JOSEPH L. AND MARY E. HANSKNECHT SOCIAL JUSTICE SCHOLARSHIP
This scholarship was established in 1998 by Joseph Hansknecht and his late wife, Mary, to further prepare students pursuing careers in social justice, aiding under-served populations anywhere in the world. Recipients must be Aquinas College juniors, seniors, or continuing education students who possess a demonstrated commitment to social justice. Annual renewals are only awarded to students who continue to carry a cumulative GPA of 3.0 or higher. Award amounts are a minimum of $1,000 per student per academic year. Recipients are determined by a committee consisting of a representative from Continuing Education, Campus Ministry, an Executive Committee Member of the Academic Assembly, and/or the Office of the President.

MAXINE G. HATTEM MUSIC SCHOLARSHIP
Maxine Hattem was a well known musician in the Grand Rapids area for more than fifty years. Her playing engagements included Hattem's Restaurant, a prominent dining establishment owned by her late husband, Moses Hattem. This scholarship was established by Peter Wege and the Hattem family in her memory to offer financial assistance to students pursuing a major in music with a preference in piano and organ.

THERESE KELLEY HERRMANN MEMORIAL SCHOLARSHIP
This scholarship, awarded in memory of Therese Kelley Herrmann '48, was established by her husband Frank Herrmann. The award is made annually to one or more full-time students who wish to pursue a professional career in which they can make a meaningful contribution to society. The award is renewable and the amount of the award varies depending upon financial need.

THE HONORABLE R. STUART AND BARBARA HOFFIUS ART SCHOLARSHIP
This scholarship was established in memory of the Honorable R. Stuart Hoffius and his beloved wife Barbara Hoffius. Recipients must be Aquinas College full-time sophomores or juniors with a declared major in art and an

overall GPA of 3.0 or higher. Consideration is also given to five-year fine arts majors in their fourth year with a minimum overall GPA of 3.0. Students must submit a formal application, available in the Art and Music Center, by February 15 of each year. The award amount is a minimum of $1,000 per student per academic year. Recipients are selected by the Chair of the Art Department in consultation with the Director of Financial Aid.

EUGENE T. HOPKINS MUSIC SCHOLARSHIP
This scholarship was established as a tribute to Eugene T. Hopkins who was an associate professor of music and instructor of piano at Aquinas for 33 years. Applicants for this award should have declared a major or minor in music, demonstrate financial need and maintain a minimum GPA of 2.5. Information about this scholarship can be obtained from the Music Department.

THE GERTRUDE HORGAN IRELAND ALUMNI SCHOLARSHIP
This scholarship was established in 2003 by the alumni of the Ireland Study Abroad Program to celebrate the 30th anniversary of the Ireland program. The scholarship was originally intended to be offered to a student from Ireland. Until an applicant is accepted the award will be made to Aquinas students who will be studying in Ireland.

DOLORES HRUBY MUSIC SCHOLARSHIP
This scholarship was established by Mr. and Mrs. Don Freeman in honor of Dolores Hruby, who was a celebrated musician/composer/teacher, First Lady of Aquinas College, and volunteer charity worker. This scholarship provides financial support for full-time students pursuing a major in music with a cumulative GPA of 3.0 or better. Applications are available from the Chair of the Music Department. Award selection is made by the Chair of the Music Department in consultation with the Director of Financial Aid.

JEFF A. HUNDLEY ATHLETIC SCHOLARSHIP
This scholarship was established to assist Aquinas College students participating in the intercollegiate baseball program who have a demonstrated financial need. Scholarship awards are a minimum of $500 per student athlete per academic year. The selection process is done by a committee consisting of the Aquinas College Head Baseball Coach, Director of Financial Aid, and Jeff A. Hundley. This scholarship is renewable based upon athletic eligibility.

THE MAYNARD HUNDLEY ATHLETIC SCHOLARSHIP
Mr. Maynard Hundley is the father of Jeff Hundley, who established this scholarship in his honor. This scholarship provides for financial assistance to a student athlete who demonstrates financial need.

JANE HIBBARD IDEMA GRANT FOR WOMEN
This grant was established in honor of Jane Hibbard Idema, a pioneer in the expansion of educational opportunities for women. Educational grants are

awarded annually to one or more Aquinas College female students completing a college degree after an interruption in the higher-education process as a result of employment, family, or other personal responsibilities.

ROBERT AND PAULETTE ISRAELS SCHOLARSHIP
This scholarship was established by Robert and Paulette to provide financial assistance to students pursuing studies in early childhood education, with a preference to students participating in the Reggio Emillio program. Applicants must be undergraduate students with at least a 3.0 GPA.

HELEN GAST JACKOBOICE SCHOLARSHIP
This scholarship is awarded annually and offers financial assistance to students seeking a Fine Arts education. Eligible undergraduate students must have a minimum 3.0 high school GPA. Candidates are selected by the Director of Financial Aid and the Chairperson of the Art Department.

JOHN AND SARAH JACKOBOICE SCHOLARSHIP
This scholarship was designed to assist undergraduate Aquinas College students pursuing a major or minor in business administration. Eligible candidates must carry a minimum 2.5 GPA and demonstrate financial need. Selection is made by the Director of Financial Aid and the Dean of the School of Management.

LOIS LEHMAN JANDERNOA SCHOLARSHIP
This scholarship was established to provide financial support to women pursuing an education in business. Undergraduate candidates must have a high school 3.0 GPA and maintain a 3.0 GPA at Aquinas College. Selection is made by the Director of Financial Aid and the Dean of the School of Management.

PATRICIA B. JOHNSON SCHOLARSHIP FOR COMMUNITY LEADERSHIP
This scholarship provides financial assistance to students from Muskegon County majoring in Community Leadership and/or to students who demonstrate a commitment to resolving community problems. Qualified recipients will receive a minimum award of $1000.00. Eligible applicants must be full-time undergraduate students, preferably from Muskegon County, with a minimum 3.0 GPA. Selection is made by the Director of Financial Aid along with the Director of Community Leadership and Ms. Johnson.

SISTER ANNE KEATING, O.P., SCHOLARSHIP
This scholarship was established in 1988 in memory of Sister Anne Keating, O.P., Alumni Director of Aquinas College for 15 years. It is sustained through an annual effort coordinated by the Alumni Office. Recipients must have a cumulative GPA of 3.0 or higher, show leadership ability on campus and in the community, and have demonstrated financial need.

KEELER FOUNDATION NURSING SCHOLARSHIP
Mr. and Mrs. Miner S. Keeler have been devoted leaders in the area of the arts, education and community development in Grand Rapids. They received the Aquinas Emeritus Award in 1983 and Mrs. Keeler received an Honorary Doctor of Fine Arts Degree from Aquinas College in 2005. Mrs. Keeler's desire to see more Catholic nurses serving the community led to the establishment of this scholarship which is awarded to nursing students who have successfully completed their first year of study and who demonstrate an interest in serving at St. Mary's Hospital in Grand Rapids.

HARRY J. AND BEATRICE I. KELLEY MEMORIAL SCHOLARSHIP
This scholarship was established by the Kelley family in memory of their parents and brother, Harry J. Kelley. It is designed to assist an Aquinas College minority student with demonstrated financial need. Preference is given to a resident of Grand Rapids. The amount varies from year to year.

MARY JANE KIRCHGESSNER MUSIC SCHOLARSHIP
This scholarship provides financial assistance to undergraduate students who are not music majors but who participate in band or choir.

DR. HARRY AND MRS. SHEILA KNOPKE SCHOLARSHIP FOR INTERNATIONAL STUDY
President Emeritus Harry Knopke, Ph. D., served as Aquinas College President from 1997-2006. This scholarship was established to honor Dr. Knopke and his wife for their roles as "visionaries, educators, volunteers and leaders." The scholarship supports students who wish to participate in one of the College's foreign language and cultural immersion programs conducted in another country.

SISTERS EMMANUEL KOPP AND EVANGELISTA ROHRL MUSIC AWARD
These scholarships are made annually at the discretion of the Chair of the Aquinas College Music Department. Recipients must be full-time students and a piano audition is required. These are not need-based scholarships.

ERNEST T. "BUD" KRETSCHMER MUSIC SCHOLARSHIP
This scholarship is awarded primarily to students who take studio-applied lessons in music. Candidates are selected by the Director of Financial Aid and the Chair of the Music Department.

HARRIETT M. KUEMIN, R.N., SCHOLARSHIP
This scholarship was established by Sister Harriet V. Sanborn in memory of her aunt, Miss Harriett M. Kuemin. The scholarship is awarded annually to one or more full-time Aquinas College students who plan to pursue a career in the health professions. The amount of scholarship varies from year to year.

LACKS ENTERPRISES SUSTAINABLE BUSINESS SCHOLARSHIP
The Lacks Enterprises Scholarship was established in 1995 to benefit children of Lacks Enterprises or a preference for students in the sustainable business program and achieving a 2.5 GPA.

ROBERT L. LALLEY MEMORIAL SCHOLARSHIP
This scholarship was established by Peter Wege and the Lalley family in memory of Robert Lalley who devoted his life to his family, country, community and Catholic faith. The scholarship offers financial assistance to full-time non-traditional students who reflect the values of Aquinas College: commitment, vision, service, loyalty and integrity.

MONICA LA SARGE SCHOLARSHIP FUND
This scholarship was made possible by the friends and family of Monica La Sarge, who attended Aquinas College through the kindness of a benefactor who provided a scholarship. The recipient must be a high school graduate or an Aquinas College student who carries a minimum GPA of 2.5. They must also participate in meaningful community service while receiving this scholarship.

SISTER M. LUCINDA LEHMKUHLE, O.P., SCHOLARSHIP
This scholarship is awarded annually to one or more full-time Aquinas College students who wish to make a meaningful contribution to society through a professional career. Preference is given to students of the Roman Catholic faith from the Traverse City area and surrounding northwest Michigan counties.

MICHAEL AND MARY DONNELLY LEONARD SCHOLARSHIP
This scholarship is available to Aquinas College students from a Catholic high school in Kent County, Michigan. Recipients must be enrolled in business or humanities programs and carry a minimum GPA of 2.5.

SISTER HENRY SUSO LERCZAK, O.P., SCHOLARSHIP
This scholarship is awarded to full-time Aquinas College students with a declared major in music who have completed their freshman year studies and have maintained a minimum 3.0 GPA in their degree program. Awardees are selected by the Chair of the Music Department and/or members of the Music Department faculty.

RABBI ALBERT M. AND DR. SHIRLEY LEWIS ENDOWED SCHOLARSHIP FOR MUSIC AND HUMANITIES
In order to honor the impact the Lewis' have had on so many in West Michigan, Thomas S. Fox established this scholarship as a permanent legacy to their love of education. To be eligible, applicants must be full-time students studying in the School of Arts and Sciences with a cumulative GPA of 3.0 or better. Preference will be given to students who take music classes although a music major is not required. This scholarship is renewable annually.

THE MICHAEL A. LOWN SCHOLARSHIP
Michael Lown is a 1986 graduate of Aquinas College who worked as the Chief Financial Officer of Rogers Department Store, Inc. Michael provided exemplary service over the past six years to Rogers Department Store and the Berkowitz family. He studied accounting while enrolled at Aquinas College. This scholarship is offered annually to full-time Aquinas College students from west Michigan who have declared a major in business or accounting.

SISTER MARY LEONARD LYNCH, O.P. SCHOLARSHIP
This scholarship was established in the year 2000 by Peter M. Wege in honor of Sister Mary Leonard Lynch, O.P., a teacher at Aquinas College and one of the four Dominican Sisters who opened St. Stephen's school in Grand Rapids. This scholarship offers financial assistance to full-time students seeking a degree in education. Renewal is automatic to those students who continue to demonstrate financial need and maintain a minimum 3.0 GPA. Award selection is made by the Director of Financial Aid and the Dean of the School of Education.

MARIN FAMILY MEMORIAL SCHOLARSHIP
This scholarship was established by Kenneth J. and Mildred A. Marin of Grand Rapids, Michigan, in loving memory of their daughter, Molly and son, Mark. This scholarship is designed to assist full-time Aquinas College students beyond their freshman year who wish to achieve a bachelor of arts degree or higher in theology or music. To be eligible for this award, applicants must maintain a minimum 3.0 cumulative GPA. Awardees are selected at the discretion of the Office of the President in consultation with the Director of Financial Aid.

MATH AND SCIENCE SCHOLARSHIP
Barbara A. Bissot received a B.A. from Aquinas College and an M.A. and Ph.D. from the University of Michigan. She taught in the Grand Rapids Public Schools, a Department of Defense school in Germany and at Central Michigan University. She established this scholarship to provide financial assistance to students pursuing studies in math and science.

PATRICIA ANN MASLAK MEMORIAL SCHOLARSHIP
This scholarship was established in memory of Patricia Maslak, a 1983 Aquinas College continuing education graduate. This scholarship offers financial assistance to women graduate or undergraduate students who are employed or mothers over 30 years of age. Educational grants of $1000 are given for full-time students and $500 to part-time students who demonstrate financial need and maintain a GPA of 3.0 at Aquinas College.

JOE W. MCCARTHY GOLF SCHOLARSHIP
This scholarship was established by the family and friends of Joseph W. McCarthy '60. The award is made to a full-time Aquinas College student who participates in the intercollegiate golf program. At the discretion of the golf coaching staff, the award is renewable for four years of study.

MARY A. MEAD MEMORIAL SCHOLARSHIP
This scholarship fund offers financial assistance to full-time students with a declared major in accounting at Aquinas College. The scholarship was established through a bequest by Miss Mary Mead, a Trustee Emeritus of Aquinas College, and contributions from her friends and relatives. Applicants must be full-time undergraduate accounting majors with a minimum 3.0 GPA. Selection for the minimum $1500.00 award is made by the dean of the School of Management and the Director of Financial aid.

THE JEAN MERREN SCHOLARSHIP FUND
Jean Merren devoted much of her life to teaching reading in the Morley-Stanwood Public Schools and with Kentwood Public Schools. Her devotion to reading led her to serve as membership chairperson of the Kent County Reading Association where she became a close friend of Sister Bernetta Zietz, O.P., founder of the Aquinas College Reading Clinic. This scholarship is established to provide financial assistance to students from Morley-Stanwood Public Schools, Tri-County Public Schools and Kentwood Public Schools who are pursuing careers in teaching, reading comprehension or related fields and who will provide mentoring in urban schools.

GREG MEYER ANNUAL SCHOLARSHIP
This scholarship shall be awarded to a student who graduated from West Catholic High School in Grand Rapids, Michigan. Preference will be given to a student athlete who participates, or intends to participate, in a sport at Aquinas College. If an eligible student athlete from West Catholic is not available any student with financial need from West Catholic can be selected. If a student from West Catholic cannot be identified, a student from any Catholic high school with financial need can be selected with preference given to a student athlete. This scholarship is renewable.

PEYTON A. MIKOWSKI MEMORIAL SCHOLARSHIP
This scholarship is provided by family and friends of Tom '89 and Becky (Miller '88) Mikowski as a legacy to their beloved daughter, Peyton. This scholarship is intended for a student in early childhood education and/or a participant in Campus Ministry activities.

ADELE M. MILANOWSKI MEMORIAL SCHOLARSHIP
This scholarship offers financial assistance to full-time students with a declared major in theology at Aquinas College. Funding is derived from a scholarship endowment fund established through a bequest by Miss Milanowski,

a life-long resident of Grand Rapids, and contributions from her friends and relatives. Eligible applicants must be full-time undergraduate students with a minimum 3.0 GPA. Award selection is made by the Chair of the Theology Department and the Director of Financial Aid.

THE DALE E. MILLER MEMORIAL SCHOLARSHIP
Dale Miller and his late wife, Mary, were members of St. James Catholic Church and raised six children. Mr. Miller served as an officer in the U.S. Navy during WWII. He graduated from the University of Detroit and received a master's degree from the University of Michigan in Industrial Relations. He was an executive at Bissell, Inc., and was an officer in the Industrial Relations Group and the YMCA Industrial Council. Mr. Miller was also a member of the University of Michigan Industrial Relations Advisory Board, Urban League Industrial Committee, and President of Junior Achievement. Mr. Miller died on February 4, 1983. This scholarship offers financial assistance to full-time Aquinas College students who have declared a business major.

MARY N. MILLER MEMORIAL SCHOLARSHIP
This scholarship offers financial assistance to full-time Aquinas College students with a minimum 3.0 GPA and are eligible for financial aid. Funding for the scholarship is derived from the earnings and proceeds from the Mary N. Miller endowment fund. Qualified recipients receive a minimum of $2500.00 and selection is determined by the Director of Financial Aid.

AUDREY E. MOHLER SCHOLARSHIP
This scholarship is offered to full-time students majoring in music. Preference is given to a music major with an emphasis in piano education or performance. To apply, the student must have the endorsement of a high school music teacher or private instructor and submit a performance videotape to the Chair of the Music Department.

MARGUERITE AND DENNISON MOHLER SCHOALRSHIP
The Mohlers established this scholarship to honor their lifelong interest in education. The scholarship provides financial assistance to students majoring in the sciences

THE MYRTLE MOORE MEMORIAL SCHOLARSHIP
Myrtle Moore was born in Sweetwater, Tennessee. She married William Moore and moved to Grand Rapids. She loved spending time with her husband, children, grandchildren and their friends. Mrs. Moore was employed by the Wege family for 30 years and their family became her dearest friends. She was also President of the Needle Club and her retirement years were spent enjoying time with family and friends. Mrs. Moore died on October 27, 2001. This scholarship offers financial assistance to minority Aquinas College students who demonstrate caring and consideration towards others.

LYLE B. MORRISON SCHOLARSHIP
Preference for this scholarship will be given to a graduate of either West Catholic High School or Catholic Central High School in Grand Rapids, Michigan. If no applicant from those schools is identified then the award can be given to a graduate of any Catholic high school. He or she shall be outstanding both academically and morally. This scholarship is renewable as long as the student maintains a 3.25 GPA.

PATRICK J. MULLEN SCHOLARSHIP
This scholarship offers financial assistance to Aquinas College students pursuing a major or minor in communication. It was established through an endowment by Peter M. Wege along with family and friends of Patrick Mullen. Applicants for this renewable scholarship must be undergraduate students, demonstrate financial need and have a minimum 3.0 GPA. Award selection is made by the Director of Financial Aid in consultation with the communication faculty. Qualified full-time recipients will receive a minimum of $1000.

THE RICHARD D. MURPHY MEMORIAL SCHOLARSHIP
Richard Murphy served his community through his leadership at Goodwill Industries and Project Rehab. He retired as executive vice-president of Paulstra CRC (Corduroy Rubber Company). Mr. Murphy died on April 19, 2000. This scholarship is offered annually to full-time Aquinas College students majoring in Community Leadership.

MUSIC DEPARTMENT SCHOLARSHIP
This scholarship is awarded to students who take studio-applied lessons in music. Candidates are selected by auditioning for the faculty of the Music Department.

GERALD F. NEUBECKER JR. ENVIRONMENTAL SCIENCE SCHOLARSHIP
This scholarship offers financial assistance to Aquinas College undergraduate students pursuing a major or minor in environmental science and who are interested in teaching science or working in the field of environmental science. Funding is derived from a scholarship endowment fund established by Alice Neubecker in memory of her husband Gerald F. Neubecker, president of the Raymer Well Drilling Co. Mr. Neubecker was committed to the preservation of the environment and sought to protect the use of land and water. Eligible applicants must have a 2.5 GPA and demonstrate financial need. Award selection is made by the Director of Financial Aid in consultation with the Biology Department faculty.

AMOS NORDMAN FOUNDATION SCHOLARSHIP
This scholarship is designed to assist Aquinas College students with financial need and to defray the costs of books and tuition.

JOHN AND MAUREEN NOWAK SCHOLARSHIP
This scholarship provides financial support for students pursuing a military career or service in federal, state or local government. Applicants must be full-time students in good standing with a cumulative GPA of 3.0 or better. Application forms are available through the Admissions Department. Award selection is made by the Director of Financial Aid and the Aquinas College Admissions Department.

JOHN P. AND STELLA M. O'CONNOR SCHOLARSHIP
This scholarship shall be awarded to one or more full time students who wish to pursue a degree in Accounting or Business Administration. Recipients must maintain a cumulative GPA of 3.0 or higher. This scholarship is renewable each year, upon application, provided the student meets the established criteria. Award selection is made by the Director of Financial Aid in consultation with the Chairs of the Business Administration and Accounting Departments.

REX P. O'CONNOR MEMORIAL SCHOLARSHIP
To honor their shared belief in Catholic higher education, Mary O'Connor established this scholarship in memory of her husband Rex. Applicants must be full-time students in good standing with a cumulative GPA of 3.0 or better. Preference will be given to those who are residents of Ionia or Ionia County respectively. Students will be required to perform community service under the supervision of the Service Learning Program.

DAVID O'LEARY SCHOLARSHIP
This scholarship was given in memory of David C. O'Leary '83. The scholarship is awarded to a student who is making satisfactory progress toward a degree. Preference is given to graduates of Monroe Catholic Central High School, Monroe, Michigan, or to students from the metropolitan Detroit area.

MARGARET BAILEY OSBORN MUSIC AWARD
This scholarship was established through the generosity of Ernest T. "Bud'' Kretschmer and the children of Margaret Bailey Osborn. An award, in the amount of $500, is reserved for a music major who has met all degree requirements and exhibits outstanding leadership, scholarship, and musicianship.

JACKMAN PALMATIER SCHOLARSHIP
This scholarship, established in 2000 by Helen Jackman Palmatier, is designed to assist full-time Aquinas College students majoring in political science and provide funding for speakers and special projects in the Political Science Department. Award selection is made by the Director of Financial Aid in consultation with the Chairperson of the Political Science Department.

DAVID AND SANDRA PEARSON BUSINESS SCHOLARSHIP
This scholarship is given annually to an outstanding student enrolled in the master's program in the School of Management. Preference is given to students with an interest in business and entrepreneurship. Award selection is made by the Dean of the School of Management and the Director of Financial Aid.

DR. JOHN POJE MEMORIAL SCHOLARSHIP
This scholarship is awarded to a full-time Aquinas College student in his or her junior or senior year with a declared major in chemistry and a minimum GPA of 3.0. Recipients are selected by the Chair of the Chemistry Department in consultation with the Director of Financial Aid.

MONSIGNOR CHARLES W. POPELL SCHOLARSHIP
(TRADITIONAL ONLY)
This scholarship is awarded to a graduate of one of the four Catholic high schools in the Grand Rapids Diocese (Grand Rapids West Catholic High School, Grand Rapids Catholic Central High School, Muskegon Catholic Central High School, and Portland St. Patrick High School). Recipients must possess a strong faith commitment, carry a cumulative GPA of 3.0, and demonstrate leadership and service to school, church, or community.

GEORGE AND ANGELINE RILEY SCHOLARSHIP
This scholarship was established to provide assistance to undergraduate students pursuing a degree in the School of Education and studying a foreign language. Students must maintain a 3.0 GPA and show financial need.

THE ROY S. AND MAUREEN ROBERTS SCHOLARSHIP
Mrs. Maureen Roberts is a 1974 graduate of Aquinas College and a former member of the Board of Trustees. She is a Registered Nurse who provided education and supervision in health services. Mr. Roberts began his career at Lear Siegler, Inc. He served as a counselor and adjunct professor at Aquinas College before joining General Motors Corporation in 1977. In 1999 he was appointed Vice President and Group Executive for North American Vehicle Sales, Service and Marketing. Students and teachers of Catholic education, Mr. and Mrs. Roberts strongly support the traditions of the Dominican Sisters of Grand Rapids and Aquinas College. This scholarship provides financial assistance to minority undergraduate students from Grand Rapids and the Detroit area.

SISTER VINCENT DEPAUL ROBERTS, O.P. SCHOLARSHIP
This scholarship was established in the year 2000 by Peter M. Wege in honor of Sister Vincent DePaul Roberts, O.P., an elementary and junior high teacher for over 50 years. She also helped inspire the humor that ultimately led to the musical production "Nunsense''. Scholarship renewal is automatic to full-time recipients that continue to demonstrate financial need and main-

tain a minimum 3.0 GPA. Selection is determined by the director of Financial Aid and the Dean of the School of Education.

CHUCK AND STELLA ROYCE MUSIC SCHOLARSHIP
This scholarship was established by Charlie '85 and Angie (Swartz '90) Royce as a tribute to his parents, Chuck and Stella Royce, long time supporters of the arts in Grand Rapids. The scholarship provides financial assistance to undergraduate students who are outstanding music majors.

E.C. "JACK'' AND IRMA Y. RYAN SCHOLARSHIP
This scholarship is awarded to one or more full-time Aquinas students who have demonstrated a commitment to leadership and/or service in such activities as school organizations, athletics, class elections, or community projects. This scholarship is renewable each year upon application, provided the student meets the established criteria.

SISTER HARRIET SANBORN, O.P., CONTINUING EDUCATION GRANT
This grant was established for women completing a college degree after an interruption in the higher education process as the result of employment, family, or other personal responsibilities. The amount of the scholarship varies from year to year.

VIRGILEEN AND MARIJEANNE SCHRAUWEN MEMORIAL SCHOLARSHIP
The amount available shall be used on an annual basis to provide two scholarships. These scholarships will be awarded to female students at Aquinas College. The scholarships are renewable provided the students remain in good standing.

WILLARD AND BARBARA SCHROEDER SCHOLARSHIP FUND
This scholarship is available to a student in good standing in any discipline.

JAMES AND HAZEL SHORT POLITICAL SCIENCE SCHOLARSHIP
Aquinas College graduate Daniel Hearn established this scholarship. It was created to provide assistance to undergraduate students who have declared a major in political science.

SMIT MEMORIAL SCHOLARSHIP
This memorial scholarship was created in loving memory of Larry-Jo Smit and is awarded to an outstanding baseball team member to encourage and motivate student athletes to mentor and support at-risk youth. Applicants must have a minimum 3.0 G.P.A. and consent to volunteering at least 2½ hours a week in service to the Big Brothers Program.

ARTHUR R. AND ELIZABETH E. SNELL MEMORIAL SCHOLARSHIP
This scholarship was established in 1996 by Elizabeth E. Snell, in memory of her late husband, Arthur. It is awarded to a student pursuing a career in law, business or science, with special regard to environmental science. Prefer-

ence is given to employees or children of employees of Miller, Johnson, Snell and Cummiskey, P.L.C., a Grand Rapids law firm. This $1,000 minimum annual scholarship is renewable provided the awardee maintains a minimum GPA of 3.0.

SULLIVAN ATHLETIC SCHOLARSHIP
This scholarship is awarded to a graduating senior from any Grand Rapids, Michigan, or metropolitan Grand Rapids area high school. Candidates must have participated in athletics during their high school career. The award selection is made by the Aquinas College Athletic Department in consultation with a selection committee.

RAYMOND K. TARDY MEMORIAL SCHOLARSHIP
This scholarship is used to assist Aquinas College students from Kent County Michigan, particularly those of minority status, who wish to pursue a career in social service and/or education. Recipients must maintain a minimum GPA of 2.0, make satisfactory academic progress, and demonstrate financial need. This scholarship may be renewed at the discretion of the Office of Financial Aid.

THE LESLIE E. TASSELL SUSTAINABLE BUSINESS SCHOLARSHIP
This scholarship was established by Mr. Peter Wege and family members to honor the memory of an industrial business leader, Leslie E. Tassell. This scholarship is available to students in Sustainable Business who have a 3.5 G.P.A.

SISTER JEAN PAUL TILMANN, O.P., MEMORIAL SCHOLARSHIP
This scholarship was established in honor of Sister Jean Paul Tilmann, O.P., teacher of geography and environmental studies at Aquinas College, by faculty, friends, and family. Awards are made annually to one or more Aquinas College students who are determined by a committee to be the outstanding geographers of the year. The amount of scholarship assistance varies from year to year.

THE DR. LUIS A. TOMATIS SCHOLARSHIP
Luis Tomatis, MD, FACS, FACC is the Director of Medical Affairs for the Richard M. DeVos Family and the chief advisor on medical initiatives in the U.S. and abroad. He was the founding President and Chief Operating Officer of the VanAndel Institute from 1995–2001. For 30 years, Dr. Tomatis was a heart and lung surgeon at Butterworth Hospital and became Chief of the Thoracic and Cardiovascular Department and a Clinical Professor of Surgery at Michigan State University. Dr. Tomatis was awarded the Aquinas College Reflection Award in tribute to his community leadership and commitment to the pursuit of excellence. This scholarship provides financial assistance to an undergraduate student who has declared a major in science and plans to enter the health professions.

CORA VANDER WERF SCHOLARSHIP
Aquinas College trustee Karen Palmore '89 and her husband B.J. established this scholarship in memory of Karen's mother, Cora Vander Werf, a loving mother, grandmother and great-grandmother who devoted herself to her family, to her work and to her church. This scholarship provides financial assistance to full-time students pursuing degrees in the Fine Arts.

HENRY J. VAN GESSEL SCHOLARSHIP
This scholarship was created by Henry J. Van Gessel, a longtime friend and benefactor of Aquinas College. It provides assistance to full-time Aquinas College students of the Roman Catholic faith who are in need of financial aid and are in good academic standing. Preference is given to applicants from the Diocese of Grand Rapids. Selection is made by the Office of Financial Aid.

THE W. MICHAEL VAN HAREN SCHOLARSHIP
Mr. W. Michael Van Haren Scholarship was established by 1970 Aquinas alumnus Michael Van Haren. This scholarship is awarded to a student athlete participating in intercollegiate tennis and who demonstrates financial need.

MARGARET WARD ART SCHOLARSHIP
This scholarship was established in honor of Margaret Ward, a dedicated teacher of art and music at Comstock Elementary School, Grand Rapids. This scholarship offers financial assistance to students pursuing a major or minor in art. Educational grants of a minimum of $500 are awarded to high school students with a GPA of 3.0 and to Aquinas College students who carry a GPA of 3.0. Award selection is made by the Director of Financial Aid and the Chair of the Art Department.

ARCHIE H. WARNER MEMORIAL SCHOLARSHIP
This scholarship was established in memory of Archie Warner, the founder of Harder & Warner Nursery, who had a lifelong love of forests and landscaping. Funding is derived from an endowment and gifts from Mr. Peter M. Wege, along with family and friends. Financial assistance is offered to students with a declared major in environmental science and have a minimum 3.0 GPA. Award Selection is made by the director of Financial Aid and the Chair of the Biology Department.

PETER MARTIN WEGE SCHOLARSHIP
This scholarship was established by Peter M. Wege in memory of his father. This annual award is made to a student pursuing a degree in chemistry or mathematics. The current annual award of $1,000 is renewable for four years provided the awardee maintains a minimum GPA of 3.0.

PETER M. WEGE ATHLETIC SCHOLARSHIP
This scholarship is awarded to an Aquinas College student in good academic standing who participates in intercollegiate athletics. Awards are based upon

demonstrated financial need and selection is determined by the respective coaches in consultation with the Director of Financial Aid.

SOPHIA LOUISE WEGE SCHOLARSHIP
This scholarship established in 1961 by Peter M. Wege in memory of his mother, is granted to a student interested in a profession such as education, social work, or medical technology. This scholarship provides $1,000 per year for four years, provided the recipient maintains a minimum 3.0 cumulative GPA.

CHARLES L. AND LITA K. WIMBLEY SCHOLARSHIP
This scholarship was developed to assist African-American students primarily from the greater Grand Rapids area and Kalamazoo, Michigan, area schools with financial support to pursue an undergraduate degree at Aquinas College. Recipients must possess evidence of high integrity, Christian values, and leadership. Recipients must also be in good academic standing. Final determination is made by the Office of Financial Aid.

HENRY J. WINKLER SCHOLARSHIP
This scholarship honors the well-known actor, director and producer who is a tireless advocate for children, especially those with learning disabilities. Financial assistance is given to students who are pursuing a degree in education. Preference is given to those students who have an interest in serving children with special needs.

KATE PEW WOLTERS COMMUNITY LEADERSHIP SCHOLARSHIP
This scholarship was established by the Richard and Kate Pew Wolters Foundation as part of its commitment to the Community Leadership Program at Aquinas College. The scholarship is awarded to outstanding students majoring in community leadership.

KATE PEW WOLTERS REFLECTION AWARD SCHOLARSHIP
This scholarship was established in 2005 to honor Ms. Wolters as the recipient of the 2004 Aquinas College Reflection Award. Ms. Wolters is an Aquinas alumna and a former member of the Board of Trustees. The scholarship is awarded to a woman student with a physical impairment that has a 2.5 G.P.A.

ROSIE ZANT SCHOLARSHIP
This scholarship was established in honor of Rosie Zant, a 1958 graduate of Aquinas College, who had a distinguished career at the Grand Rapids Multiple Sclerosis Society. This scholarship offers financial assistance to students pursuing a major or minor in the health science field. Educational grants of $1000 will be made to high schools students with a GPA of 2.5 and to Aquinas College students who carry a GPA of 2.5 while at the College. The Director of Financial Aid and the Chair of the Health, Physical Education and Recreation Department make award selections.

FELIX V. AND GLADYS A. ZUKAITIS ACADEMIC SCHOLARSHIP
This scholarship, established by Felix and Gladys Zukaitis, is awarded to incoming Aquinas College freshmen who have demonstrated leadership, service in their school and community, and who hold a cumulative high school GPA of 3.8 or higher. Recipients maintaining a GPA of 3.5 are eligible for scholarship renewal.

FELIX V. AND GLADYS A. ZUKAITIS ATHLETIC SCHOLARSHIP
This scholarship is available to a full-time Aquinas College student who is a member of an intercollegiate team representing the college. Scholarship recipients must maintain a minimum GPA of 2.0 and demonstrate financial need.

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.

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.

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.

IV

ACADEMIC PROGRAMS

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

Theology Class with Father Martin Garry, O.P. (1948)

ACADEMIC PROGRAMS

DEGREE PROGRAMS

Aquinas offers the following degree programs:

Associate of Arts
Associate in Liturgical Music
Associate of Science
Bachelor of Arts
Bachelor of Fine Arts
Bachelor of Arts in General Education
Bachelor of Music (Liturgical Music)
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 Medical Technology
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 in Education (Initial Certification)*
Master in Science Education*
Master of Management*
Master of Sustainable Business*

*A separate catalog is issued for these programs.

ASSOCIATE'S DEGREE REQUIREMENTS

To earn the Associate of Arts degree, Associate degree in Liturgical Music, or Associate of Science degree, students must complete 64 semester hours of work, which include the General Education Plan and proficiency requirements in English and Mathematics. To earn the Associate degree in Liturgical Music or Science, students must complete 64 semester hours of work, which include one-half of the General Education Program (25 semester hours) and satisfy the proficiency requirements in English (writing) and Mathematics. At least one course must be taken in each of the required areas.

At least 30 of the 64 semester hours must be earned at Aquinas. The associate's degree holder may continue to work toward a bachelor's degree.

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 30 to 48 semester hours);
- fulfillment of the General Education Program (40–50 semester hours);
- 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.

Students will note that the Aquinas program of studies is divided into two significant components—an area of concentration or a major, and the liberal-arts component, which is represented by 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.

*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.

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
- Professional Accountancy

Art
- Art
- Art/Business Administration
- Ceramics
- Drawing
- New Genre
- 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/Sports Management
- International Business
- Sustainable Business

Catholic Studies

Chemistry

Communication

- Communication
- Communication/Business Administration
- Communication/Theatre
- Organizational Communication

Community Leadership

Computer Information Systems
- Computer Information Systems
- Management Information Systems

Conductive Education

Economics

Education
- Elementary Certification
- Secondary Certification

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

English

Environmental Science

Environmental Studies

Geography

Health, Physical Education, and Recreation
- Athletic Coaching & Training
- Business Administration/Sports Management
- Exercise Science
- Recreation
- Teacher-Training

History

International Studies

Journalism/Publications

Mathematics
- Mathematics/Computer Science

Modern Languages
- French
- German
- Japanese
- Spanish

Music
- Applied Music
- Instrument Voice Jazz Liturgical Music
- Education
- Choral Supervision
- Instrumental Supervision
- Liturgical Music
- Music

Nursing

Philosophy

Physics
- Chemical Physics

Political Science

Pre-Engineering

Pre-Health

Pre-Law

Psychology
- Human Development Psychology
- Industrial/Organizational Psychology

Social Science

Sociology

Sustainable Business

Theatre
- Theatre
- Theatre/Communication

Theology
- Liturgy
- Theology

Urban Studies

Women's Studies

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 during their freshman year, students must declare one by the time they have accumulated 30 semester hours toward a degree, which will usually occur during their sophomore year. *Students will not be allowed to register for classes unless the Registrar has received the declaration of major.*

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 chairperson. If no specific residency for the major is listed in the major description in the catalog, the residency requirement is a minimum of 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 Chair of each department 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 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 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 12 semester hours.
- It is the prerogative of the Chair of each department 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.

AQUINAS' 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, a core and distribution component; it supports and is integrated into the Freshman, Sophomore and Junior years of a student's education at Aquinas.

Aquinas College's 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, 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. All this should be 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 has recognized the advantage of a General Education Program, which is structured as a framework over the first three years. It is an integrated series of courses, and represents areas of skill level, knowledge and values that are integrated throughout an Aquinas education. For an effective program, teaching which acknowledges the various ways in which students learn is important. The program involves coordination of co-curricular activities with curricular content and the philosophy, goals, and objectives of general 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 arts2. 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
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 hrs)

YEAR 1

- GE 101: Inquiry and Expression (Integrated Skills Course) ..... 3 hrs.
- GE 103: Beyond Google: College Research/Research Skills ..... 1 hr.
- Foreign Language, Proficiency, or Equivalency Level* ..... 0–8 hrs.

YEAR 2

- GE 201, 202: Humanities ..... 6 hrs.

IN YEARS 2, 3, or 4

- Theological Foundation ..... 3 hrs.

***Number of hours dependent on initial placement.**

DISTRIBUTION (27–29 hrs)

Social Science (9 credits)
Including one 3 hr. class from each of the following areas:

- Business/Economics (BE)
- Psychology/Sociology/Communication (PSC)
- Political Science/Geography/Cultural Anthropology (PGC)

History/Philosophy (3 credits) (HP)

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.

Artistic and Creative Studies (3 credits) (AC)

Mathematics (3–4 credits) (MS)

Health, Physical Education & Recreation 1 credit (HE)

Technology (1 credit) (T)

Career Development (1 credit) (CD)

Note: The core courses of the freshman and sophomore years, Inquiry and Expression 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.

Note: Career Development (CD) must be taken during the Freshman or Sophomore years.

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

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 hrs)

- Placement Testing: Reading, Writing, and Mathematics ..... 0 hrs.
- GE 170: Foundations for Learning ..... 3 hrs.
- GE 270: World Civilizations ..... 3 hrs.
- Theological Foundation (TF) ..... 3 hrs.

DISTRIBUTION (25–26 hrs)

Social Science (9 credits)

Including one 3 hr. class from each of the following areas:

- Business/Economics (BE)
- Psychology/Sociology/Communication (PSC)
- Political Science/Geography/Cultural Anthropology (PGC)

History/Philosophy (3 credits) (HP)

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.

Artistic and Creative Studies (3 credits) (AC)

Mathematics (3–4 credits) (MS)

Technology (1 credit) (T)

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

Foreign 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:

1. MS110 with a C– or better.
2. MS111 or 114 or 121 or 122 or 231 with a C– or better.
3. MS260/261 with a C or better (teachers certificate requires a "C").
4. An equivalent mathematics course in transfer.

Residency

A minimum of 30 semester hours must be earned at Aquinas. Credit by examination, 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 fulltime equivalent semester prior to their graduation.

Second Bachelor's Degree

If students already hold a bachelor's degree from an accredited college, students may earn a second bachelor's degree at Aquinas by completing at least 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 program 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

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. 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.

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 freshmen having a 25 composite score on the ACT 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. Insignis is affi liated with both the Michigan Honors Association and the Mid-East Honors Association. A limited number of competitive scholarships are available. For further information, contact the Director of the Insignis Program, Dr. Michelle DeRose, derosmic@aquinas.edu.

Internships

Internships offer students an experience in a field related to their career goal, academic credit, increased job skills, and often a salary or stipend. Aquinas Career and Counseling 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 advanced planning. Information concerning all internships is available through the Career and Counseling Services office.

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 and Counseling Services office. If the internship is for major or minor elective credit, it must also be approved by the chair of that department. Internships must be registered within 25 days of beginning the internship.

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 661 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 www.cedarcreekinstitute.org.

International Study Programs

Aquinas College has expanded the number and diversity of international study programs. Students may now participate in 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 the student in another culture through site-appropriate housing and a variety of service-learning opportunities. Sophomore status, serious academic purpose, an ability and willingness to share in the community-living dimensions, and an openness to cross-cultural experience are prerequisites for participation.

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 students who have completed Spanish courses through SH201 prior to departure; it will provide the opportunity to earn a full semester of credit and live with Spanish families/nationals. The curriculum will be 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 semester of college-level French language training. 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 will be centered on French language and culture, with various electives offered in art, business, history, music, political science and literature. Participants live with French families throughout the semester.

Study in Ireland
Annually, the College conducts a study abroad program in Ireland during the spring semester for approximately 25 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. Two 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, and other aspects of Irish studies.

Study in Costa Rica
Annually, the College conducts a study abroad program in Costa Rica during the spring semester for approximately 15 students who have achieved at least sophomore standing. The program is open to full-time students with at least three semesters of college-level Spanish language training; it will provide the opportunity to earn a full semester of credit, live with Costa Rican families, and experience service-learning. The curriculum will be centered on the Spanish language and Central American/Costa Rican culture, history, literature, and environmental issues.

Study in Germany
Annually, 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 and travel abroad.

Students also have the option of spending the spring semester at the University of Lüneburg 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 or private apartments with German and other international students.

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
Students 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 participate in the "Friday Project'' where they will benefit from cultural activities, interviews and presentations. Students also have opportunities for group excursions through their courses. Housing options include student apartments and home-stays.

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 DEGREE PROGRAMS

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

Graduate Programs in Education
The Master in the Art of Teaching (MAT) program offers advanced studies for classroom teachers. The program focuses on theory, practical applications, and a humanistic approach to education. Students may add an additional area of certification as well as complete the requirements to earn the MAT.

The Master in Education (M.Ed.) is a unique program that allows college graduates to simultaneously earn both initial teaching certification and a master's degree.

For information on graduate education programs, call the Office of Graduate

and Professional Studies at (616)632-2800 or (888)329-2748.You may also visit our Web site: www.aquinas.edu/education/graduate.html

Other Graduate Programs

Master of Management (MM) 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 leadership, teambuilding, 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 Organization Development, Marketing, International Business, and Communication are available within the MM program.

For additional information, call (800)748-0350 or (616)732-4488 or visit our Web site www.aquinas.edu/management.

Master of Sustainable Business (MSB)

Sustainable business is interdisciplinary in nature, integrating science, business, and environmental studies to improve the long-term profitability of business, the health of natural systems, and the social infrastructure of our world community. The Master of Sustainable Business degree is quite unique and challenging. The program provides a clear understanding of the relevance of sustainable business in our world today, the value-producing characteristics of the movement, and specific strategies for embedding triple top-line processes into a variety of organizations. The program prepares graduates to take a leadership role inside businesses that commit to the movement. Courses in the Master of Sustainable Business Program are offered in an eight-week evening format during the fall, winter, and summer semesters. For more information call (616) 632-2924 or visit our website at http://www.aquinas.edu/msb/.

COURSES OF INSTRUCTION

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

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

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.

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:

AC	Artistic and Creative Studies
BE	Business/Economics
GP	Global Perspective
HE	Health/Physical Education and Recreation
HP	History/Philosophy
MS	Mathematics
NL	Natural World—Lab
NN	Natural World—Non-Lab
PGC	Political Science/Geography/Cultural Anthropology
PSC	Psychology/Sociology/Communication
TF	Theological Foundations
T	Technology

ACCOUNTING

Cynthia VanGelderen, M.B.A, C.P.A., Chair
Betty Smith Banks, M.B.A., C.P.A.
Anthony Burdick, M.S., C. P. A.

The Accounting Department is committed to the development of broadly educated individuals who will actively contribute to their profession, community and society. As professionals in business and not-for-profit organizations, graduates will be able to think analytically, communicate clearly, research effectively, and work cooperatively with others. The liberal arts and career oriented focus of the Accounting curriculum provide students with the specialized knowledge to understand the necessity of efficient and effective managerial practices in an ethical environment.

Students will have opportunities for internships and field experiences which will help to develop and define their long-term goals. This integration of academic and work experience will prepare students for graduate school or careers in a variety of organizations.

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

Accounting and Business Administration Dual Major

Major Requirements: Sixty three (63) semester hours. Required courses are ES213 and 214, MS151 (MS252 or MS494 may be substituted); AG210, 211, 303, 304, 305, 310, 336, 337, 405, 405L 410, 452, 453; and BS201, 202, 305, 331. At least 21 semester hours of the dual major must be taken at Aquinas College. Of those 21 semester hours, a minimum of 11 hours must be taken in accounting courses at the 300 level and above.

Bachelor of Professional Accountancy (B.P.A.)

Professional Accountancy Major

Major Requirements: Seventy eight (78) semester hours. The required courses for the major include ES213 and 214; MS151 (MS252 or MS494 may be substituted); AG210, 211, 303, 304, 305, 310, 336, 337, 397, 405, 405L, 410, 452, 453; and BS 210, 202, 305, 331, 460, 492 and BS201, 202, 304, 331, 460, 492, and 6 hours of accounting or business electives.

At least 24 semester hours must be taken at Aquinas College, 12 of which must be taken in accounting courses at the 300 level and above.

Accounting Minor

Minor Requirements: Twenty-four (24) semester hours. Required courses are AG210, 211, 304, 305, 310, and a minimum of 5 semester hours selected

from AG303, 336, 337, 405, 405L, 408, 409, and 410. A minimum of 6 semester 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; i.e., Certified Public Accountant (CPA), Certified Internal Auditor (CIA) or Certified Management Accountant (CMA).

Course Descriptions

AG100 Financial Activities for Nonprofits (3)
An introduction to financial information needed by decision makers for not-for-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 utilized 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 valuation and measurement of accounts included in financial reports.
Prerequisite: MS114 strongly recommended.

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 cash flow statements, costing of products and services, cost-volume-profit analysis, budgeting, performance evaluation, and costs relevant to decision-making.
Prerequisite: AG210.

AG303 Accounting for Nonprofits (3)
Provides an introduction to fund accounting with particular emphasis on accounting for state and local governmental units. Accounting for hospitals, colleges, and universities, and other nonprofit organizations is also covered. Required for students planning to take the CPA examination.
Prerequisite: AG211.

AG304 Intermediate Accounting I (4)
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, expanding into the areas of long-term investments, liabilities, stockholders' equity, E.P.S., statement of cash flows, pensions, leases, and taxes.
Prerequisite: AG304.

AG310 Cost Accounting (3)
Encompasses cost definitions, product and service costing, activity-based costing, standard cost, flexible budgeting, planning and controlling costs, and other related topics.
Prerequisites: AG211, CS152.

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)
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: AG/BS336.

AG397 Field Experience (Variable)
Up to 12 semester hours of accounting internship or co-operative experience.
Prerequisite: Approval of the chairperson.

AG398 Special Topics in Accounting (Variable)
Research and analysis of critical topics in accounting. Offered on an occasional basis.
Prerequisite: AG304 and approval of the chairperson.

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 chairperson.

AG405 Auditing (3)
Introduces auditing theory along with 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.
Prerequisite: AG305 and AG310.

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

AG408 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

AG409 International Accounting (3)
Introduces students to international accounting and reporting principles. Includes

review of key factors that influence accounting standards and practices in different countries. Major emphasis on the convergence of worldwide standards.
Prerequisite: AG305

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.

AG452 Accounting Systems (3)
Reviews the design, implementation, and monitoring of information systems. Emphasis is placed on internal controls in the system.
Prerequisite: AG305 and AG310

AG453 Cases in Accounting (3)
Accounting capstone course which evaluates students on the ability to identify and analyze organizational problems of a financial nature, and their ability to recommend solutions.
Prerequisite: AG452

APPLIED SCIENCE

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

Degree Granted: Bachelor of 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

Completion of 35 semester hours that include BY123, BY155, BY156, CY101, CY155, CY156, GY101, PC201, BS201 and CN350. Math requirement of MS114 or higher. 6 credit hours will be accepted for completion of Firefighter I and II state certification. At least 28 semester hours in the major must be taken at Aquinas. Only courses with a C or better will count toward an applied science major.

Off-campus Courses
Applied Science Requirements: 20 semester 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

Ron Pederson, M.F.A., Chair
Joseph Paul Becherer, Ph.D., Lena Meijer Professor in the History of Art; Dana Freeman, M.F.A.; Kurt Kaiser, M.F.A., Sister Marie Celeste Miller, O.P., Ph.D.; Stephen Schousen, 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 are advised to 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 Degree: Art Major

Major requirements: Forty-five (45) semester hours, including AT130, AT131, AT 140, AT 141, AT 230 and five studio electives including two from among AT201, AT 212, AT 311, AT 321, and AT 341; 15 semester hours of art history courses which include AT150, AT 151, AT 350, AT 351, and an art history elective course. B.A. majors are required to earn a minimum of 12 credit hours in studio and 6 credit hours in art history at Aquinas, and to participate in the annual student exhibition during their senior year.

Art majors interested in earning K-12 Visual Arts Education certification should consult with both the Art Department Chair and an advisor from the Aquinas College School of Education. State of Michigan certification requirements include twelve hours (four courses) in visual arts education, and stipulate that the studio electives noted in the preceding paragraph include three advanced courses in the same medium. Visual Arts Education candidates must also take AT391 Contemporary Art, as their fifth art history course, as well as required School of Education courses. A minimum cumulative grade point average of 2.5 must be maintained in order to continue taking education courses. A grade of "C" or above must be earned in all major, minor and education classes.

Bachelor of Arts Degree: Art History

Major requirements: Thirty-nine (39) semester hours, including AT150, AT 151, AT 260, AT 275, AT 350, AT 351, AT380, AT 391, and three (3) elective credit hours in Art History, nine (9) semester hours in studio courses (from three different areas), and three (3) elective credit hours from film, studio, or art history.

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 18 credit hours in art history at Aquinas. Art History majors are asked to consult with Sr. Marie Celeste Miller or Dr. Joseph Becherer for clarification of these requirements.

Bachelor of Fine Arts Degree Majors: Ceramics, Drawing, New Forms, Painting, Photography, Printmaking, or Sculpture

Major Requirements: Seventy-eight (78) hours as follows: 33 semester hours of foundation studio courses AT130, 131, 140, 141, 201, 202, 212, 230, 311, 321, 341; a primary studio concentration (12 semester hours) and a secondary studio concentration (9 semester hours) in ceramics, drawing, new forms, painting, photography, printmaking, or sculpture; and 6 hours of

art electives; 15 semester hours in art history courses including AT150, 151, 350, 351, and an art history elective; and 3 hours of AT400. B.F.A. majors are required to earn a minimum of 30 credit hours in studio and 9 semester hours in art history at Aquinas. 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 reviewed each semester. A final exhibition of work approved by Aquinas art faculty is required of all B.F.A. students at graduation.

Dual Major in Business and Art: Visual Arts Administration

Major requirements: Sixty-six (66) semester hours, including 36 hours in business administration and related courses; BS201, 202, 305, 311, 357, 460, AG210, 211, ES213, 214, MS151, CS152 and 30 hours in art; AT130 or 140; three studio courses selected from among AT212, 230, 311, 321, 331 and 341; AT150, 151, 350, 351; and a six-hour internship in Arts Management. The 18-hour residency requirement must include 9 credit hours in the Art Department. Students should consult with the Art Chairperson for clarification.

MINOR PROGRAMS IN STUDIO ART AND ART HISTORY

Art History Minor

An Art History Minor can be earned in combination with any major by taking a 21 semester hour sequence which must include AT150, 151, 350, 351 plus three elective Art History courses. To earn an art history minor, a minimum of twelve hours must be earned at Aquinas.

Studio Art Minor

A studio art minor may be earned in combination with any major by taking a 24-hour sequence including 18 hours of studio art (AT130, 140, and four studio electives) and six hours of art history (AT150 and 151). Students intending to earn a minor in studio art are required to complete, with the Art Department Chair, a minor agreement form. To earn a studio art minor, a minimum of twelve hours must be earned at Aquinas.

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 Courses

AT150, 151, and 161 fulfill the Artistic and Creative Studies General Education distribution requirement. Art majors should follow recommended course sequences. Non-majors are welcome in any art history course.

Course Descriptions

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

AT151 Art Survey 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 the 1780s through the advent of 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 Van Gogh to Picasso (3)
Survey of painting, sculpture, and architecture of western world c. 1880–1925, including Post-Impressionism and Cubism.

AT351 Dali through Abstraction (3)
Survey of painting, sculpture, and architecture of the western world c. 1925–1940.

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.

AT391 Contemporary Art (3)
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 Readings in Art (Variable)
Individually-negotiated program of readings on selected topics established by contract between instructor and student. Contracts filed with Registrar.
Prerequisite: Approval of the chairperson.

Studio Courses

The following studio courses fulfill the Artistic and Creative Studies General Education requirement: AT111 and 130. 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 experi-

ence. 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.

AT140 2-D Design (3)
Principles of two-dimensional design as foundation for understanding and creating art. Problems in composition and in color theory.
No prerequisite.

AT141 3-D Design (3)
Structural, spatial, and organizational problems carried out with basic 3D materials.
No prerequisite.

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.

AT230–236 New Forms Studio I–VII (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.

AT 242-249 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: AT 140

AT/WS 252 Ceramics in the Style of Twentieth Century Women Artists (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, 140 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: AT 331.

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.

AT370 Foundations in Visual Arts Education (3)
Introduction to the philosophical, psychological and cultural foundations of visual arts education for visual arts educators and artists.
Prerequisites: Four art courses and EN201; cumulative grade point average of 2.5.

AT372 Elementary Methods in Visual Arts Education (3)
Methodology used in the teaching of elementary school students, including the study of child development, applicable technologies and practical and cultural influences relevant to the discipline of visual arts education for young learners.
Prerequisites: Four art courses and EN201; cumulative grade point average of 2.5.

AT374 Secondary Methods in Visual Arts Education (3)
Methodology used in the teaching of junior high and high school students, including the study of child development, applicable technologies and practical and cultural influences relevant to the discipline of visual arts education for preadolescent and adolescent learners.
Prerequisites: Four art courses and EN201; cumulative grade point average of 2.5.

AT376 Studio Practicum in Visual Arts Education (3)
Methodology and practices used to design, implement and sustain a quality visual arts education program for elementary and secondary school students, including facilities, supplies, equipment, curriculum, budget, technology and communications.
Prerequisites: Four art courses and EN201; cumulative grade point average of 2.5.

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

AT400 Art Seminar(3)
Structured experiences centered on the profession of being an artist: slide documentation of artworks, portfolio and resume preparation, and discussions with art professionals. 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 printmaking media.
Prerequisites: AT341, AT342.

BIOLOGY

Jeffrey McKelvey, Ph.D., Chair
Thomas Bahl, Ph.D.; Robb Bajema, Ph.D.; Jennifer Hess, Ph.D.; Summer Silvieus, Ph.D.

B.S. Degree in Biology

Biology Requirement: Thirty-seven semester hours in biology, including BY160, 161, 162, 328 and 499, along with at least four semester hours of field biology selected from BY201, 241, 264, 275 and 352.

Chemistry Requirement: CY111, 112, 211 and 212.

Math Requirement: MS114 or higher.

Strongly recommended: CY325; MS121 and 252; PC201/202 or PC213/ 214.

Biology majors must attend twelve Science Division presentations and take the Major Field Test in Biology. At least 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. 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

Biology Requirement: Twenty-four semester hours in biology, including BY160, 161 and 162, along with at least three semester hours of field biology selected from BY123, 201, 241, 264, 275 or 352. At least 8 semester hours of course work taken for the biology minor must be selected from courses at or above the 200 level. At least 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.

BY112 Nutrition (3)
Introduction to principles of nutrition: composition of a balanced diet; function of basic nutrients; application to growth, development, and health maintenance. Not applicable toward major or minor. Offered even-numbered falls.

BY123 Environmental Biology (3) NL
Introduction to aquatic and terrestrial ecosystems, with emphasis on human influences. Field experience based labs. Two hours lecture, three 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 hours lecture, three 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 Biology for the Health Sciences (4) NL
An introduction to Human Anatomy and Physiology for nursing and athletic training students. Not applicable toward the major or minor. Three hours lecture, three hours lab. Offered every fall.

BY156 Biology for the Health Sciences (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 hours lecture/two 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, me-

tabolism, mitosis, genetics, protein synthesis, and cell regulation. Three hours lecture, three hours lab. Offered every semester.

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

BY 201 Global Ecology (3)
A course on the ecology, biology, and natural history of a particular destination country. A seminar portion on campus during the spring semester is complemented by a travel portion in May. Seminars cover basic ecological concepts as well as the structure of communities in the destination country. Adaptations of local organisms and threats they face are also discussed. The travel component follows in May, immediately after the end of the semester. The trip features visits to ecosystems studied in class, observing and recording species encountered on these visits. Both seminar and trip must be completed to receive credit for the course. Offered every spring and summer (contingent upon enrollment).
Prerequisite: minimum grade of C– in one biology course at Aquinas College.

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 hours lecture, three hours lab.
Prerequisites: minimum grade of C- in BY160, 161, 162. Offered every spring.

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 hours lecture, four hours lab.
Prerequisites: minimum grade of C- in BY160, 161, 162. Offered every spring.

BY241 Ornithology (2)
An introduction to the study of birds, their classification, anatomy, physiology, behavior, and natural history. Three hours lecture, three hours lab. (8 week mod)
Prerequisite: minimum grade of C- in BY162 or instructor approval. Offered even-numbered springs.

BY264 Plant Taxonomy (2)
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. Three hours lecture, three hour lab. (8 week mod)
Prerequisite: minimum grade of C- in BY161. Offered odd-numbered springs.

BY275 Aquatic Field Biology (4)
The study of aquatic systems and organisms, their functions, origins and interactions. Field oriented labs with training in limnological equipment and analysis. Three hours lecture, three hours lab.
Prerequisite: minimum grade of C- in BY160, BY161, BY162. Offered even-numbered falls.

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 hours lecture, three hours lab.
Prerequisites: minimum grade of C- in BY150 or BY160 and sophomore status. 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 hours lecture.
Prerequisites: minimum grade of C- in BY160, BY161, BY162, Junior status. Offered every fall.

BY328 Genetics (5)
(Open to declared biology majors.) Mendelian, population, and molecular genetics, with an emphasis on recent advances. Four hours lecture, three hours lab.
Prerequisites: minimum grade of C- in BY160, 161, 162, CY211. Offered every spring.

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, 161, 162. Offered odd-numbered springs.

BY352 Ecology (4)
Population, community and ecosystems ecology; interactions between populations; particular emphasis on modeling ecological phenomena. Three hours lecture, three hours lab.
Prerequisites: minimum grade of C- in BY160, 161, 162. Offered odd-numbered falls.

BY361 Immunology (2)
Organization and function of the immune system; the resistance to infectious agents and the genetic basis of immune reactivity. Basic immunological diagnostic techniques will also be discussed. Four hours lecture. (8 week mod)
Prerequisite: minimum grade of C- in BY160, BY161, BY162. Offered odd-numbered springs.

BY372 Physiology (4)
(Open to declared biology majors.) Basic physiology of human body systems; neural and neuroendocrine integration and control. Three hours lecture, three hours lab. Prerequisites: minimum grade of C- in BY160, 161, 162, CY112. Offered every fall.

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 hour lectures.

Prerequisite: minimum grade of C- in BY328. Offered even-numbered springs.

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 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 chairperson.

BY499 Biology Seminar (2)
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. Offered every semester.

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

BUSINESS ADMINISTRATION

Kristel Heinz-Ciullo, M.B.A., Chair
Harwood Hoover, Jr., Ph.D.; Swithina Mboko, Ph.D.; Paul Weber, M.B.A.; Ronald 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 and Accounting 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) semester hours. Required courses are CS152; ES213 and 214; MS151 (MS252 or MS494 may be substituted); AG210 and 211; BS201, 202, 305, a business law course selected from either BS 331 or BS 332; BS 460, 492, and 6 semester hours of business electives. At least 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 (48 semester hours) are CS152; ES213, 214 and MS151 (MS252 or MS494 may be substituted); AG210 and 211 (AG212, 213 and 214 in evening program); BS201, 202, 305, 313, 315, 316, 332 455, 456, 460 and 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 Modern and Classical Languages. At least 18 semester hours of the major must be taken at Aquinas College. Of those 18 semester hours, a minimum of 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 chairperson of the Department of Business Administration and the chairperson of the Department of Modern 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 modern 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 Modern Languages.

Marketing Concentration within the Business Major

In addition to the requirements for the business degree, students must complete four courses from BS311, 316, 357, 360, 414, 415, 484, ES404. A capstone course, selected from either BS483 or BS442, is also required.

Human Resources Concentration within the Business Major
In addition to the requirements for the business degree, students must complete BS355, 372, and 410. Also required are two elective courses selected from BS356, 360, 413, PG321. A practicum approved by the department may be substituted for the two elective courses specified in this concentration.

Business Administration and Communication Dual Major
Major Requirements: Fifty-seven (57) semester hours. Required courses are CS152; ES213 and ES214; MS151 (MS252 or MS494 may be substituted); AG210 and AG211 (AG212, AG213 and AG214 in the evening program); BS201, BS202, BS305, BS331 or BS332, and BS460; CN101, CN205, CN206, CN301, CN305, CN307, and CN401; 3 semester hours selected from BS457 and BS492. At least 18 semester hours of the dual major must be taken at Aquinas College.

Accounting and Business Administration Dual Major
Major Requirements: Fifty-seven (57) semester hours. Course requirements will be 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. Course requirements will be 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. Course requirements will be found under THEATRE.

Bachelor of Science (B.S.)

Business Administration/Sports Management Dual Major
Major Requirements: Fifty-four/Sixty (54/60) semester hours. Course requirements will be found under HEALTH, PHYSICAL EDUCATION AND RECREATION.

Chemistry and Business Administration Dual Major
Major requirements: Sixty-six (66) semester hours. CY111, CY112, CY211, CY212, CY215, CY325, CY346, CY400/401, MS252, ES213, ES214, AG210, AG211, BS201, BS202, BS305, BS460, BS492. Required allied courses: PC213, PC214, MS121, MS122. At least 20 semester hours of the dual major must be taken at Aquinas College.

Bachelor of Arts (B.A.)

Business Administration and Art: Visual Arts Administration Dual Major

Major Requirements: Sixty-six (66) semester hours. Course requirements will be found under ART.

Business Administration Minor

Minor Requirements: Twenty-six (26) semester hours. Required courses are AG210 and AG211; BS201 and 202; ES214 and 9 semester hours of business administration electives which best meet the students' educational and career objectives. At least 6 semester hours of the minor must be completed at Aquinas.

Sustainable Business Minor

Minor requirements: Twenty eight (28) semester hours. Required courses are EL100 or BY123; CY101, SB100, SB200, one SB elective, BS201, BS202, AG211, BS325.

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)
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. Recommended: ES214

BS202 Principles of Marketing (3)
An introduction to basic marketing concepts, including marketing strategy, pricing, promotional activities, product development, and physical distribution.

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.

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 Systems Analysis I (3)
The first of two courses in analysis of business systems using structured methodologies. Topics include information systems development, project management, analysis, requirements discovery, data repository, and entity relationship diagrams. Prerequisite: CS112.

BS/ES301 Money and Banking (3)
A study of financial institutions and markets and of monetary theory.
Prerequisite: ES213

BS/CS302 Systems Analysis II (3)
The second of two courses in analysis of business systems using structured methodologies. Topics include process modeling, data flow diagrams, feasibility analysis, the systems proposal, and object modeling.
Prerequisite: 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, ES214, 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 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.

BS/ES313 International Business (3) BE
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 and International Trade (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.

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 or 212.

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.

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 orga-

nization, plant operation and control, planning, scheduling, routing, purchasing, cost control, and inventory control.
Prerequisite: BS201.

BS/PG355 Organizational Behavior (3)
Examines organizational behavior from an historical perspective, 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)
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.

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 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 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 chairperson.

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

BS414 Physical Distribution Management (3)
Reviews the nature and organization of distribution channel management, in-

cluding all components involved in the movement of goods from manufacturer 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.

BS423 Human Relations in Management (3)
Covers basic concepts and techniques for improving human relations skills, including communications, job creativity, stress, conflict, politics, and career management.
Prerequisite: BS201.

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.

BS452 Materials Management (3)
Covers production planning, inventory management, capacity planning and forecasting. Demonstrates how materials management can contribute to reduced inventories, better customer service, and an improved response to market demands.
Prerequisite: BS201.

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 organi-

zations. Topics include crisis management, strategic planning for public relations, and management of the public relations function.
Prerequisite: BS357. Open to juniors and seniors only.

BS459/GE252 Business and Society (3) BE
This course investigates the role of business in the greater global community using the broad perspectives of the liberal arts college. The primary fields examined are ethics, economics, international trade and business administration. At the same time, the discussion of how best to use the earth's resources greatly benefits from the insights of such disciplines as psychology, theology, anthropology, sociology, ecology, biology, chemistry, physics, engineering, political science, history, languages, literature and law. Contrasting positions concerning what is right, or what is of the highest value, and how to encourage economic society to do what is right or reflect what is valued are considered in a class discussion atmosphere.

BS460 Ethical Application in Business (3)
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. Games, sports and military models are reviewed as are business school concepts guiding strategic choice. The topic is then considered from an ethical perspective, using Catholic social teaching as it considers the role and responsibilities of the institution of business.
Prerequisite: BS202

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)
A case-oriented course focusing on organizational strategy and its implementation.
Prerequisites: BS201, BS202, BS305. Open to juniors and seniors only.

BS 496 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

Program Description:
This interdisciplinary minor is designed for students interested in exploring the Catholic tradition, as expressed in art, literature, poetry, theology, popular piety, and philosophy. Core courses in Catholic Studies focus on those elements of Christian thought, belief, and practice that are critical to understanding past and contemporary Catholic culture.

Requirements of Catholic Studies Minor:
Twenty-one (21) semester hours (15 required, 6 elective). Students must earn a C– or better in a class in order for it to count toward the minor.

I. Core:
The following courses are required:
CA401 Historical Perspectives on Catholic Culture (3)
EH260 Catholic Writers (3)
HY177 History of Christianity (3)
PH248 Catholic Intellectual Tradition (3)
TY147 The Catholic Vision (3)

II. Electives:
The following courses count toward the Catholic Studies minor.
AT275 Renaissance Art and Society (3)
AT380 Baroque Art (3)
CA310 Special Topics in Catholic Studies (3)
HY311 American Catholic History (3)
MCHL/TY130 Music in Liturgical Celebration (3)
PH320 Medieval Philosophy (3)
PH245 Philosophy of Religion (3)
TY212 Vatican II and the American Catholic Experience (3)
TY255 Catholic Social Teaching (3)
TY345 Catholic Ecclesiology (3)

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

CA401 Historical Perspectives on Catholic Culture (3)
This course is a cultural history of Christendom, with a particular emphasis on Catholic culture in Catholic and Protestant confessional communities since the 1500s. In the words of historian Christopher Dawson, we will "study . . . the ways in which Christianity has expressed itself in human thought and life and institutions through the ages."

CHEMICAL PHYSICS

Advisors: Eugene J. Kozminski, M.A.; 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. Fifty-four hours are required to complete the major. In addition, a student must take MS121 and MS122 (Calculus with Analytic Geometry), MS231 (Multivariate Calculus) and MS241 (Differential Equations). Equivalent courses from other colleges may be substituted with the permission of one of the designated advisors.

REQUIRED COURSES
CY111 General Chemistry (5)
CY112 General Chemistry (5)
CY311 Physical Chemistry (4)
CY312 Physical Chemistry (4)
CY215 Quantitative Analysis (4)
CY336 Advanced Inorganic Chemistry (4)
CY346 Instrumental Methods of Analysis (4)
CY400/401 Undergraduate Seminar/Research (3)
PC213 General Physics with Calculus: Mechanics, Sound, Heat (4)
PC214 General Physics with Calculus: Electricity, Magnetism, Light, Nuclear Physics (4)
PC215 Modern Physics (4)
PC316 Applied Mathematics for the Physical Sciences (4)
MS252 Statistics (3)

CHEMISTRY

Elizabeth Jensen, Ph.D., Chair
Li-Heng Chen, Ph.D.; Sister Katrina Hartman, O.P., Ph.D.

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

1. Forty (40) semester hours in chemistry:
   Required courses: CY111/112, CY211/212, CY215, CY311/312, CY400/401 or approved research.
   Elective courses: CY315, CY325, CY336, CY346, CY398, CY399
2. Allied fields required:
   Physics 213/214 and Mathematics 121, 122, 231.
   (Majors should consider Differential Equations, Linear Algebra and Abstract Algebra.)
3. One course in applied or mathematical statistics (i.e. MS252 or higher).
4. At least 20 semester hours of the major requirements must be taken at Aquinas. A GPA of at least 2.0 must be maintained; A C– is allowed in only one class.
5. Majors are required to take a major field test in Chemistry.
6. Participation in the seminar/lecture series sponsored by the departments of natural sciences and Mathematics. Eight lectures/seminars in science are required before graduation.
7. A student who has taken an AP course and the AP exam with a score of 5 may be exempt from CY111. This student may start CY211 (organic) in the fall but must take CY112.
8. Upper level courses taken at other educational institutions must have approval for transfer before the course is taken.

Minor in Chemistry

1. Required courses: CY111/112, CY211/212, CY215.
   Elective courses: one from CY315, CY325, CY336, CY346, CY398, CY399 or CY311/312.
2. At least half of the semester hours of the minor requirements must be taken at Aquinas. A GPA of at least 2.0 must be maintained; A C– is allowed in only one class.
3. Attendance at a minimum of 4 seminars/lectures of the departments of natural sciences and Mathematics 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

Major requirements: Sixty-six (66) semester hours. CY111, CY112, CY211, CY212, CY215, CY325, CY346, CY400/401, MS252, ES213, ES214, AG210, AG211, BS201, BS202, BS305, BS460, BS492. Required allied courses: PC213, PC214, MS121, MS122. At least 20 semester hours of the dual major must be taken at Aquinas College. Degree is Bachelor of Science.

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 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-Major (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 hours lecture and one lab period per week.
Prerequisite: none.

CY111 General Chemistry (5) NL
The 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 hours of lecture, one 3-hour laboratory period, and one 2-hour recitation per week.
Prerequisites: High-school chemistry or equivalent and two years of algebra or equivalent mathematics, or CY100. High-school physics strongly recommended.

CY112 General Chemistry (5)
A continuation of CY111. Topics include coordination chemistry, descriptive inorganic and organic chemistry, electrochemistry, equilibria, kinetics, and thermodynamics. Three hours of lecture and two three-hour laboratory periods per week.
Prerequisite: CY111, with a grade of C– or better, or its equivalent.

CY155 General, Organic, and Biochemistry I (3) (NL, if CY 157 is also completed)
This is the first semester of an introductory course for the nursing, health professions and other disciplines who need an introduction to chemistry. It combines the elements of general chemistry and organic chemistry. It does not replace these courses for the major or minor. It will cover atomic theory, reactions, mole calculations, solutions, gases, acids and bases, radiation chemistry and the hydrocarbon chemistry. Three hours lecture per week.

CY156 General, Organic, and Biochemistry II (3)
This is the second semester of the sequence. It will cover the basics in organic and biochemistry. The major topics will be the chemistry of the functional organic groups, the basic biomolecules, carbohydrate metabolism, lipid metabolism, protein metabolism and nucleic acid duplication and replication. Three hours lecture per week.
Prerequisites: CY155, with a grade of C or better.

CY157 General, Organic and Biochemistry Laboratory I (1)
This is the laboratory course that may accompany CY 155. 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 CY 156. The laboratory work will illustrate the principles in CY156. This class will meet for one laboratory session per week.

CY211 Organic Chemistry (5)
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 physical properties to molecular structure and instrumentation is introduced. Three hours of lecture and two three-hour laboratory periods per week.
Prerequisite: CY112, with a grade of C– or better, or its equivalent.

CY212 Organic Chemistry (5)
Continuation of CY211. Topics include carbonyl compounds and reactions, aromatic hydrocarbons, the application of UV, IR, NMR and mass spectroscopy in the identification of the molecular structure, heterocyclic compounds. Multistep synthesis will be introduced. Three hours of lecture and two three-hour laboratory periods per week; or 4 hours lecture and one three-hour lab period per week.
Prerequisite: CY211, with a grade of C– or better, or its equivalent.

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

CY311/312 Physical Chemistry (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 hours lecture and one three-hour laboratory period per week each semester. May be offered every other year.
Prerequisites for CY311: CY112, MS 231 and PC213 with grades of C- or better. PC213 and/or MS231 may be taken as a co-enrollment.

Prerequisites for CY312: CY311 and PC214 with grades of C- or better. PC214 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 hours of lecture and one three-hour laboratory periods per week. Offered every other year.
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 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 hours of lecture and one three-hour laboratory period per week. Offered every other year.
Prerequisite: CY112 with a grade of C- or better.

CY346 Instrumental Methods of Analysis (4)
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), radiomethods, and thermal methods. Two 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 contract must be filed with the Registrar.
Prerequisite: approval of the instructor and the department chairperson.

CY399 Independent Projects (1–3)
Individually-negotiated non-research projects. Independent contracts must be filed with the Registrar.
Prerequisite: approval of the instructor and the department chairperson.

CY400/401 Undergraduate Seminar/Research (1/2)
A two-semester introduction to chemical research. The first semester will begin with a literature search on the research topic and will include beginning laboratory work. Literature search will include Chemical Abstracts and other data-retrieval systems for information on the theory and method needed for the project. The second semester will consist of laboratory work and will conclude with a seminar 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.; Sister Rosemary O'Donnell, O.P., M.A.;
Renee Beth Stahle, Ph.D.; David Weinandy, Ph.D.

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.

In order to declare a Communication, Interdisciplinary Communication, Communication Major with Theatre Emphasis, or Communication minor, students must have earned a minimum of 12 college credits and 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 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 on the following communication areas: Elements, Interpersonal, Group, Public, Mass, and Performance Arts.

Communication Major

Designed for students who want a solid foundation in the major areas of the communication discipline toward a Bachelor of Arts degree. Thirty-eight (38) semester hours in Communication. Twenty-six (26) semester hours of required courses including CN101, CN205, CN206, CN285, CN305, CN307, CN406, and CN498. Twelve (12) semester hours of Communication electives chosen from: TE141, CN185, CN186, CN207, CN208, CN212, TE221, TE222, TE223, CN300, CN301, CN302, CN303, CN310, CN311, CN350, CN397, CN398, CN399, and CN401. No more than 6 semester hours may be taken from CN397, CN398, or CN399. At least 18 semester hours must be taken at Aquinas College.

Interdisciplinary Major in Communication
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. Twenty-six (26) semester hours of required courses including CN101, CN205, CN206, CN285, CN305, CN307, CN406, and CN498. Fifteen (15) semester hours of electives comprised of 3 hours in Communication and 12 hours in other selected disciplines determined in coordination with a Communication Department advisor.

The communication elective may be chosen from: CN185, CN186, CN207, CN208, CN212, CN300, CN301, CN302, CN303, CN310, CN311, CN350, CN397, CN398, CN399, or 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 3 semester hours may be taken from CN397, CN398, or CN399. At least 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. Thirty-eight (38) semester hours total. Twenty-nine (29) semester hours of required courses including CN101, TE130, TE141, CN205, CN206, TE242, TE244, TE253, CN285, CN307, and TE341. Nine (9) semester hours of electives chosen from: TE123, CN185, CN186, CN207, CN208, TE221, TE222, TE223, TE241, TE250, TE251, TE279, TE280, TE281,TE282, TE283, CN300, CN301, CN302, CN303, CN305, CN310, CN311, TE310, TE344, CN350, TE351, TE352, TE361, TE362, TE383, TE384, CN397, TE397, CN398, CN399, TE399, and CN401. No more than 6 semester hours may be taken from CN397, TE397, CN398, CN399, or TE399. TE253 and TE341 must be taken for a minimum of 1 credit each. At least 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 are CS152; ES213 and ES214; MS151 (MS252 or MS494 may be substituted); AG210 and AG211 (AG212, AG213 and AG214 in the evening program); BS201, BS202, BS305, BS331 or BS332, and BS460; CN101, CN205, CN206, CN301, CN305, CN307, and CN401; 3 semester hours selected from BS457 or BS492. At least 18 semester hours of the dual major must be taken at Aquinas College.

Communication Minor
A total of twenty-four (24) semester hours in Communication. Fifteen (15) semester hours of required courses including CN101, CN205, CN206,

CN285 and CN307. Nine (9) semester hours of Communication electives chosen from: TE141, CN185, CN186, CN207, CN208, CN212, TE221, TE222, TE223, CN300, CN301, CN302, CN303, CN305, CN310, CN311, CN350, CN397, CN398, CN399, CN401, CN406, CN498. No more than 6 semester hours may be taken from CN397, CN398, or CN399. At least 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 WAQU Management Staff Practicum (1)
Experience working for WAQU in one of the following staff positions: Station Manager, Program Director, Music Director, Promotions Director, Advertising Manager, Business Manager, or Sports Director. Only available for Credit/Fail.
Prerequisites: CN185 or 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 or instructor approval.

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)
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.

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 or instructor approval.

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 or instructor approval.

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)
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 or instructor approval.

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: CN205 or instructor approval.

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, 205, 206, or instructor approval.

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

CN397 Field Experience in Communication (Variable)
Up to 6 semester hours of internship or experience in a field directly related to Communication. Only available for Credit/Fail.
Prerequisite: 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: 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: Chairperson approval.

CN401 Organizational Communication (3)
Human communication in organizations, including groups and dyadic communication operating in the organizational structure. Prerequisites: CN101, 206, or instructor approval.

CN406 Advanced Communication Theory (4)
Survey of principal communication theories; an introduction to theory building.
MUST BE TAKEN AT AQUINAS.
OFFERED ONLY IN THE FALL SEMESTER.
OFFERED ONLY IN THE 16 WEEK FORMAT.
Prerequisites: CN101, 205, 206, 285, 307.

CN498 Research Methods (4)
Quantitative and qualitative methods applied to Communication; practicum in research methods; presentation of the research project.
MUST BE TAKEN AT AQUINAS.
OFFERED ONLY IN THE SPRING SEMESTER.
OFFERED ONLY IN THE 16-WEEK FORMAT.
Prerequisite: CN305 and CN406.

COMMUNITY LEADERSHIP

Michael R. Williams, Ph.D., Program Director

Program Description: The Community Leadership major and minor at Aquinas College are interdisciplinary academic programs that encourage students to become involved in a career of social problem solving, primarily through nonprofit organizations. The major and minor each require extensive practice in such organizations, with the goal of developing an understanding of issues of social justice, and analytical skills and competencies to support visionary and effective management.

***Major Requirements*:**
The Community Leadership major requires thirty-four (34) semester hours (25 required, 9 elective), with a minimum grade of C in each course as follows:

Required Courses (25 credits):

- CL100 Introduction to Community Leadership (3)
- CL 396 Practicum in Community Leadership (3)
- CL 400 Community Leadership Capstone Seminar (3)
- AG 100 Financial Activities for Nonprofits (3)
- BS 356 Organizational Leadership (3) (BS 201, PG 100, or Instructor Approval pre-requisites) Sociology majors may substitute SY 375 Complex Organizations (3).
- ES 214 Microeconomic Principles (3)
- GY 212 Urban Geography (4)TY 255 Catholic Social Teaching (3)

Minor Requirements:

The Community Leadership minor requires twenty-one (21) semester hours (18 required, 3 elective), with a minimum grade of C in each course as follows

CL 100 Introduction to Community Leadership (3)
CL 396 Practicum in Community Leadership (3)
CL 400 Community Leadership Capstone Seminar (3)
AG 100 Financial Activities for Nonprofits (3)
BS 356 Organizational Leadership (3) (BS 201, PG 100, or Instructor Approval pre-requisites) Sociology majors may substitute SY 375 Complex Organizations (3).
TY 255 Catholic Social Teaching (3)

Electives (for the Community Leadership Major, 9 credits, no more than one elective per discipline; for the Community Leadership Minor, any 3 credit course) from the following:

Accounting:

AG 303 Accounting for Nonprofits (3) (AG 210 and AG 211 pre-requisites)

Business:

BS 200 Fundamentals of Organizations (3)
BS 355 Organizational Behavior (3)
BS 425 Not-for-profit Organizations: Theory and Practice (3) (BS 201 pre-requisite)

Community Leadership:

CL 300 Grant Writing (3)
CL 310 Special Topics in Community Leadership (variable)
CL 398 Readings in Community Leadership (variable)
CL 399 Independent Project in Community (variable)

Economics:

ES 213 Macroeconomic Principles (3)
ES 214 Microeconomic Principles (3)

Geography:
GY 264 Economic Geography (3)
GY 313 Advanced Urban Geography (3)
GY 413 Urban and Regional Planning (3)
GY 212 Urban Geography (4) (strongly recommended for minor, required for major)

Political Science:
PS 101 American Government and Politics (3)
PS 310 Intergovernmental Relations (3)
PS/BS 340 Public Administration (3)
PS 345 Public Policy (3)PS 401 Health Care Policy (3)
PS 402 Education Policy (3)
PS 350 Methods and Inquiry in Political Science (3)

Sociology:
SY 102 Introduction to Social Work (3)
SY 103 Cultural Anthropology (3)
SY/PG 210 Social Psychology (3)
SY 260 Introduction to Social Problems (3)
SY 302 Community Sociology (3)
SY 375 Complex Organizations (3)

Theology:
TY 250 Contemporary Christian Morality (3)

CL-numbered courses are described below:

CL100 Introduction to Community Leadership (3)
This course is the introductory course for the Community Leadership major and minor. It will introduce students to the concepts of community, service, civic responsibility, leadership in nonprofit organizations, and social justice. Two main modes of learning are extended service (30+ hours) in designated community agencies and reflection in class on these experiences using readings and other methods (e.g., speakers, common field trips, simulations, etc. Student contributions to the ideas of the course are a third mode of learning for other students, essential to the success of the course.

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)
Specific topics in community leadership offered on an occasional basis with instructor approval. This course is also offered in conjunction with residency in the Aquinas Community House.

CL396 Practicum in Community Leadership (3)
This course is a field placement for three credit hours in which the student will spend at least 150 hours, or 10-15 hours per week in a nonprofit agency during the semester in addition to regular meetings with the Community Leadership Director. Through the practicum the student will gain practical experience of the agency's mission and programs, develop an understanding of its financial and governance systems, and become more involved with the agency's population. This course is a transition to CL400, the Community Leadership Capstone Seminar. This course requires the prior approval of the Community Leadership Director.

CL398 Readings in Community Leadership (variable)
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)
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 (3)
This course is a three credit course which builds on the CL396 Practicum experience of the student. The student is expected to develop an analysis of how the agency might serve its clients in ways it is not presently doing. In concert with agency leaders and the Community Leadership Director, the student will develop a program proposal designed to close this gap. This proposal will include best practice from similar agencies and should be of such a quality that it can be submitted to funders. Normally this course should be taken after the Practicum is finished and requires the prior approval of the Community Leadership Director.

COMPUTER INFORMATION SYSTEMS

Victoria Fleenor, M.S., Chair

The Computer Information Systems department offers courses leading to Majors in Computer Information Systems (CIS) and Management Information Systems (MIS). The department also offers minors that can be used to complement other disciplines, as well as secondary education certification in CIS.

The purpose of the CIS degree is to prepare students for careers as IT professionals. The department has courses in five main areas: programming, systems, networking, web development, and database. Aquinas and the CIS department have offered the major in CIS for more than twenty-five years. During this time, students have found entry-level jobs and advanced placement in these areas during their coursework and after graduation.

The department 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.

In both the CIS and MIS majors, the department prepares tomorrow's "IT" executives and professionals. The information economy requires a new set of management skills focused on the appropriate use of Information Technology.

Students interested in any CIS or MIS program should meet with a CIS department advisor prior to taking any electives. A maximum of three (3) credit hours of CS397 (Field Experience/Internship) may be used. The only Credit/No Credit courses that may be applied to any CIS/MIS program are 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 departmental 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. A minimum of twelve (12) credits toward any CIS minor must be taken at Aquinas. For a course to count towards any CIS department major or minor, the earned grade must be a straight "C" or better.

Technology Course Requirement:
Any one (1) of the following courses can be taken to fulfill the one credit General Education technology requirement: CS150, CS151, CS152, CS153, CS154, CS155, CS156, CS157, CS158, CS159, CS160, or CS161. Students also have the option to test out of some of these courses by taking an exam to demonstrate their proficiency and understanding of the course content. For more information on this credit-by-exam procedure, refer to www.aquinas.edu/tech.

All students taking any CIS course are required to have a Novell account and 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

Major Requirements

Fifty (50) semester credit hours including CS170, CS180, CS182, CS220, CS242, CS244, CS300, CS302, CS304, CS308, CS332, CS334, CS336, CS338, and CS460.

Bachelor of Science Major in Management Information Systems

Major Requirements

Forty-five (45) semester credit hours including CS153, CS154, CS156, CS158, CS170, CS180, CS242, CS252, CS300, CS302, CS304, CS308, CS332, BS201, BS202, AG210, and AG211.

CIS Minor Requirements:

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.

CIS Web Design Minor:

Twenty-five (25) semester credit hours including CS158, CS161, CS170, CS180, CS182, CS220, CS258, CS242, and CS244.

CIS Networking Minor:

Twenty-three (23) semester credit hours including CS170, CS180, CS242, CS332, CS334, CS336, and CS338.

CIS Analyst Minor:

Twenty-six (26) semester credit hours including CS170, CS180, CS242, CS300, CS302, CS304, CS308, and CS332.

MIS Minor Requirements:

The MIS Minor provides knowledge and skills in working with Information Technology to supplement a variety of majors. Twenty-five (25) semester credit hours including CS153, CS154, CS156, CS157, CS170, CS180, CS252, CS332, CS300, BS201, and AG210.

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:

(1) a major requiring thirty-nine (39) semester credit hours including CS170, CS180, CS182, CS220, CS242, CS300, CS302, CS304, CS332, CS334, EN330, and EN332.
(2) a minor requiring twenty-seven (27) semester credit hours including CS170, CS180, CS182, CS220, CS242, CS300, EN330, and EN332.

Suggested Course Sequence: CIS Major:

Year 1 – Semester 1	Semester 2	Year 3 – Semester 1	Semester 2
CS170	CS182	CS300	CS304
CS180	CS152	CS302	CS308
CS151	CS154	CS153	CS332
MS151		CS157	CS334
Year 2 – Semester 1	**Semester 2**	**Year 4 – Semester 1**	**Semester 2**
CS220	CS244	CS336	CS460
CS242	CS252	CS338	
CS251	CS258		
CS158			

Suggested Course Sequence: MIS Major

Year 1 – Semester 1	Semester 2	Year 3 – Semester 1	Semester 2
CS170	BS201	CS300	CS304
CS180	CS152	CS302	CS308
CS151	CS154	CS153	CS332
		CS157	
Year 2 – Semester 1	**Semester 2**	**Year 4 – Semester 1**	**Semester 2**
CS242	BS202	AG210	AG211
CS156	CS252		
CS158			

Course Descriptions

CS150 Technology Concepts (1) T
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. (Students with prior word processing experience who are familiar with these basic functions may want to consider CS251 as an alternative to this course).

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 abso-

lute 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) T
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) T
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) T
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) T
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)
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 2010. 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, CS154, CS170, 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.

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 (4)
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: CS158, CS170, CS182, 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, CS170, CS180.

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/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, CS251, CS300.

CS304 Systems Design (3)
This course implements the logical models created in Systems Analysis. Top-

ics 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
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 department. 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 department. 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, C

ECONOMICS

Roger Durham, Ph.D., Chair
Gary L. Robertson, M.A.; Masato Yamazaki, Ph.D.

Program under review. Please check the academic program web page http://www.aquinas.edu/economics/ for further information.

Major Requirements:
A minimum of twenty-five (25) semester hours in economics (including ES213, 214, 403, 404, 492, 498, and 499), MS151 (or higher-level statistics course), and either AG210 or 211. CS180 is highly recommended.

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 department chair 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.

Minor Requirements:
Twenty-one (21) semester hours in economics, including 213–214 and at least one from 403–404.

ES213 and ES214 may be taken in either order.

Course Descriptions

ES185 Capitalism and Socialism: The Economies of the World (3) BE
Introduces the remaining economic systems in our world, looking at how they coordinate economic activity and how well they contribute to human welfare. Also examines the interactions and relations among the world's economies. Not open to students with more than 6 hours in economics.

ES213 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.

ES214 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.

ES 270 Applied Economics (3)
This course is designed to apply the principles of economics to projects in the real world. The course is designed for students who have taken ES213 and ES214, and who are interested in economics as it exists in the real marketplace. The main purpose of the course is to link the learning experiences in the classroom with the application of economic principles to projects in order to expand the scope of a student's understanding.
Prerequisites: ES213 & ES214

SB/ES300 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 ES214.

ES/BS301 Money and Banking (3)
A study of financial institutions and markets and of monetary theory.
Prerequisite: ES213.

ES/BS313 International Business (3) BE
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.

ES317 Japanese Economic History
A survey of the important economic and non-economic forces that contributed to the so-called Japanese economic miracle and the recent difficulties of the Japanese economy.
Prerequisite: One course in economics or junior or senior standing.

ES342 International Trade Theory (3)
A study of 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: ES213, 214.

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: ES213.

ES/PS376 Public Sector Economics (3)
Study of government expenditure and tax programs, including institutional description and economic analysis; cost-benefit analysis; efficiency and equity questions.

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 chairperson.

ES403 Intermediate Macroeconomics (3)
Study of the theoretical models used to understand business cycles and inflation and to evaluate fiscal and monetary policy.
Prerequisite: ES213, 214.

ES404 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: ES213, 214.

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.

ES492 History of Economic Ideas (3)
Analysis of the contributions and perspectives of major economic thinkers from Adam Smith to the present.
Prerequisite: Junior status.

ES498 Capstone Course in Economics A (2)
Serves as capstone to economics major. Introduces basics of econometrics, explores issues in the philosophy of economics.
Prerequisite: 21 hours of economics including 403, 404, 492; MS151 or higher-level statistics course, or concurrent enrollment in any unfinished course.

ES499 Capstone Course in Economics B (2)
Continuation of ES498. Provides the occasion for students to integrate their experiences in economics through the reading and analysis of related journal articles. Includes a career exploration/goals component.
Prerequisite: ES498.

EDUCATION

Nanette Clatterbuck, M.Ed., Associate Provost, Office of Graduate and Professional Studies
Julia Reynolds, Ph.D., Chairperson, School of Education
Susan English, Ph.D.; Nkechy Ezeh, Ed.D.; Gina Garner, Ph.D.;
Rui Niu-Cooper, Ph.D.; Carol Winkle, Ph.D.

The mission of the Aquinas College School of Education is to facilitate the development of competent, compassionate and committed educators of integrity. The Michigan Department of Education continues to review and revise all academic and education programs. Because of this, the Aquinas

College School of Education reserves the right to change, modify or amend the stated requirements and/or courses for certification in its sole discretion without prior notice. Any changes affecting certification will be shared with candidates during individual advising sessions with the School of Education advisors.

Links to further program information, changes and certification updates can be found at: http://www.aquinas.edu/education/

The *Aquinas College School of Education Handbook* includes information on School of Education requirements, rules, regulations, and expectations for certification candidates. Failure to read this handbook does not excuse students from the requirements and regulations described therein. A link to the undergraduate handbook is available at:

http://www.aquinas.edu/education/

Education requirements vary depending on certification level (i.e. elementary or secondary) and the candidate's academic major and minor. In addition to the valuable information regarding certification requirements in this section of the catalog, students should also note the following:

Transfer students: Transfer students seeking certification are required to meet with an advisor in the School of Education to evaluate past coursework and to plan the appropriate course of study in education during their first semester at Aquinas College. All previous education coursework must have been completed within the last seven years in order to be considered for acceptance toward certification requirements.

Returning students: Students who have "stepped out" of the Aquinas College education program for more than one academic year and wish to return will be required to comply with any and all changes in the certification program. In addition, returning students should note that education coursework beyond seven years old will no longer be applied toward certification requirements. Returning students must meet with an education advisor in the School of Education prior to re-enrolling in the education program.

LEGAL ALERT: All students. As future teachers, please be aware that the State of Michigan has laws regarding the legal acceptability of candidates who wish to become certified teachers. Michigan and FBI fingerprint checks have been mandated by the Michigan Department of Education. Therefore, all teacher candidates are required to submit a full criminal background check upon entrance into the education program (EN 201). The School of Education will complete an ICHAT check upon application to Directed Student Teaching. Instructions and further information will be provided by the School of Education. The student is responsible for all related costs for the Michigan and FBI fingerprint check.

Aquinas College is required to report persons with misdemeanor and

felony convictions. Students seeking teacher certification must submit written responses to the questions below several times throughout their program. Additionally, all students are under obligation to report any change in their legal status to their education advisor in the School of Education. Falsification of records (FRAUD) will result in immediate dismissal from the Aquinas College certification program. The final decision regarding issuance of teacher certification credentials to candidates answering yes to any of the questions regarding legal background information will be determined by the Michigan Department of Education.

- Have you ever been convicted of, or pled no contest to, a misdemeanor?
- Have you ever been convicted of, or pled no contest to, a felony?
- Do you currently have any criminal charges pending against you?
- Have you ever had an application for a teaching credential in Michigan or any other jurisdiction denied?
- Have you ever had a teaching credential in Michigan or in any other jurisdiction suspended, denied, revoked, nullified or otherwise invalidated?
- Have you ever had any professional or occupational credential, license or certification denied, revoked or nullified?

Students answering yes to any of these statements will be required to submit official court documents and other supporting materials to the School of Education. A determination will then be made regarding the student's future in the teacher certification program at Aquinas College.

The No Child Left Behind (NCLB) Act of 2001:
NCLB requires that all teachers of core academic subjects meet the definition of a "highly qualified" teacher. In order to be considered highly qualified, a teacher must have full state certification and must have passed a rigorous state test in the subjects in which they are endorsed and may be assigned to teach.

A candidate currently enrolled in the teacher preparation program at Aquinas College will meet the above definition of highly qualified if the candidate:

- completes all requirements of the Aquinas College certification program, including all coursework and Bachelor's degree requirements;
- takes and passes the required Michigan Test for Teacher Certification (MTTC) subject area tests; and
- obtains a teaching position for which the candidate is appropriately certified.

If a candidate does not pass all required subject area tests, or if a candidate accepts a teaching position for which he or she is not appropriately certified, the candidate will not meet the definition of a highly qualified teacher.

For further information on NCLB, please contact the Certification Officer at Aquinas, (616) 632-2436.

**Important notice for all students pursuing elementary teacher certification:

The Michigan Department of Education has mandated significant changes to the requirements for becoming an elementary teacher. Those students currently enrolled in the elementary teacher preparation program have until the end of the SPRING, 2013 semester to complete all required coursework and student teaching.

Current students are advised of the following:

- Students currently enrolled in the elementary teacher preparation program have until the end of the Spring, 2013 semester to complete all requirements.
- The deadline to complete all general education, major, minor, and elementary education coursework is by the end of the Fall, 2012 semester.
- The deadline to carry out directed student teaching is by the end of the Spring, 2013 semester.
- The current Elementary Education test will be given for the last time in July, 2013. The test must be taken and passed no later than the July, 2013 administration.

Current students must meet the above deadlines in order to be certified under the current program requirements. The new program requirements are significantly different from the current requirements. If a student does not complete requirements according to the above deadlines, he/she will be required to take additional coursework that will be required under the new program.

The School of Education advisors are happy to conduct a review of the academic records of all students currently enrolled in the elementary education program. It is the responsibility of each student to request this review by contacting the School of Education Office (616-632-2800, AB 260) and then to act upon the advice given.

Students beginning the elementary education program in the Fall, 2010 semester or later will be required to meet the new State requirements. Further information will be available from the School of Education in Fall, 2010.

ADVISING FOR EDUCATION REQUIREMENTS

Certification requirements for elementary and secondary students

All students enrolled in EN201, Introduction to Education, are required to meet with an education advisor in the School of Education. Students will be given a copy of an advising contract, signed by both the student and

advisor, listing all courses necessary for their certification program. Students will register this signed contract with their EN201 seminar leader.

This advising appointment is mandatory and must be completed prior to receiving a grade in EN201. The purpose of this meeting is to provide the student with an academic plan listing the required courses for their certification. Appropriate majors and minors will be discussed at this meeting. This contract will serve as an approved plan and should be shared with the faculty advisors when registering for courses.

Major and General Education Program Requirements
While students may declare a major at any time during their freshman year, students must declare one by the time they have accumulated 30 semester hours toward a degree, which will usually occur during their sophomore year. Upon declaring a major, undergraduate students will be assigned to a faculty advisor in the major. The faculty advisor is responsible for guiding the student through all general education and academic major requirements. It is ***not his/her responsibility*** to advise students regarding certification or minor requirements outside of their subject area. Students must meet with their assigned faculty advisor each semester in order to register for classes for the following semester.

Minor requirements
Students should meet with a faculty advisor in their chosen minor to verify they are taking the appropriate coursework. All minors for certification require a minimum of 24 credits.

The following minors are offered through the Aquinas College School of Education for certification purposes only: Early Childhood, English as a Second Language, Language Arts, Reading, Social Studies. Students pursuing any of these 5 minors should review the requirements with an education advisor in the School of Education.

Requirements for teacher certification in Michigan through Aquinas College
All certification candidates must successfully complete the following:

- A bachelor's degree from an approved teacher preparatory institution. Students completing their bachelor's degree at Aquinas College must fulfill all general education requirements.
- A major in an approved area.
- A minor of at least twenty-four (24) semester hours in an approved area. (Elementary candidates have the option of completing a triple minor in lieu of a major and a minor. This will result in a Bachelor of Arts in General Education.)
- Passing scores on the Michigan Tests for Teacher Certification (MTTC),

including the Michigan Basic Skills Test and appropriate subject area tests. These tests are only administered five times a year in the following months: January, April, July, October and November. Students considering the teacher certification program should plan to take the Michigan Basic Skills Test (MBST) during their freshman year. Test applications are available in the Advising Center and in the School of Education. Registration is also available online at http://www.mttc.nesinc.com

- Students wishing to register for education classes prior to taking the Michigan Basic Skills Test (MBST) have the option to take the Aquinas Skills Test. *Special note: Students who have taken and not passed the MBST test are not allowed to take the Aquinas Skills Test.* Passing scores on the Aquinas Skills Test will allow students to register for *one* provisional semester in education classes. Students must take the MBST on the next available date. Students must register for the Aquinas Skills Test by calling the School of Education at (616) 632-2800. Further information regarding test fees, dates and registration is available at http://www.aquinas.edu/education/undergraduate/testing.html
- A student must have a cumulative grade point average of 2.5 before enrolling in any education class. A minimum cumulative grade point average of 2.5 must be maintained in order to continue taking education courses. A grade of "C" or above must be earned in all major, minor and education classes.
- Successful completion of Directed Student Teaching.
- The Aquinas College School of Education must recommend students to the Michigan Department of Education for teacher certification. Recommendations are based on successful completion of all academic requirements, performance in field work and adherence to the Michigan Professional Educator's Code of Ethics. http://www.michigan.gov/documents/Code_of_Ethics_Layout_128009_7.pdf
- Students must pay a teacher certification fee to the Michigan Department of Education prior to receiving their certificate.

Directed Student Teaching

Directed Student Teaching is the culmination of the teacher education program at Aquinas College. This is a minimum fourteen-week internship in a local elementary or secondary school under the direct supervision of an experienced certified teacher. Seminars and weekly journal writing, assigned readings, and full-time teaching are requirements for successful completion of Directed Student Teaching. Prerequisite: cumulative grade point average of 2.5 and completion of all education, major, minor and general education coursework requirements. All requirements must be successfully completed prior to starting any student teaching placement.

Students must apply for Directed Student Teaching. Pre-application must be filed in the School of Education prior to receiving a Directed Student Teaching application. Completed Directed Student Teaching Applications are due in the School of Education by **4 p.m.** on the following dates:

- September 15th for a spring semester assignment
- January 15th for a fall semester assignment
- If the 15th falls on a holiday or weekend, the deadline will be **4 p.m.** on the next business day.

Students turning in late applications will be assessed a non-refundable late fee of $150.00. Late applications are not guaranteed consideration for a placement for the desired semester. No applications will be accepted beyond ten (10) days of the due dates.

An audit will be completed on all applications.

Low grades or "incompletes" in required classes will result in an application denial.

An applicant's status may be "conditionally approved" or "denied." Approvals are based on the observed field experiences, academic performance, and other relevant factors necessary for a successful directed student teaching experience.

The Director of Student Teaching, or Aquinas College School of Education designee, arranges all placements.

Students are not to contact schools or teachers to set up their own placements. Doing so will put the placement at risk.

Links to further information regarding student teaching can be found at: http://www.aquinas.edu/education/

EDUCATION REQUIREMENTS

Elementary Teacher Certification - New Program

The information contained in this section pertains to students who began the elementary education program in the Fall, 2010 semester or later.
Students pursuing elementary certification must complete the general education requirements specific to elementary education. Students will also complete a professional preparation sequence and directed student teaching. In addition, students must select at least one option from the following list:

Integrated Science major

Language Arts major

Learning Disabilities K - 12 major

Mathematics major

POHI (Physical or Other Health Impairment) K - 12 major

Social Studies major

Spanish major (K - 8 or K - 12 options)

Bilingual Spanish K - 12 minorEarly Childhood Education minor

Language Arts and Mathematics Dual Minor

Reading and Mathematics Dual Minor

Each student pursuing teacher certification is required to meet with an Education advisor during the semester in which he/she takes EN 201 Introduction to Education. At this time, the student will be given a comprehensive list of courses required for the particular program option selected from the list above. All students considering a career in teaching are welcome to meet with an advisor before enrolling in EN 201 to discuss program requirements and options. Students may schedule an appointment by calling 616 632-2800 or by visiting our offices in room 260 of the Academic Building.

Elementary Teacher Certification

The information contained in this section pertains to students who enrolled in the elementary education program during the Spring, 2010 semester or earlier. Students who began the elementary education program in Fall, 2010 or later should refer to the previous section.**Significant changes go into effect as of Fall, 2010.** For more information, visit www.aquinas.edu/education/undergraduate/updates.html

Please note: Students may not double count coursework toward the major, minor and education requirements.

Elementary certification at Aquinas College requires successful completion of a minimum of 48 credits in education coursework. Elementary candidates must pass the MTTC test in “Elementary education” in order to be certified. Elementary candidates must also pass the subject area tests in their major and minor(s) in order to be certified to teach in those subjects in grades sixth, seventh and eighth. Elementary candidates have the option of waiving the subject area tests in their major and minor(s). Students considering this must discuss this option with an education advisor in the School of Education.

Michigan elementary provisional certification allows the holder to teach: all subjects in kindergarten through fifth grade; sixth, seventh, and eighth grade in a self contained classroom. Elementary candidates will also be certified to teach sixth, seventh, and eighth grade in the major and minor(s) only (with passing MTTC test scores.) Students seeking an approved K-12 major may teach the subject area in kindergarten through grade twelve.

Students considering teaching in grades pre-kindergarten, kindergarten, first, second or third should complete the Early Childhood minor.

1. MAJORS: Elementary Certification

The following are approved majors offered for elementary certification at Aquinas College. These majors require between 32 and 75 credits, depending on the subject area.

SPECIAL NOTICE: The Michigan Department of Education is requiring substantial changes regarding majors and minors allowed for elementary certification. We anticipate further clarification of these changes after publication of this catalog. The new elementary requirements will take effect with students beginning their education program in the fall semesters of 2010.

Integrated Science, Language Arts, Learning Disabilities (K-12), Mathematics, POHI*, Social Studies, Spanish

* Program currently under review, state changes pending.

2. MINORS: Elementary Certification

The following are approved minors offered for elementary certification at Aquinas College. A certifiable minor must have a minimum of 24 credits.

Bilingual Spanish*, Language Arts, Mathematics, Early Childhood Education, English as a Second Language (ESL)*, Reading

* Programs currently under review, state changes pending.

3. EDUCATION COURSES: Elementary Certification

The following minimum requirements, along with successful completion of a certifiable major and minor and passing scores on each subject area test, must be met for elementary certification.

- EN130 Educational Technology Basics (1)
- EN201 Introduction to Education (3)
- EN207 Human Growth & Schooling (3)
- EN209 Foundations of Education (3)
- EN406 Application of Learning Theories for Elementary Classroom Teachers (3)
- EN456 Multicultural Issues in Education (3) or EN461 Inclusion (3)
- MS260 Mathematics for Elementary and Middle School Teachers I (3)
- MS261 Mathematics for Elementary and Middle School Teachers II (3)
- MS271 Mathematics Methods for Elementary and Middle School Teachers (3)
- EN444 Literacy I (3)
- EN442 Literacy II (3)
- EN Education method elective (3)*
- EN495 Directed Student Teaching, Elementary School (12)

Education method elective chosen from: EN275, EN285, EN300, EN321, EN330, EN331, EN332, EN333, EN372, EN431, EN440, EN441, EN450, EN454, EN456, EN 457, EN460, EN461*, EN466.

*Students may not double count EN456 or EN461 for both an education requirement and an education method elective. Please consult with your education advisor when selecting an education method elective.

Foreign Language majors are required to take SH496 as the method elective for elementary certification. Students will also be required to take SH497 for the K-12 certification in their foreign language.

4. EDUCATION COURSES: Elementary Certification with a Reading minor

The following minimum requirements, along with successful completion of a certifiable major or two additional minors and passing scores on each subject area test, must be met for elementary certification. For more detailed information on the Reading minor requirements refer to the "School of Education Majors and Minors" section.

- EN130 Educational Technology Basics (1)
- EN201 Introduction to Education (3)
- EN207 Human Growth & Schooling (3)
- EN209 Foundations of Education (3)
- EN406 Application of Learning Theories for Elementary Classroom Teachers (3)
- EN456 Multicultural Issues in Education (3) or EN461 Inclusion (3)
- MS260 Mathematics for Elementary and Middle School Teachers I (3)
- MS261 Mathematics for Elementary and Middle School Teachers II (3)
- MS271 Mathematics Methods for Elementary and Middle School Teachers (3)
- EN444 Teaching Reading and Language Arts (3)
- EN Education method elective (3)*
- EN Education method elective (3)*
- EN495 Directed Student Teaching, Elementary School (12)

Education method electives chosen from: EN275, EN285, EN300, EN321, EN330, EN331, EN332, EN333, EN372, EN431, EN450, EN454, EN456, EN457, EN460, EN461*, EN466,

*Students may not double count EN456 or EN461 for both an education requirement and an education method elective. Please consult with your education advisor when selecting an education method elective.

Spanish majors are required to take SH496 as the method elective for elementary certification. Students will also be required to take SH497 for the K-12 certification in their Spanish.

Secondary Teacher Certification

State requirements are currently under review and may be changed after publication of this catalog.

Further information regarding certification and program changes is available at http://www.aquinas.edu/education/undergraduate/updates.html

Please note: Students may not double count coursework toward the major, minor and education requirements.

Secondary certification at Aquinas College requires successful completion of a minimum of 39 credits in education coursework. Secondary candidates

must pass both MTTC subject area tests in their major and minor (or double major) in order to be certified.

Michigan Secondary Provisional Certification allows the holder to teach in his or her major(s) and minor only in grades six through twelve. Students seeking an approved K-12 major may teach the subject area in kindergarten through grade twelve.

Students are encouraged to consider the marketability of the majors and minors marked with an asterisk (*).

1. MAJORS: Secondary Certification

The following are approved majors offered for secondary certification at Aquinas College. These majors require between 32 and 75 credits, depending on the subject area.

Biology, Computer Science, Chemistry, English, French*, Geography, German*, History, Learning Disabilities (K-12), Mathematics, Music (K-12), Physical Education, Political Science, Social Studies, Spanish, Speech, Visual Arts Education

Spanish majors have the option of pursuing K-12 certification

2. MINORS: Secondary Certification

The following are approved minors offered for secondary certification at Aquinas College. A certifiable minor must have a minimum of 24 credits.

Bilingual Spanish, Biology, Chemistry, Computer Science, English, English as a Second Language (ESL), Geography, History, Mathematics, Physical Education, Physics, Political Science, Reading, Speech

3. EDUCATION COURSES: Secondary Certification

The following minimum requirements, along with completion of certifiable major(s) and minor and passing scores on each subject area test, must be met for secondary certification.

The following education coursework requirements apply to those students who took EN 201 Introduction to Education in the Spring, 2011 semester or earlier:

- EN130 Educational Technology Basics (1)
- EN201 Introduction to Education (3)
- EN207 Human Growth & Schooling (3)
- EN209 Foundations of Education (3)
- EN408 Curriculum, Assessment, and Management for Secondary Teachers (3)
- EN456 Multicultural Issues in Education (3) or EN461 Inclusion (3)
- EN453 Methods of Secondary Education (3)
- EN454 Content Area Literacy (3)
- EN Education method elective (3)*

- EN Education method elective (3)*
- EN498 Directed Student Teaching, Secondary School (12)

Education method electives chosen from: EN300, EN330, EN331, EN332, EN333, EN400, EN450, EN456, EN457, EN460, EN461*, EN466, MS375

*Students may not double count EN456 or EN461 for both an education requirement and an education method elective. Please consult with your education advisor when selecting an education method elective.

Pending approval: The following requirements apply to those students taking EN 201 Introduction to Education in Fall, 2011 and subsequent semesters:

EN 130 Educational Technology Basics

EN 201 Introduction to Education

EN 207 Human Growth & Schooling

EN 209 Foundations of Education

EN 456 Multicultural Issues in Education

EN 301 Introduction to Assessing Student Learning

EN 461 Inclusion I

EN 466 Classroom Management

EN 408 Curriculum, Assessment, & Management for Secondary Teachers

EN 453 Methods of Secondary Education

EN 454 Content Area Literacy

EN ___ Method elective

EN ___ Method elective

EN 498 Directed Student Teaching

EN xxx Application of Learning Theory – Secondary

English majors and minors are required to take either EH/EN400 or EH/EN 460. These courses cannot be double counted to fulfill requirements for both English and education.

Foreign Language majors are required to take FH or GN or SH497 as the method elective for secondary certification. Students will also be required to take SH496 for K-12 certification in Spanish.

Mathematics majors and minors are required to take MS375 as a method elective.

Music majors (secondary certification) must consult with both the Music Department and the School of Education for appropriate education requirements.

Social Studies majors (secondary certification) are required to take EN450 as a method elective.

Social Studies majors with a Geography minor are required to take EN450 and EN300 as the method electives.

SCHOOL OF EDUCATION MAJORS AND MINORS

Students considering any combination of education majors and minors must meet with an education advisor to determine their course plans. The Early Childhood Education, Language Arts, Learning Disabilities, and Reading majors and minors have many of the same core or elective requirements. Because education courses cannot be double counted, it is necessary to determine a course plan based on which major and minor are selected prior to enrolling in courses.

Bilingual Spanish minor (24 credits):

At least 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 Modern Languages.

a. Core requirements: (21 credits)
   SH305, EN367, EN457, EN458, EN459, EN471, EN494
b. Language coursework: requirements to be determined after the assessment of Spanish proficiency.
   Electives: Must take no fewer than three (3) semester hours from the following electives:
   EH230, EH231, EN476, SH301, SH302

Early Childhood Education minor (25 credits):

At least 12 credits of the Early Childhood Education minor must be taken at Aquinas College.

These requirements apply to students who began the program in the Spring 2010 semester or earlier, and who will finish all certification requirements, including student teaching, by the Spring 2013 semester:

This minor is only available for students seeking elementary certification. Students wishing to teach in grades pre-kindergarten, kindergarten, first or second should complete the Early Childhood Education minor. Students selecting the Early Childhood Education minor must choose a substantive major or two additional substantive minors.

All early childhood courses have the prerequisite of EN207.

a. Core Requirements: (22 credits)
   Required: EN320, EN321, EN322, EN421, EN431, EN461, EN491 (21 credits)
b. Electives: students must select one of the following electives: (3 credits)
   EN285, EN372, EN382, EN440, EN441, HE158, HE358

These requirements apply to students who began the program in the Fall 2010 semester or later and/or who will not finish all certification requirements, including student teaching, by the Spring 2013 semester:

This minor is only available for students seeking elementary certification. Students wishing to teach in grades pre-kindergarten, kindergarten, first or second should complete the Early Childhood Education minor.

All early childhood courses have the prerequisite of EN207.

Required: EN 320, EN 321, EN 322, EN 345. EN 421, EN 431, EN 445, EN 491, and EN324

English as a Second Language (ESL) minor (27 credits):
At least 12 credits of the English as a Second Language minor must be taken at Aquinas College.

a. Core requirements: (24 credits)
   Required: EN322, EN443, EN457, EN458, EN459, EN471, EN476, EN494
b. Electives: students must select one of the following electives: (3 credits)
   EH230 or EH231

Integrated Science major (46 to 48 credits):
At least 23 credits of the Integrated Science major must be taken at Aquinas College.

This major is only available to students seeking elementary certification.

Requirements:

- BY123, BY150, BY160, BY161, BY162; CY111 or CY155; CY112 or CY156; PC201 or PC213; PC202 or PC214; GY101, GY129; EL100

Language Arts major (36 credits):
At least 18 credits of the Language Arts major must be taken at Aquinas College.

This major is only available to students seeking elementary certification.

a. Core Requirements: (15 credits)
   CN206, EH205, EH222, EN322, EN443
b. Electives: Select at least ONE from each cluster; and additional electives to equal a minimum total of 21 credits from the following:
   - Reading Cluster: EH111, EH112, EH211, EN382, EN388, EN440, EN441, EN454
   - Writing Cluster: EH210, EH230, EH291, EN400, EN460
   - Speaking Cluster: CN205, TE221, TE222, TE383, TE384, EH113
   - Listening Cluster: CN208, CN300, CN301, CN311

Language Arts minor (24 credits):
At least 12 credits of the Language Arts minor must be taken at Aquinas College.
This minor is only available to students seeking elementary certification. At least 12 credits must be completed at Aquinas College.

a. Core Requirements: (15 credits) CN206, EH205, EH222, EN322, EN443
b. Electives: select at least ONE from any three clusters to equal a minimum total of 9 credits from the following:
   - Reading Cluster: EH111, EH112, EH211, EN382, EN388, EN440, EN441, EN454
   - Writing Cluster: EH210, EH230, EH291, EN400, EN460
   - Speaking Cluster: CN205, TE221, TE222, TE383, TE384, EH113
   - Listening Cluster: CN208, CN300, CN301, CN311

Learning Disabilities K-12 major (36 credits):
At least 18 credits of the Learning Disabilities major must be taken at Aquinas College.
The learning disabilities major is available for either elementary or secondary certification. Please contact an advisor in the School of Education regarding appropriate academic minor choices for secondary candidates.

Requirements:

- EN322, EN441, EN442, EN443, EN455, EN461, EN462, EN464, EN465, EN466, EN470, EN490

Music K-12 majors (secondary certification only):
Secondary candidates pursuing a music major must confer with both the Music Department and the School of Education for appropriate education requirements.

POHI (Conductive Education focus)
At least 27 credits of the POHI major must be taken at Aquinas College.
This major is currently under review. Please contact an education advisor in the School of Education for updates.

Reading minor (24 credits):
At least 12 credits of the Reading minor must be taken at Aquinas College.
The reading minor is available for either elementary or secondary certification.

- Elementary (K-8) minor: (24 credits
  EN382, EN388, EN440, EN441, EN442, EN443, EN455, EN463
- Secondary (6–12) minor: (24 credits)
  EN388, EN400, EN441, EN442, EN443, EN444, EN455, EN463

NOTE: All Social Studies Programs are currently under review by the Michigan Department of Education. Please contact your School of Education Advisor for updated program requirements.

Social Studies major for elementary certification (36 credits):

- **Current Elementary Program (36 credits): At least 18 credits of the Social Studies major must be taken at Aquinas College.**
- **New Elementary Program (46 credits): At least 23 credits of the Social Studies major must be taken at Aquinas College.**

This major is only available to students seeking elementary certification. At least 12 credits must be completed at Aquinas College.

a. Core Requirements: (24 credits)
   HY101 OR HY102; HY161 OR HY162; GY120, PS101, PS150, ES213, ES214
   - Select one from the following cultural Geography courses: GY130, GY140, GY212, GY/EN 300, GY302

b. Electives:
   (12 credits) Additional electives may be chosen from HY101, HY102, HY161 or HY162 (if not used for the core requirements)and HY211, HY212, HY214, HY215, HY216, GY130, GY140, GY212, GY300, GY302, PS203, PS205, PS210, PS218 or any 300 or 400 level political science course. A maximum of 12 credits are allowed in one subject area.

*The School of Education strongly recommends GY/HY130 Geography & History of Michigan, PS203-Urban Government and Politics and PS205 State Government and Politics as Social Studies electives.

Social Studies major for secondary certification (43 credits): At least 21 credits of the Social Studies major must be taken at Aquinas College.

This major is only available to students seeking secondary certification. At least 21 credits must be completed at Aquinas College.

- History (12 credits): HY101, HY102, HY161, HY162
- Geography (13 credits): GY120, GY130, GY140, GY302
- Political Science (12 credits): PS101, PS150, PS321 plus either PS203 or PS 205
- Economics (6 credits): ES213, ES214

This major requires one of the minors as listed below:

History minor with Social Studies major for secondary certification (24 credits) At least 12 credits for this History minor must be completed at Aquinas College.

Core requirement (12 credits):

3 credits of non-Western history chosen from:

- HY221, HY222, HY230, HY250, HY271, HY303, HY312

3 credits of European history chosen from:

- HY260, HY263, HY264, HY267, HY270, HY316, HY320, HY371, HY381, HY84, HY422

3 credits of history seminar chosen from:

- HY401 or other 400-level course

3 credits of Historiography

- HY357

Plus 12 credits of history electives

Geography minor with Social Studies major for secondary certification (25 cr. minimum)

At least 12 credits for this Geography minor must be completed at Aquinas College.

Core requirement (16 credits): GY101, GY212, GY320, GY490

Plus 9–12 credits chosen from: GY264, GY270, GY285, GY316, GY328, GY340, GY350

Political Science minor with Social Studies major for secondary certification (24 credits) At least 12 credits for this Political Science minor must be completed at Aquinas College.

Core requirement (12 credits):

PS210, PS350, PS387 and one course chosen from: PS331, PS332, PS333, PS334, PS335

Plus 12 credits of political science electives.

COURSES FOR CERTIFICATION

Semester offerings are listed for planning purposes. However, due to enrollment trends and circumstances beyond our control, the School of Education may not be able to offer the courses in the semesters as indicated.

Field component listings (if known) are offered for planning purposes. Requirements may vary depending on course format.

Most education courses will require daytime field components.

Special Note: EN201 is the pre- or co-requisite for all "EN" courses. Students must successfully complete EN201 in order to enroll in further education courses.

Course Descriptions

EN130 Ed Tech: Technology Basics for Educators (1)
Required for all elementary and secondary candidates starting in the education program in the fall semester, 2009
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 PowerPoint, assessment of student learning, and the legal, ethical, and social issues surrounding teacher and student use of technology.
Prerequisite: none. This course is open to all students.

EN201 Introduction to Education (3)
Offered fall and spring semesters only
Students will work in a supervised K-12 school setting on a weekly basis, assisting children and serving as a teacher aide. A minimum of 40 contact hours over the course of at least 12 weeks of the semester is required. Students will also attend a semester long weekly seminar, 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. ($125.00 supervision fee assessed).
Prerequisite: sophomore status, cumulative grade point average of 2.5 and passing scores on the Michigan Basic Skills Tests.
Field component: 40 hours

EN207 Human Growth and Schooling (3)

Offered fall, spring, and summer 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.
Prerequisite: EN201 or may take during the same semester as EN201, sophomore status, cumulative grade point average of 2.5
Field component: Variable; minimum of 2 class observations

EN209 Foundations of Education (3)
Offered fall, spring and summer 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.
Prerequisite: EN201 or may take during the same semester as EN201, sophomore status, cumulative grade point average of 2.5
Field component: 1 class observation

EN275 Science for Classroom Teachers (3)
Offered summer semesters
Restrictions: required for elementary science (group) majors, education method elective for elementary candidates, appropriate education method elective for secondary biology or chemistry majors/minors.
An overview of science curriculum K-12 emphasizing the practical aspects of teaching science. Concepts, scientific methods, and constructivist methods will be explored as well as incorporated into daily lesson plans and classroom activi-

ties. Science camp component included where students will be applying learned constructivist methodologies with 4th through 6th grade children attending the 2 week science camp.
Prerequisite: EN201; cumulative grade point average of 2.5
Field component: summer science camp

EN285 Music for Elementary Teachers (3)
Offered spring semesters
Restrictions: education method elective for elementary candidates only
This is specifically designed for the person with little or no experience in music. Objectives are to supply a basic knowledge of general music suited for use in the elementary classroom and to give a working knowledge of available methods and materials.
Prerequisite: EN201; cumulative grade point average of 2.5

EN290 Visual and Performing Arts for the Classroom Teacher (3)
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 lead 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

EN300 Geography in Education (3) (may be listed as GY300)
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; cumulative grade point average of 2.5

EN301 Assessing Student Learning (3)
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.
Field Component: 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 and spring semesters
Restrictions: education method elective for elementary candidates only (early elementary focus).
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 2 early childhood classroom

Prerequisites: EN 201, EN 207; cumulative grade point average of 2.5

EN322 Emergent Literacy (3)
Offered fall and 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.
Field component: 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.

EN330 EdTech: Integrating Technology into the Classroom (3)
Offered fall, spring and summer semesters.
Education method elective for elementary and secondary candidates
This semester-long 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 based on Michigan GLCES and/or HSCES, Inspiration, PowerPoint, assistive technology, and the creation of an online WebQuest project. 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; cumulative grade point average of 2.5

EN331 EdTech: Web Authoring & Online Learning (3)
Offered at least once a year.
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 (Dreamweaver), 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; cumulative grade point average of 2.5

EN332 EdTech: MS Office in the Classroom (3)
Offered at least once a year
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; cumulative grade point average of 2.5

EN333 EdTech: Digital Multimedia (3)
Offered once a year
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. Prior experience and access to digital camera equipment is required. Please see Media Center (AQ Library) if you do not have one.
Prerequisite: EN201; cumulative grade point average of 2.5

EN345 Foundations of Early Childhood Education (3)
Foundations in Early Childhood Education provide 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: 10 hours observation
Prerequisites: EN 201, EN 207, cumulative grade point average of 2.5

EN367 The Hispanic in the U.S. (3)
Offered spring semester
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; cumulative grade point average of 2.5
Field component : variable hours

EN372 Art for Elementary Teachers (3)
Offered fall, spring and summer semesters

Restrictions: education method elective for elementary candidates only. This course is not accepted toward the Visual Arts Education major
This course is structured as a series of studio projects designed to expose the student to a variety of art materials and the basic elements of art. Students will receive an art experience seen through the eyes of the artist. This involves working with the materials of the artist as well as adopting the frame of mind required for solving visual problems. A series of required readings will introduce methodology used in teaching art and outline the stages of child development as it relates to visual art. Lectures and discussions will focus on developing appropriate studio projects for the elementary level.
Prerequisite: EN201; cumulative grade point average of 2.5

EN382 Children's Literature (3)
Offered fall semester
Required for elementary reading minor.
Not an education method elective.
This course examines several genres and presentations of literature for children through sixth grade. The course has both a pedagogical as well as literary emphasis. A combination of lecture, small and large group discussion, observation, collaborative activities and cooperative learning methods are implemented throughout the course.
Prerequisite: EN201; cumulative grade point average of 2.5
Field component: 1 read aloud in a classroom/library visit (daytime)

EN388 Youth Literature (3) (also listed as EH388)
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; cumulative grade point average of 2.5
Field component: none

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 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; cumulative grade point average of 2.5

EN400 Teaching Writing (3) (also listed as EH400)
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.

Prerequisite: EN201; cumulative grade point average of 2.5

Field component: variable hours tutoring at Aquinas College or in middle or high school classroom (variable times)

EN406 Application of Learning Theories for Elementary Classroom Teachers (3)
Offered fall, spring, and summer semesters
Restrictions: elementary candidates only (requirement)
This course intends to support students while they apply learning and instructional theories to classroom practice by developing a unit of study (with chosen content area) supported by daily lesson plans and authentic classroom assessments. Students will create a comprehensive classroom management plan and collaboratively discuss challenges in student behavior management. Other topics will center around current educational concepts in the context of working as a teaching staff.
Prerequisites: EN207, EN209, and EN442; cumulative grade point average of 2.5
SPECIAL NOTE: This class is designed to be taken the semester prior to Directed Student Teaching.
Field component: 20 hours assisting in a classroom (daytime)

EN408 Curriculum, Assessment, and Management for Secondary Teachers (3)
Offered fall, spring and summer 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 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 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 EN207; cumulative grade point average of 2.5
Field component: 10 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: 10 hours in a NAEYC Accredited setting
Prerequisite: EN201, EN207, All ECE courses before EN 491; cumulative grade point average of 2.5

EN431 Exploring of the Reggio Emilia Approach (3)
Offered fall and spring semesters
Restrictions: required for early childhood minors, also appropriate education method elective for elementary candidates.
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; cumulative grade point average of 2.5
Field component: 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 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; cumulative grade point average of 2.5
Field component: 6 hours observing in classrooms (6 visits/daytime); 11 hours tutoring in Elementary Reading Clinic (early evening)

EN441 Advanced Literacy Assessment and Intervention (3)
Offered fall, spring, and summer semesters
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; cumulative grade point average of 2.5
Field component: 20 hours tutoring in Elementary Reading Clinic (early evening)

EN442 Literacy II (3)
Offered fall, spring, and summer 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 (on or off campus), developing an individualized and appropriate instructional plan based on a child's learning needs, strengths, interests, and learning styles.
Prerequisite: EN201 and EN444; cumulative grade point average of 2.5.
Field component: 10 hours tutoring in Elementary Reading Clinic (during class time)

EN443 Literacy for the Linguistically and Culturally Diverse Learner (3)
Offered fall, spring and summer semesters
Required for language arts, learning disabilities, ESL and reading endorsements.
Not an education method elective.
This course is centered on the creation and implementation of effective literacy instruction for both linguistically and culturally diverse students. The course will combine lecture, small and large group discussion, collaborative projects, integration of diverse literature, and one-on-one tutoring *in the field.* The unity of theory and practice will also be a focus of discussion as well as reflection.
Prerequisite: EN442; cumulative grade point average of 2.5
Field component: 30 hours tutoring in school setting (daytime)

EN444 Literacy I (3)
Offered fall, spring, and summer 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 with active student participation in discussions expected. Students observe in classrooms, seeing literacy instruction across grade levels.

Also, students volunteer time in the Media/Reading Clinic Resource Area to learn about the resources available.
Prerequisite: sophomore status, passing of the Michigan Basic Skills Test, may take concurrently with EN 201 or complete EN 201 as a prerequisite; cumulative grade point average of 2.5.
Note: EN 444 is the prerequisite for EN 442, EN 443, and EN 463
Field component: 10 hours observing in classrooms (5 visits/daytime); 2 hours volunteering in Media/Reading Clinic Resource Area (flexible hours)

EN 445 Early Intervention (3)
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.

EN450 Methods in Social Studies (3)
Offered spring semesters
Education method elective for elementary candidates. 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; cumulative grade point average of 2.5

EN453 Methods of Secondary Education (3)
Offered fall, spring and summer semesters
Restrictions: secondary candidates only (required).
<u>Not</u> 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; cumulative grade point average of 2.5
Field component: 2 hours minimum

EN454 Content Area Literacy (3)
Offered fall, spring, and summer 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 compre-

hension 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.
Prerequisite: EN201; cumulative grade point average of 2.5
Field component: 18 hours tutoring in Secondary Reading Clinic (during class time)

EN455 Adolescent Literacy (3)
Offered fall and spring semesters
Required for learning disability major and elementary and secondary reading minors.
<u>Not</u> 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, popular culture and its influence on adolescent learning, and strategies to work with adolescent learners, especially those who struggle with and/or are reluctant about reading and writing. 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; cumulative grade point average of 2.5
Field component: 18 hours tutoring in Secondary Reading Clinic (during class time)

EN456 Multicultural Issues in Education (3)
Offered fall, spring and summer semesters
Special note: all certification candidates must choose one course from either EN456 or EN461.
Education method elective for elementary and secondary candidates (cannot be double counted)
Multicultural 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, sophomore status, cumulative grade point average of 2.5
Field component: minimum of 5 hours

EN457 Introduction to Teaching English as a Second Language (ESL) (3)
Offered fall and spring 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, cumulative grade point average of 2.5
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; cumulative grade point average of 2.5
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; cumulative grade point average of 2.5
Field component : variable hours

EN460 Teaching Creative Writing (3)
Education method elective for elementary candidates.
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. Creative writing lessons will be developed and implemented.
Prerequisite: EN201; cumulative grade point average of 2.5
Field component: 1 hour

EN461 Inclusion I (3)
Offered fall and spring semesters
Special note: all certification candidates must choose one course from either EN456 or EN461.
Education method elective for elementary and secondary candidates (cannot be double counted). Required for all Learning Disabilities majors.
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; cumulative grade point average of 2.5
Field component: minimum of 2 hours

EN462 Special Education Curriculum and Methods (3)
Offered fall and spring semesters
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; cumulative grade point average of 2.5
Field component: minimum 5 hours

EN463 Reading Practicum (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 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; cumulative grade point average of 2.5
Field component: 25 days/160 hours (daytime)

EN464 Learning Disabilities: Theory to Practice (3)
Offered fall and spring semesters
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; cumulative grade point average of 2.5

EN465 Inclusion II (3)
Offered fall and spring semesters
Required for learning disabilities major.
Not an education method elective.
This course provides focuses on how to create productive learning environments 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 Differentiated Instruction.
Prerequisite: EN461; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

EN470 Special Education Assessment (3)
Offered fall and spring semesters
Not an education method elective.
This course provides an overview of the primary types of assessment used within special education and multi-tiered Response to Intervention models. Emphasis will be placed on the use of data to make decisions pertaining to individualized education programs. Additional topics include: basic concepts of measurement; formal test administration; limitations in existing instruments ordinarily used in assessing exceptional children; adapting tests to accommodate students with disabilities; ethical concerns related to assessment; and behavioral observation.
Prerequisite: EN464; cumulative grade point average of 2.5. Field component: 10 hrs.

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/multi-lingual 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; cumulative grade point average of 2.5
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; cumulative grade point average of 2.5
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, EN464; PLUS pre- or co-requisite of EN470, EN462; cumulative grade point average of 2.5
Field component: minimum of 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: EN 201 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; cumulative grade point average of 2.5
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; cumulative grade point average of 2.5
Field component: minimum 30 hours

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.

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.

FH/GN/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 Modern 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 Modern 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: sophomore status, passing of the Michigan Basic Skills Test, MS107 or equivalent; may be taken concurrently with EN201 or complete EN201 as a prerequisite; cumulative grade point average of 2.5

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, al-

gebra, 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; cumulative grade point average of 2.5

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, may be taken concurrently with MS261 or complete MS261 as a prerequisite; cumulative grade point average of 2.5
Field component: 5–10 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; cumulative grade point average of 2.5
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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

PI305 Conductive Education Program Planning (2)
This course is designed to prepare the student to establishing appropriate coordination, 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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

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; cumulative grade point average of 2.5

ENGLISH

Rebecca Coogan, Ph.D., Chair
Daniel Brooks, Ph.D.; Brent Chesley, Ph.D.; Jennifer Dawson, Ph.D.; Michelle DeRose, Ph.D.; Gary Eberle, M.A.; Vicki McMillan, M.A., M.F.A.; Miriam Pederson, M.F.A.; Gretchen Rumohr-Voskuil, Ph.D.; Pamela Dail Whiting, M.A., M.F.A.

Degree Granted: Bachelor of Arts (B.A.)

Major Requirements:
A total of thirty-six (36) semester hours, exclusive of EH101, 105, 106, 111, 112, 113, 245, 246, and 247. (At least 18 hours must be taken at Aquinas.) Major requirements must be fulfilled according to the following distribution:

- EH221;
- 9 hours from the British Literature Core (EH361, 362, 363, 364, 365);
- 6 hours from the American Literature Core; at least one must be at the 300 level (EH273, 370, 371, 372);
- • 3 hours from each of the following four groups:
  Composition (EH205, 210, 400*);
  Genre Studies (218, 266, 355, 356);
  Linguistics and Literary Theory (230*, 231*, 450);
  Major Authors (401, 410, 451);

- 6 hours from Diversity Studies (211, 212, 225, 255, 274, 395, 398/99).
- Students may elect to substitute one elective in Diversity Studies, either by taking one additional course in one of the distribution areas or substituting any other English course, except those listed in sentence one of this description.
- As of Fall 2008, those seeking teacher certification are required to select courses marked with an *.
- 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 <www.aquinas.edu/english>.

Minor Requirements:

1. English Literature Minor: Twenty-four (24) semester hours (eight courses), at least 12 hours of which must be taken at Aquinas. Required: EH221. The remaining courses must be selected from the list below and according to the following distribution: no more than one course from EH111, 112, 113; at least one course from each of the following distribution areas: British Literature surveys (EH361, 362, 363, 364, 365, 410), American Literature surveys (EH370, 371, 372), Diversity Studies (EH211, 212, 225, 255, 274, 388, 395, 398), Composition and Language (EH205, 210, 220, 230*, 231*, 348, 349, 350, 352, 400*).
   As of Fall 2008, those seeking teacher certification are required to select courses marked with an *.
2. Writing Minor: Twenty-four (24) semester hours, at least 12 hours of which must be taken at Aquinas. Required: EH205, EH210. The remaining courses must consist of 18 credit hours from the following courses: EH106, 220, 230, EH/AT240, EH247, EH291, 292, 293, 348, 349, 350, 352, 399 (reserved for advanced writing students), CL300.

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

EH105 Basic Composition (3)
A course in expository writing at the college-entry level.

EH/BS106 Business Communication (3)
Introduces students to effective listening, writing, and presenting skills for business and other professional activities.

EH111 Introduction to Poetry (3) AC
Introductory study of various poets and poetic forms.

EH112 Introduction to Fiction (3) AC
Primarily a study of the short story and the short novel as literary forms.

EH/TE 113 Introduction to Drama (3) AC
Study of the elements of drama through close readings of works from various ages and countries.

EH205 Advanced Composition (3)
The writing of non-fictional prose. Not for freshmen.

EH210 Creative Writing (3) AC
The writing of original poetry and/or short fiction based on the instructor's discretion.

EH211 World Literature (3)
Variable content course dealing with literature in translation.

EH212 World Literature in English (3)
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.

EH218 Modern Poetry (3)
Study of representative poems by 20th-century poets.

EH220 Creative Writing II
The writing of original poetry, fiction, creative nonfiction, and scripts. Not for freshman.
Prerequisite: EH210.

EH221 Introduction to Literary Studies (3)
Principles of literary prose and verse; structures, techniques, and devices of various literary types. This course is required for English majors and minors.

EH222 Literary Studies for Language Arts (3)
Principles of literary prose, drama and verse; structures, techniques and devices of various literary types for students intending to major or minor in Language Arts.

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)
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.

EH/WS255 Women Writers (3)
Selected texts in English by female authors. Draws from all genres and periods.

EH260 Catholic Writers (3)
This course explores fiction written by Catholic writers and analyzes and discusses how their faith manifests itself in their novels and short stories.

EH266 Studies in English Literature (3)
Intensive study of literature to be determined by instructor. Credits may be earned under different specific titles.

EH273 Studies in American Literature (3)
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)
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)
Variable-content course emphasizing special skills for writing features, editorials.
Prerequisite: EH291 or instructor or chairperson approval.

EH293 Publication Practicum (1)
Writing, reporting and/or editing for campus newspaper.
Prerequisite: Instructor approval.

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 Creative Nonfiction Workshop (3)
The writing of nonfiction such as the memoir, personal essay, literary journalism, and lyric essay.
Prerequisite: EH210.

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)
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 Youth 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 Modern Literature (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 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 chairperson.

EH/EN400 Teaching Writing (3)
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)
Intensive study of one or more authors, to be determined by the instructor. Credits may be earned under different seminar titles.
English majors only.
Prerequiste: EH221 with a grade of C or higher.

EH/TE410 Shakespeare (3)
Introduction to the reading and study of Shakespearean history, tragedy, comedy, and tragi-comedy.
Prerequisite: EH221 OR EH/TE113 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 9 semester hours of literature courses and EH221 with a grade of C or higher.

EH451 Chaucer (3)
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)
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.

EH461 Irish Literary Heritage (4)
Selected readings in Irish poetry, prose, and drama; visitations to Irish literary

and historical sites; meetings and conversations with contemporary Irish writers; theatre attendance.
Semester-in-Ireland participants only.

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 SCIENCE

Elizabeth Jensen, Ph.D, Chair
Robb Bajema, Ph.D.; Sister Katrina Hartman, O.P., Ph.D.,
Jeffrey McKelvey, Ph.D.

Degree Granted: Bachelor of Science (B.S.)
This major is designed for those students wishing to pursue careers in environmental science. Among these career choices are environmental analysis and testing, environmental health and medicine, industrial environmental monitoring, and graduate programs in a variety of environmental areas. Students who opt for this major desire a program that is more interdisciplinary than degree programs in either biology or chemistry.

Major Requirements:

BY160	Introduction to Biology	4
BY161	Botany	3
BY162	Zoology	3
BY231	Microbiology	4
BY352	Ecology	4
Biology	Elective	4
CY111/112	General Chemistry	5/5
CY211/212	Organic Chemistry	5/5
EV250	Environmental Instrumentation	4
EV399/400	Environmental Science Seminars	1/1
GY101	Earth Environments	4
MS121/122	Calculus I and II	4/4
MS252	Statistics	3
PC213/214	General Physics with Calculus	4/4

Notes:

1. Students may elect PC201/202 in place of PC213/214.
2. CY346 Instrumental Methods of Analysis may be substituted for EV250.
3. EV399 and EV400 will include environmental research projects as well as seminars on environmental problems. The research will be done in collaboration with faculty members in the Biology, Chemistry, Geography, and Physics Departments. CY400/401 may be substituted for EV399/400.
4. Faculty in this program will assist students who seek internships in environmental science.

Credit Hours in Major

Biology	22
Chemistry	20
Environmental Science	6
Geography	4
Mathematics	11
Physics/Engineering	8
Total Credit Hours	**71**

Environmental Science Courses

EV250 Environmental Instrumentation (4)
This course is an introduction to analytical methods in environmental chemistry. The primary emphasis will be on quantitative methods, statistical analysis and reliability of results, and the application of spectroscopy, chromatography, and electrochemistry to environmental analysis. There will be two lectures and two 3-hour labs per week. This course will only be offered in the sixteen-week semester format. Students must have mathematical skills equivalent to MS114. This course may be co-listed or replaced with CY346 Instrumental Methods of Analysis.
Prerequisite: CY112.

EV399 Environmental Seminar I (2)
EV399 will involve a discussion of environmental problems and the application of environmental regulations to these problems. Students will also become familiar with establishing a compliance strategy for industrial plants.

EV400 Environmental Seminar II (1)
This course will be the capstone course for the major and will involve a research problem in environmental science. Students will work one-on-one with a faculty member in the departments of natural sciences on an original problem.

Advising and Scheduling

Since this major is interdisciplinary, students must schedule their courses carefully. Any student choosing this major should consult with a major advisor for this program. To assist students in illustrating how this program can be completed in four years, a possible four-year schedule is shown below.

First Year					
First Semester			*Second Semester*		
BY160	Introduction to Biology	4	BY161	Botany	3
CY111	General Chemistry I	5	CY112	General Chemistry II	5
GE101	Inquiry & Expression	3		Health, Phys.Ed.& Rec	1
GE103	Intro to Information Literacy	1		Theological Foundations	3
	Technology	1			
Second Year					
First Semester			*Second Semester*		
CY211	Organic Chemistry I	5	CY212	Organic Chemistry II	5
GE201	Humanities	3	GE202	Humanities	3
MS121	Calculus I	4	MS122	Calculus II	4
BY162	Zoology	3	GY101	Earth Environments	4
Third Year					
First Semester			*Second Semester*		
PC213	General Physics I	4	PC214	General Physics II	4
BY231	Microbiology	4	MS252	Statistics	3
	History/Philosophy	3	EV250	Environmental Instrumentation	4
	Foreign Language	4		Foreign Language	4
CD200	Career & Self Awareness	1			
Fourth Year					
First Semester			*Second Semester*		
EV399	Environmental Seminar I	1	EV400	Environmental Seminar II	1
BY352	Ecology	4		Social Science	3
	Business/Economics	3		Biology Elective	4
	Psychology/Sociology	3		Artistic & Creative Studies	3
	Communication/Political Science/Geography	3		Internship or Electives	3

ENVIRONMENTAL STUDIES

Richard E. McCluskey, Ph.D., Coordinator
James Rasmussen, 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.

A student may pursue an Environmental Studies major (32 semester hours) as a second major along with any other major.

Students must earn a grade of "C" or higher in courses they wish to count toward their Environmental Studies major or Environmental Studies minor (24 semester hours).

Requirements: The following CORE courses:

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 man: seasons, radiation, wind, moisture, climate, as well as landforms resulting from running water, ice, wind, gravity, marine activities, and tectonic processes.
Three hours lecture, two hours lab each week.

BY123 Introduction to Environmental Biology (3) NL
Introduction to aquatic and terrestrial ecosystems, with emphasis on human influences. Field experience based labs. Two hours lecture, three hours lab. Not applicable toward the major. Offered every semester.

CY101 Environmental Chemistry (3) NL
Application of chemical concepts to environmental systems; implications of chemical technology to social and physical environment.
Three hours lecture per week.
One hour lab credit available by Independent Study contract.
Not applicable to chemistry major.

OR

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 hours of lecture/laboratory per week.
Prerequisite: None.

GY120 Human Geography (4) PGC
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.

OR

SY103 Cultural Anthropology (3) PGC
Analysis of human cultural adaptations in various societies around the world.

GY285/BY285 Applications of Remote Sensing and Geographic Information Systems GIS (4)
The study of the application of remote sensing and GIS to various sciences. Lab work focuses on hands on projects using GIS, GPS and radio tracking equipment.
Three hours lecture, two hours lab.
Prerequisite: sophomore status and GY320

GY/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.

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: EL 100 or BY 123, and BS 201.

Students may gain credit toward an Environmental Studies major by enrolling in:

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 Natural Resources (3)
Spatial distribution of energy resources, production, and consumption.

GY462 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.

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.

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.

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 Courses

CD200 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 career fields related to a discipline that they are interested in and assess if these fields are personally a good fit. Students write a resume, discuss employment trends, and learn interviewing techniques. Must be completed in Freshman or Sophomore 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.

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 92.)

Student Development Course

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 Courses

FIRST YEAR

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. These skills are developed by examining contemporary American issues such as race, class, popular culture, and gender. 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.

GE103 Introduction to Information Literacy (1)
This introductory course is the first step in giving students the skills they need to become life long learners. GE103 is a required 1-credit course for first year students at Aquinas College. The purpose of the course is to introduce students to the process of finding, organizing, and using information in print, electronic and other formats. Students must successfully complete this course with a minimum of a C– or better.

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.

GE270 Culture of World Civilization (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.

Insignis Program Courses

The following courses are open to Insignis Program members only:

- IN350 Insignis 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 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.; Matthew W. Tueth, Ph.D.

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.

Major Requirements:

Thirty-two (32) semester hours which include GY101, 120, 140, 285, 320, 340 and either 490 or 491. 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.

A transfer student majoring in Geography must complete a minimum of 18 credit hours in geography at Aquinas.

Minor Requirements:
Twenty-four (24) semester hours which include GY101, 120, 320, and 340.

Major Requirements For Those Seeking Teacher Certification
Thirty-two semester hours which include GY101, 120, and either 285 or 340, 320, 490 or 491. Of the remaining courses, at least three must be from the following regional courses: GY129, 130, 140, 302 or 328. The remaining credits should be from systematic courses. Systematic courses include GY212, 264, 350, and 462.

A transfer student majoring in Geography must complete a minimum of 18 credit hours in geography at Aquinas.

Minor Requirements For Those Seeking Teacher Certification
Twenty-four semester hours which include GY101, 120, and 320. Of the remaining courses three must be from the following regional courses: GY130, 140, 302, 316 or 328. The remaining course should be selected from the systematic courses.

Course Descriptions

GY101 Earth Environments (4) NL
Natural elements of environment and effects on man: seasons, radiation, wind, moisture, climate, as well as landforms resulting from running water, ice, gravity, marine activities, and tectonic processes.
Three hours lecture, two hours lab each 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.

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 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 Third World.

GY285/BY285 Applications of Remote Sensing and Geographic Information Systems GIS (4)
The study of the application of remote sensing and GIS to various sciences. Lab work focuses on hands on projects using GIS, GPS and radio tracking equipment.
Three hours lecture, two hours lab.
Prerequisite: sophomore status and GY320

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.

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.

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 Air Photo Interpretation and Remote Sensing (4)
Electro-magnetic spectrum in remote sensing; emphasis on air photo analysis and interpretation; near infrared, thermal and radar; fundamental skills in photogrammetry and interpretation of physical and cultural features.

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.

GY370 Geography of Natural Resources (3)
Spatial distribution of natural resources, production, and consumption.

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.

GY/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.

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.

HEALTH, PHYSICAL EDUCATION AND RECREATION

Deborah Springer, M.A., ATC, Chair
Duane Ambrose, Ph.D.; JoAnne Gorant, M.S., ATC;
Heather Kesselring-Quakenbush, Ph.D.

Mission Statement

The mission of the Health, Physical Education and Recreation 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 teaching major with K-12 certification, a non-teaching major in athletic training, a non-teaching major with a recreation administration concentration and a non-teaching major Business Administration/Sports Management. The department also offers a teaching minor in secondary physical education, and non-teaching minors in 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 18 hours in the major and 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 degree.

Majors

Athletic Training Major

Sixty (60) Semester Hours plus Internship

The Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). 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 Education Program at Aquinas College is to develop, through a planned program of instructional and clinical components, quality students who are capable and competent to sit for the Board of Certification (BOC) and enter this challenging allied healthcare field as an Athletic Trainer.

Goals and Objectives

The goals and objectives of the Athletic Training Education Program are to:

- Provide the student with a thorough learning experience by incorporating classroom and clinical experiences.
- Incorporate in the student's educational experience skills and knowledge needed for an entry level Athletic Trainer including, but not limited to, injury evaluation, rehabilitation, prevention, record keeping, and treatment.
- Develop critical thinking and clinical decision making skills needed for an entry level Athletic Trainer.
- Impart to the student skills that will enable the athletic training student (ATS) to react in a meaningful manner to an athlete's emotional and psychological response to an injury.
- Impart to the students a sense of professionalism and to 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 coaches, athletes, and fellow professionals.

Transfer Student Policy

Students transferring to Aquinas College desiring admission to the ATEP must meet the admissions requirements listed below. Each student's transcripts will be evaluated individually by the ATEP Program 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 20 hours of directed observation in the Aquinas College

athletic training room.
3. A minimum grade of "B" (not B–) in first aid (HE158 or equivalent) and a minimum grade of C (not C-) in Surface Anatomy (HE 200 or equivalent).
4. A completed application submitted with 3 letters of recommendation, one from a professor (excluding ATEP faculty/staff), one from a current ATEP 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 ATEP admission.
7. Copy of current first aid and Professional Rescuer CPR cards.
8. Statement of recognition and understanding of the technical standards associated with the ATEP at Aquinas College. The specific technical standards applicable are available from the program director or on the web page: www.aquinas.edu/health/
9. Personal interview of the student by the Program Director, Clinical Coordinator, and Clinical Instructors.

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

Students will be expected to pay for any drug tests or background checks that are required by the clinical site. Additional costs will also include travel to the clinical site and annual tuberculosis testing.

The Athletic Training Program

The program consists of: Sixty (60) semester hours and the senior clinical experience (HE 440): HE149, 158, 200, 249, 250, 251, 256, 257, 349A, 349B, 350, 354, 356, 357, 360, 362, 365, 366, 440, 449, 460, BY155, 156, PG100, 202 and 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. Please contact the Program Director for course sequencing information. A student may not enroll in a course without the required prerequisite. The following is a summary of the prerequisite information:

- HE350 is a prerequisite for HE354.
- BY155 and HE354 is a prerequisite for HE365, HE366.
  HE257 is a prerequisite for HE 356
- HE257 and HE356 are prerequisites for HE357.
- HE357 is the prerequisites for HE440.

Business Administration/Sports Management

Fifty-eight–sixty-four (58–64) semester hours: AG210, 211, BS201, 202, 305, 415, CN 101, 205, CS152, ES213, 214, MS151, BS/CN/PS 212, one case study course (BS442, 457, or 492), HE159, 332, 362, 402, and HE397 (Internship).

Health, Physical Education and Recreation Major with a Concentration in Recreation Administration

Forty-nine–fifty-five (49–55) semester hours: HE157, 158, 159, 242, 250, 256, 281, 294, 332, 350, 359, 362, 452, two activity courses, BS200, and HE397 (Internship).

Physical Education Major with a Concentration in Teacher Training

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 HE 242 (Sports Techniques) and HE 364 (Motor learning/Motor development) as well as in school field experiences in HE 358 (Elementary methods) and 450 (Secondary methods and measurements). There is also a field placement in a school or with Special Olympics for HE 452 (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 HE 158 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.

Fifty-one (51) Semester hours: HE 146, 158, 159, 242, 250, 256, 281, 284, 289, 294, 358, 359 364, 450, 452, five activity classes (one must match your coaching/officiating class), coaching, and officiating (softball/baseball; track, volleyball, basketball).

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 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 HPER office or on the State Department of Education website.
4. A personal interview with the advisor for the major.

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 at the secondary level. Non-teaching minors cannot be used for teacher certification purposes.

*All prerequisites must be met prior to enrollment in the course for which it is required.

Teaching Minors: please note that teaching minors MUST be at least 24 credits.

1. Secondary Teaching Minor Twenty-seven (27) hours: designed for the student majoring in secondary education as a certifiable minor for teaching physical education in grades 6–12. Required courses are: HE146, 158, 242, 284, 289, 364, 250 or 256 (highly recommended that both be taken), 281, 294 and 450. Three activity courses.

2. Secondary Teaching Minor with a Concentration in Coaching Twenty-nine (29) hours: designed for the student who desires to coach while teaching physical education in grades 6–12. Required courses are HE146, 158, 242, 289, 250 or 256 (highly recommended that both be taken), 364, 281 or 294 and 450; three (3) additional activity courses and one (1) coaching core.

Non-Teaching Minors:

1. Health and Sports Science Minor: Thirty (30) semester credits. 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 are: HE158, 250, 256, 350, 352, 354, 356, 365, 366, and 357.
2. Athletic Coaching Minor: Twenty-four (24) hours: This is a non-certifiable minor designed for students interested in coaching (but not teaching). Required courses are: HE158, 250 or 256; three (3) sport cores; 350; and two hours of electives taken from the HPER listings.
3. Exercise Science Minor: This twenty-four (24) credit minor is designed for those individuals that desire national certification as a personal trainer, aerobics instructor, or health fitness instructor. This is NOT available for those majoring in Recreation Administration or Physical Education teaching. See department chair for further information. Required courses are HE146, 157, 158, 281, 250, 251, 256, and HE399 Independent Project: Advanced Fitness Testing/ Exercise Prescription (3 credits).

Course Descriptions

HE110 Special Topics/Activity (1)

HE143 Intercollegiate Athletics (1)
Credit awarded to varsity athletes who participate in intercollegiate athletics.

HE144 Intercollegiate Athletics (1)
Prerequisite: HE143.

HE146 Nutrition, Exercise, Stress (3)
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.

HE149 Clinical Experience I (1)
Practical application of skills of taping and bandaging techniques for athletic injury. Open to students in the Athletic Training Program only.

HE157 Health Education—Community (3)
Study of local, state, and national programs; medical and self-care activities; available resources, support services to meet health problems.

HE158 Health Education—First Aid (3)
Introduction to theory and methods of first aid including CPR and other emergency techniques and procedures.

HE159 Introduction to PE, Sport, and Recreation Studies (3)
Philosophy, history, and theories of physical education and recreation; professional preparation for the areas of teaching (K-12), recreation, sport management, and health.

HE 180 Ballroom Dancing (1)

HE182 Pilates/Activity (1)

HE183 Fencing/Activity (1)

HE185 Tennis I/Activity (1)
Offered fall semester

HE 200 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. Offered every year in the fall semester.
Prerequisite: None

HE242 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.
Offered fall semester. Observation/teaching hours required.
Prerequisite: EN201 or permission of instructor

HE245 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. These courses will be offered on a rotating basis.

HE249 Clinical Experience II (1)
Practical application of emergency injury management. Open to students in the Athletic Training Program only.

HE250 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. Not recommended to take concurrently with HE256. Offered fall semester

Prerequisites: BY150 or BY155 or BY160.

HE251Nutrition 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. Offered the fall semester.
Prerequisites: None

HE256 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. Not recommended to take concurrently with HE250. Offered spring semester.
Prerequisites: BY150 or BY155 and BY156 or BY160.

HE 257 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 spring semester
Prerequisite: HE 354

HE261 Coaching of Basketball (2)
Offered spring odd years

HE262 Coaching of Volleyball (2)
Offered fall odd years

HE263 Coaching of Baseball/Softball (2)
Offered fall even years

HE 264 Coaching of Football (2)
Offered fall odd years

HE265 Coaching of Track/Field (2)
Offered spring even years

HE266 Coaching of Soccer (2)
Offered fall odd years

HE279 Great Lakes Sailing/Activity (1)
Additional fees required.

HE280 Weight Training/Activity (1)

HE281 Aerobic Fitness/Activity (1)

HE282 Beginning Yoga/Activity (1)

HE 283 Tai Chi I/Activity (1)

HE284 Folk and Square Dance/Methodology (2)
Offered spring semester even years

HE285 Soccer/Activity (1)
Offered fall odd years

HE286 Softball/Activity (1)
Offered fall even years

HE287 Volleyball/Activity (1)
Offered fall odd years

HE288 Basketball/Activity (1)
Offered spring odd years

HE289 Gymnastics (2)
Offered fall semester

HE290 Golf/Activity (1)
Additional fees required. Offered fall semester

HE292 Bowling/Activity (1)
Additional fees required. Offered spring semester

HE294 Conditioning I (2)

HE295 Conditioning II (2)
Prerequisite: HE294.

HE310 Special Topics (3)

HE332 Promoting and Funding Sport and Recreation (3)
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. Offered spring semester.
Prerequisite: HE159

HE349A 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

HE349B 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

HE350 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, evaluation and rehabilitation techniques. Offered spring semester. Prerequisite: HE 200 or equivalent for Athletic Training majors; HE 200 OR BY 150 for non-Athletic Training majors. Additional fees may be required.

HE352 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.

HE354 Advanced Athletic Training (3)
Advanced study of athletic injuries with emphasis on pathologies of the musculoskeletal and nervous system. The course also addresses techniques utilized in the administration of Athletic Training services and Athletic Training education programs. Offered fall semester.
Prerequisite: HE350 (grade of B or better), BY155 concurrent, permission of instructor.

HE356 Therapeutic Modalities (2)
This course is designed to educate students in the role that therapeutic modalities play in successful return of athletes to sports. Offered fall semester.
Prerequisite: HE365, HE 257 or permission of instructor.

HE357 Integrated Rehabilitation (2)

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 Offered spring semester Prerequisite: HE 257, HE356, or permission of instructor

HE358 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. Offered fall semester.
Prerequisite: HE242, EN 201 or permission of instructor.

HE359 Outdoor Recreation (3)
Techniques of camp counseling, program organization; outdoor leadership skills, and marketing of outdoor programs. Additional fees may be required. Offered fall semester.
Prerequisite: HE159.

HE360 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 on medical conditions and the effects of exercise on various common medical problems. Offered spring semester odd years.
Prerequisite: HE354 or permission of instructor.

HE361 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: HE281.

HE362 Administration of Sport and Recreation (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. Offered fall semester.
Prerequisite: HE159 and HE 332

HE363 Professional Tennis Management (3)
Administrative theory and practice specific to the recreation field of tennis instruction and club management.
Prerequisite: HE159.

HE364 Motor Learning and Motor Development (3)
Designed to provide prospective physical educators, recreation educators, and athletic trainers 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. We will also discuss motor learning as it pertains to recovery from sports injuries. Offered spring semester.
Prerequisite: HE242.

HE365 Evaluation Procedures I (3)
Lower extremity muscle and joint testing for evaluation of athletic injuries. Offered spring semester.
Prerequisites: HE354, BY155.

HE366 Evaluation Procedures II (3)
Upper extremity muscle and joint testing for evaluation of athletic injuries.
Offered fall semester.
Prerequisite: HE365.

HE397 Internship (Variable)
Prerequisites for Athletic Training: HE149, HE249, HE350, HE354, HE365, 366, HE356, HE357 and approval of ATEP director. Internship experience will be equipment-intensive in nature (i.e. working with a football team). Open to Seniors only or by permission.
Prerequisites for Recreation: HE158, HE159, HE253, HE359. Junior or senior status.
Prerequisites for Sports Management: BS201, BS202, HE158, HE159. Junior or senior status.

HE398 Readings in Health, Physical Education and Recreation (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 chairperson.

HE399 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 chairperson.

HE402 Ethics and the Law in Sports Management (3)
An examination of ethical and legal principles in sport that lead to situations, problem solving and decision making in sport management. Offered spring semester.
Prerequisite: HE159.

HE 440 Senior Clinical Experience (SCE) (6-12)
Practical application of the clinical proficiencies and competencies introduced in the ATEP and applied in a real-world clinic setting. The SCE is to include an equipment –intensive setting. Only open to students in the Athletic Training program.
Prerequisite: Completion of HE 149, 249, 257, 349A, 349B, 350, 354, 356, 357, 365, 366.

HE449 Clinical Experience IV (1)
Practical application and clinical evaluation of skills introduced in the ATEP in rehabilitation course (HE356). Only open to students in the Athletic Training program.

HE450 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. Offered spring semester.
Prerequisite: HE159, HE242, EN201 or permission of instructor.

HE452 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. Offered spring semester.
Prerequisite: HE159, or permission of instructor.

HE460 Athletic Training Capstone (2)
Course is open to Athletic Training majors in their last semester of the ATEP. 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. Offered spring semester.

HE495 Elementary Directed Teaching (Variable)
(Department Advisor's Approval)

HE498 Secondary Directed Teaching (Variable)
(Department Advisor's Approval)

HISTORY

Jason K. Duncan, Ph.D., Chair
C. Edward Balog, Ph.D., Charles D. Gunnoe, Jr., Ph.D.,
John Pinheiro, Ph.D., Bethany Kilcrease, Ph.D.

Degree Granted: Bachelor of Arts (B.A.)

Requirements for a History Major:

- Thirty-three (33) semester hours, including
- HY101 or HY102 American History
- HY161 or HY162 World History
- At least one non-Western History course chosen from the following: HY221, 222, 230, 271, 303, 304, 312, 360
- At least one European History course chosen from the following: HY 250, HY260, 263, 267, 316, 320, 270, 371, 381, 384, 422
- HY357 Historiography
- At least one 400 level history course
- History Electives (15 semester hours)

A transfer student majoring in History must complete a minimum of 18 hours in history at Aquinas.

N.B. All history majors must take an assessment examination in the spring semester of the senior year. This is a standardized, national examination from the Educational Testing Service. Its purpose is to measure the performance of Aquinas students against that of a national pool of students.

Requirements for a History Minor:

- Twenty-four (24) semester hours, including
- HY101 or HY102 American History
- HY161 or HY162 World History
- At least one non-Western History course chosen from the following: HY221, 222, 230, 271, 303, 304, 312, 360

- History Electives (15 semester hours)

A transfer student pursuing a minor in History must complete a minimum of 12 hours in History at Aquinas.

Requirements for a History Major seeking Teacher Certification:

- Thirty-three (33) semester hours, including
- HY101 and HY102 American History
- HY161 and HY162 World History
- At least one non-Western History course from the following: HY221, 222, 230, 271, 303, 304, 312, 360
- At least one European History course chosen from the following: HY 250, HY260, 263, 267, 316, 320, 270, 371, 381, 384, 422
- HY357 Historiography
- At least one 400 level History course
- 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
- ES213 Macroeconomic Principles
- 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 non-Western History course from the following: HY221, 222, 230,, 271, 303, 304, 312, 360
- 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
- ES213 Macroeconomic Principles
- 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 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 freshmen unless otherwise noted in the registration schedule.

No more than 6 hours of CLEP and/or AP credit can be applied to the history major or minor.

I. INTRODUCTORY COURSES

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 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.

HY177 History of Christianity (3)
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.

II. AMERICAN HISTORY

GY/HY 130 Geography & History of Michigan
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 The American Colonies (3)
Development of the American colonial experience from the 15th Century through the American Revolution. Special topics include the nature of the imperial system, the great debates between Parliament and the colonies, and the causes and the legacy of the American Revolution.

HY212 The Federal Union (3)
Development of the United States from the end of the American Revolution to the Civil War. Special topics include the Constitutional Convention, problems of neutrality, the "American System", Jacksonian democracy, the Mexican War, and the causes of the Civil War.

HY213 The Civil War and Reconstruction (3)
Special topics include historical interpretations of the causes of the Civil War, political and constitutional developments; and Reconstruction in the South.

HY214 Gilded Age and Progressive Era (3)
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.

HY215 United States 1920–1960 (3)
Special topics include the cultural and social changes of the Roaring 20s, the Great Depression and New Deal of the 1930s, World War II, the onset of the Cold War, and America in the 1950s.

HY216 United States since 1960 (3)
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)
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.

HY235 Michigan History (3)
Political, social, and economic patterns of growth in Michigan's development from a territory to a modern industrial state.
Special Note: Not open to students with HY130 credit.

HY/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

HY250 Russian History (3)
A general overview of Russian history, beginning with its origins in 9th century Kiev. Special origins include Russia under the Mongols, the rise of Muscovy, the expansion and expansion of the Russian Empire, the rise and fall of the Soviet Union, and post-Soviet Russia.

HY260 Ancient History (3)
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)
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)
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)
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.

HY315/GE310 The Holocaust: An Interdisciplinary Inquiry (3)
This course examines those relationships and organizations that led to prejudice, ethnic cleansing and mass murder using the Holocaust as the most unique example of prejudice in human history. The study of the Holocaust is enhanced through an examination of the perspectives of history, in particular, and environmental, political, economical, technological and cultural forces, in general, that resulted in the mass murder of eleven million people. Aspects of genocide and their ramifications for the 21st century will be explored.

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.

HY/FH320 Modern France
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.

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 of 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.

HY422 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.

IV. WORLD HISTORY

HY221 East Asia I (3)
Cultural, political, and economic development of China and Japan from ancient times to 1600. Special topics include Confucianism, Taoism, Buddhism, and Shinto.

HY222 East Asia II (3)
Cultural, political, and economic development since 1600, with emphasis on modernization in Japan and the 20th Century Chinese revolution.

HY230 Latin American History (3)
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)
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, Taoism, 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 chairperson.

HY398 Readings in History (Variable)
Individually negotiated program of readings on a selected topic established by contract between the instructor and student. Contracts are filed with the Registrar.
Prerequisite: Approval of the chairperson.

HY399 Independent Project (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 chairperson.

HY401 Senior Research Seminar (3)
Senior level research seminar on selected problems in American, European or world history. The seminar is designed with the intention of demonstrating skills in historical research, critical analysis, and communication. 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. Highly recommended for history majors. 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.)

Major Requirements

Thirty-three (33) semester hours with no more than 12 hours taken in one department. PS 332 or 333 or 334 or 335, PS 387, PS 388, ES 213, ES 342, and HY 162 are required. 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 15 credits of elective course work to complete the major may be taken from the departmental entries below. Additional course may be approved for electives by the Program Coordinator.

Economics Courses:
ES 185 Rich Nations, Poor Nations: The Economies of the World (3) BE
ES 214 Microeconomic Principles (3) BE
ES 313 International Business (3) BE
ES 435 Development Economics (3)
ES 492 History of Economic Ideas (3)

English Courses:
EH 211 World Literature (3)

Geography Courses:
GY 120 Human Geography (4) PGC
GY 140 World Regional Geography
GY 308 Geography of Europe
GY 316 Geography of Africa

History Courses:
HY 161 World History I (3) HP
HY 230 Latin American History (3)
HY 221, 222 East Asia I, II (3, 3)
HY 250 Russian History (3)
HY 270 Modern Europe
HY 271 The Middle East (3)
HY 303 History of China (3)
HY 312 Special Topics in World History
(at the discretion of IS Coordinator)
HY 316 World War II
HY 371 Europe Since 1945
HY 422 Modern Germany (3)

International Studies Courses:
IS 397 Field Experience (negotiated credits)
IS 398 Readings (negotiated credits)
IS 399 Independent Project (negotiated credits)

Political Science Courses:
PS 150 The World in Crisis (3) PGC
PS/PH 218 History of Political Thought (3)
PS 331 Comparative Government: Western Europe (3)
Prerequisite: PS150 or Instructor approval.
PS 332 Politics of Developing Countries (3)
Prerequisite: PS150 or Instructor approval.
PS 333 Latin American Politics (3)
Prerequisite: PS150 or Instructor approval.

PS 390 International Law (3)
Prerequisite: PS150 or Instructor approval.
PS 391 International Organizations (3)
Prerequisite: PS150 or Instructor approval.

Sociology Courses:
SY 103 Cultural Anthropology (3) PGC
SY/WS 207 Arab Women (3)

JOURNALISM/PUBLICATIONS

Daniel J. Brooks, Ph.D., Coordinator

Minor in Journalism/Publications
The minor requires the completion of 22 semester hours in at least 3 different disciplines from courses listed below (Mandatory courses are EH291, EH292, EH293, EH397 or EH399.) There is also a residency requirement of at least 12 credits (excluding any field experience credit) that must be completed at Aquinas College.

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
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 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.

MATHEMATICS

Joseph J. Spencer, Ph.D., Chair
Yashowanto Ghosh, Ph.D.; Shari Lewis, M.M.; Sister Ann Mason, O.P., M.S.; Michael McDaniel, Ph.D.

All students must take a placement test in mathematics prior to registration for their first mathematics course at Aquinas. Times and dates for these placement tests are printed in the Class Schedule. Call the Mathematics Department or the Advising Office (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.

Major Requirements:
Thirty-two (32) semester hours, including MS121, MS122, MS231, MS232, MS321, and an additional 13 semester hours to be selected from those courses having MS121 as a prerequisite. At least 16 semester hours of mathematics must be taken at Aquinas.

Minor Requirements:
Twenty-four (24) semester hours including MS121 and MS122. Of the remaining 16 hours, a minimum of 12 hours of core courses are to be selected from those courses having MS121 as a prerequisite. MS252 may also be included in the core courses. At least 12 semester hours of mathematics must be taken at Aquinas.

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
Secondary Level (7–12 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. Additional recommended courses are MS170 and MS321. All candidates are required to take MS375 and are expected to become proficient in the use of computers.

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 24 credit hours, including MS121, MS122, and a minimum of 16 hours selected from MS114, MS252 and those core courses requiring MS121 or higher as a prerequisite. Included in the 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
Math/Computer Science Minor Requirements: 24 hours including MS121, MS170, CS180 and MS240, and 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 approved courses, currently including MS122, MS232, MS252, MS309, MS310, MS332, CS170, CS182, CS242, and 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 years of college-preparatory math or MS111.

MS118 Calculus for Application (4)
Short course of differential and integral calculus for applications in business, natural, and social sciences.
Prerequisite: Three and one-half years of college-preparatory math or MS114 or MS117.

MS121, 122 Calculus with Analytic Geometry (4,4) MS
Functions, limits, continuity, derivatives, and integrals with applications; inverse functions; sequences and series; conic sections; polar coordinates; parametric equations.
Prerequisites: Three and one-half years of college-preparatory math, including trigonometry or MS114. (MS121 is a prerequisite for MS122.)

MS151 Elementary Statistics (3)
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)
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 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 3 credits toward a minor, but only 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: 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.
Prerequisites: EN201; cumulative grade point average of 2.5 and a grade of C in MS107 or equivalent.

MS261 Mathematics for Elementary and Middle-School Teachers II (3)
Required for elementary certification. Topics appropriate for grades K-8 include: number patterns, number theory, elementary algebraic preparation, 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.
Prerequisites: EN201; cumulative grade point average of 2.5 and a grade of C in MS107 and MS260 or equivalent.

MS271 Mathematics Methods for Elementary and Middle-School Teachers (3)
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, rational numbers, and proportional reasoning. Tutoring and field experiences required.
Prerequisite: EN201, MS260, 261; cumulative grade point average of 2.5 and a grade of C in MS107 or equivalent.

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)
Sets, functions, equivalence relations, integers, mathematical induction, modular systems, permutations, groups, rings, fields, isomorphisms, and homomorphisms.
Prerequisite: MS122, MS232 (MS240 recommended).

MS322 Abstract Algebra (3)
Vector spaces, linear transformations, polynomial rings, matrices, and determinants.
Prerequisite: MS321.

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)
Survey of the development of mathematics from ancient to modern times.
Prerequisite: MS122.

MS375 Methods of Teaching Secondary Mathematics (3)
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 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)
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)
Probability theory and distributions, large and small sample theory.
Prerequisite: MS231 or department approval.

MS494 Mathematical Statistics (3)
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.

MODERN LANGUAGES

Katharina Häusler-Gross, Ph.D. , Chair
Stéphane Bédère, M.A.; Kayoko Matsumoto-Hoover, Ph.D.;
Michel Pichot, Ph.D.; Marcos Romero, Ph.D.; Shelli Rottschafer, Ph.D.;
Carmen Ruiz-Sánchez Ph.D.

The Department of Modern Languages offers courses in Arabic, 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.

Major Requirements (French, German and Spanish)
For ***French***, a total of 33 semester hours (exclusive of 101 and 102) including FH301 and FH302 are required. For a French Language and Culture emphasis, FH325, 327 and 401 are required. For a French Translation Emphasis, FL405 and FH303 or FH415 are required.

For ***German***, a total of 33 semester hours (exclusive of 101 and 102) including GN301, GN302, one literature (GN325 or 326) and one culture class (GN309 or 310) are required.

For ***Spanish***, a total of 35 semester hours (exclusive of 101, 102 and 201) including SH301, 302 and 305, two literature courses (SH325 or 326 and 327 or 328) and one culture course (SH320, 363 or 370).

Students seeking to major in French, German, 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 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 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 Modern 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 wishing to enroll in FH/GN/SH496 and/or 497 must demonstrate proficiency at the ACTFL (*American Council on the Teaching of Foreign Languages*) standard of Advanced-Low 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 B1 or 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 and demonstrate proficiency at the ACTFL standard of Advanced-Low in Writing (for FH/GN/SH301 credits) and Speaking (for FH/GN/SH302 credits). Students must consult with the department chair to arrange the proficiency exam.

Minor Requirements (French, German, Japanese and Spanish)
A minor in French, German, or Japanese, may be obtained by completing 21 credit hours (exclusive of 101 and 102 in French and German, and exclusive of 101 in Japanese); including FH/GN/JE301 and FH/GN/JE302.

For **French** at least one literature or one culture class is required for French (FH325, 327, or 401).

For **German** at least one literature course and one culture course are required (GN325 or 326 and GN309, 310 or 398).

A minor in **Spanish** may be obtained by completing 23 credit hours (exclusive of SH101, 102 and 201); including SH301 and 302. At least two literature courses (SH325 or 326, and 327 or 329) and one culture course (SH320, 363 or 370) are required for a Spanish minor.

At least 12 credit hours must be taken at Aquinas College, which may include courses taken while studying abroad.

Students seeking to minor in French, German, 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 to those students seeking teacher certification.

Language Requirements for General Education Program
To successfully complete the two semester language requirement (101 and 102) for the General Education program, students must receive a minimum grade of "C-" or higher in 101 and 102. Traditional-age freshman 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 that 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. All CDPLC credits must be approved by the department's chairperson.

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 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) or FH/GN/SH497 (Methodology of Teaching Modern Languages in the Secondary School, 9–12) is 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 Modern Languages works closely with the Education Department for the Bilingual Minor Endorsement and with the Business Department for the International Business Degree. Please see appropriate Department Chairs for details.

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. The following course sequence prepares students for the certification in Business French: FH101, 102, 201, 202, 301, 302 and 303.

Course Descriptions

NOTE: LN–Latin; FH–French; GN–German; SH–Spanish; JE–Japanese; and FL–foreign language- or education-related courses.

Course Grade Requirement for 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 in FH/GN/JE/SH201. All subsequent courses must also be completed with a grade of "C" or higher in order to count towards the Major and/or Minor.

FH/GN/JE/SH101 First Semester in the Language: Four Skills (4)
Introduction to listening, speaking, reading, and writing skills, and the culture of the countries.
Prerequisite: None.

FH/GN/JE/SH102 Second Semester in the Language: Four Skills (4)
Continuation and development of listening, speaking, reading, and writing skills. Further exposure to the culture of the countries.
Prerequisite: 101 or equivalent.

LN101 First Semester Latin (4)
Introduction to Latin vocabulary, grammar, and syntax with emphasis on the language of the classical period.
Prerequisite: none.

LN102 Second Semester Latin (4)
Continuation and development of skills acquired in LN101.
Prerequisite: LN101 or equivalent.

FH/GN/JE/SH201 Third Semester in the Language (4)
Expansion of the four language skills and cultural knowledge at an intermediate level.
Prerequisite: 102 or equivalent.

FH/GN/JE/SH202 Fourth Semester in the Language (4)
Further expansion of the four language skills and cultural knowledge at an intermediate level.
Prerequisite: 201 or equivalent.

FL110 Semester in a Foreign Language (4)
Introduction to listening, speaking, reading, and writing skills, and the culture of selected countries. This course does not count towards the Foreign Language requirement for General Education.
Prerequisite: None.

FL120 Second Semester in a Foreign Language (4)
Continuation of listening, speaking, reading, and writing skills. Further exposure to the culture of selected countries. This course only counts towards the Foreign Language requirement for General Education if both FL110 and FL120 have been completed with a grade of "C-" or higher.
Prerequisite: FL110.

FL230 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. Offered alternate years.
Prerequisite: None
Note: Strongly recommended for FH/GN/SH majors and minors, course counts towards degree requirements

FL405 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. Offered alternate years.
Prerequisite: FH/GN/SH301 or instructor approval.

FL/EN457 Teaching English as a Second Language (3)
Theory and techniques of teaching English as a second language with a workshop approach. Field work required.
Prerequisite: Instructor approval.

JE301 Fifth Semester Japanese (4)
Conversation, advanced grammar, and writing of Kanji. Students read stories in Japanese and write short letters and compositions. Offered every Fall.
Prerequisite: 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. Offered every Spring.
Prerequisite: JE301 or equivalent.

JE310 Special Topics (Variable)
Variable topics offered on an occasional basis.
Prerequisite: Instructor approval.

FH301 Advanced Composition and Grammar Review (4)
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. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in writing order to pass this course. Offered every Fall.
Prerequisite: FH202 or equivalent.

FH302 Advanced Oral Communication (3)
Emphasis on speaking and listening comprehension through discussion of current issues. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in speaking in order to pass this course. Offered every Spring.
Prerequisite: FH301 or equivalent.

FH303 French for International Business (3)
A course designed for French majors or minors interested in learning about French business concepts and structures in a contemporary context. Various aspects of the French economy (transportation, trade, banks, and the European Union) will be discussed. Students will become familiar with particular firms and how they operate, and will examine everyday French business situations. There will be a focus on translation from French to English and English to French of actual documents from the business world; systematic vocabulary building; writing of abstracts and summaries. This course provides an intensive preparation of the Diplôme de français professionnel Affaires B2 conferred by the Chambre de Commerce et d'Industrie de Paris. Offered alternate years.
Prerequisite: FH301 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. Offered alternate years.
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. Offered alternate years.
Prerequisite: FH301 or equivalent.

FH327 Contemporary France (3)
Taught in French. Study of contemporary institutions, society, politics, and culture. Offered alternate years.
Prerequisite: FH301 or equivalent.

FH401 Seminar in French Studies (3)
Variable topics in French literature and culture, in seminar form for students with advanced skills in French reading and speaking. Offered alternate years.
Prerequisite: FH301 and FH 302 or equivalent.

FH415 French Translation: Concepts and Practice (3)
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. Offered alternate years.
Prerequisite: FH301 or equivalent.

GN301 Advanced Composition and Grammar Review (4)
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. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in writing in order to pass this course. Offered every Fall.
Prerequisite: 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. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in speaking in order to pass this course. Offered every Spring.
Prerequisite: GN301 or equivalent.

GN303 Business German (3)
This course is designed for German majors and minors and International Business majors interested in learning about economic issues in a business context in Germany. Introduction of specialized vocabulary for business, economics and politics and concentration on various text types (e.g. business letters encountered in specific business situations). Course emphasizes contemporary social, economic, and political issues using authentic texts (i.e. newspapers, magazines, video clips, Internet). Offered alternate years.
Prerequisite: 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. Offered alternate years. 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. Offered alternate years. 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. Offered alternate years.
Prerequisite: GN301 or equivalent.

SH301 Advanced Composition (4)
Strong emphasis on reading and writing in Spanish. Students read authentic literary texts for language comprehension, vocabulary acquisition, and understanding literature as art. Mastery of key grammar topics through self-study and discussion in class. Organizational skills in writing and correct grammar will be emphasized within various exercises such as multiple drafts and peer editing of several short compositions. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in writing in order to pass this course.
Prerequisite: SH202 or equivalent.

SH302 Advanced Spanish Conversation and Diction (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. Students must demonstrate an 'Advanced-Low' proficiency level (ACTFL) in writing in order to pass this course. This course may be repeated if taken abroad and on campus. Offered every Spring.
Prerequisite: 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. Offered alternate years. Prerequisite: SH301 or equivalent.

SH305 Spanish-English Linguistics (3)
Examination of major phonetic, morphological, and syntactic differences between Spanish and English. The history of Spanish, dialectal differences among various Spanish-speaking regions, and practical applications of linguistic knowledge are also discussed. Offered every Fall.
Prerequisite: SH302 or equivalent.

SH310 Special Topics (Variable)
Variable topics offered on an occasional basis.
Prerequisite: Instructor approval.

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 films to be viewed. Emphasis is on language acquisition, historical and cultural understanding, character and plot analysis, discussion, and self expression.
Prerequisite: SH301 or equivalent. Offered alternate years.

SH325 Seminar in Spanish Literature: Medieval and Early Modern Spain (3)
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. Offered alternate years.

SH326 Seminar in Spanish Literature: 18th Century to Present Day Spain (3)
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. Offered alternate years.

SH327 Seminar in Latin-American Literature (3)
Reading, discussion, and analysis of several short stories and books related to a given theme, period, genre, or author.
Prerequisite: SH301 or equivalent. Offered alternate years.

SH 329 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. Offered alternate years.
Prerequisite: SH 301 or equivalent.

SH333 Spanish for Medical Professionals (3)
This course is primarily designed to assist those students who are currently involved with the medical profession as well as those students wishing to pursue a career related to medicine. This course follows a language needs approach which consists of developing content based on the needs and interests of the students. As a result, students will be placed in groups depending on their level

of proficiency and will be given assignments and evaluated based on their level of proficiency.
Prerequisite: SH301 or equivalent. Offered alternate years

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. Offered alternate years.
Prerequisite: SH301 or equivalent.

FH/SH/SY370 Service Learning (3)
Courses taught in conjunction with Service Learning: may include either trips to Mexico (during winter break), the Caribbean (early summer), or immersion into the local Spanish community in Grand Rapids (Fall or Spring semester).
Students prepare for their experience abroad or locally by analyzing concepts of service and social justice. Classes are interdisciplinary and include art, government, and history to encourage students to appreciate the lives, values and background of the people they will encounter. Students taking the courses for language credit are required to complete reading and writing assignments in Spanish or French.
Prerequisite: FH301 or SH301 or equivalent. Instructor approval. Offered alternate years.

FH/GN/JE/SH398 Advanced Readings in the Foreign Language (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 chairperson.

FH/GN/JE/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 chairperson.

FH/GN/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: FH/GN/SH301 & 302 or equivalent.

FH/GN/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: FH/GN/SH301 & 302 or equivalent.

FH/GN/JE/SH499 Study Abroad (Variable)
Prerequisite: A French, German, Japanese or Spanish major or minor.

MUSIC

Barbara Witham McCargar, M.M., Chair
Paul Brewer, Ph.D.; Sister Catherine Williams, O.P., M.M.E., M.A.

Aquinas College offers various programs of study leading to degrees in music that, together with a liberal arts curriculum, can provide a solid foundation for careers in music. In addition, the Music Department offers courses for Aquinas students who wish to broaden their appreciation and understanding of music through study or participation in one of the performing ensembles. Private lessons are also available.

All students considering any music major or minor should register for the following course as an introduction to the major: MCTH104, Basics of Music (3 credit hours AC in the General Education program). The Theory Placement Test is given during the Summer and at the beginning of each semester for students who may already qualify to pass out of this level. The *Music Students' Handbook*, which is available to students on-line, contains further information and specific requirements for students of music.

Students must earn a grade of B– or higher in all MCAP and MCTH courses, must maintain a 2.7 GPA in the major, and earn at least a C in any other courses counted toward the minor, BA, BMEd, BM, and Associate degrees. 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.

Students in the B.A. preparing to enter the job market on graduation should consider additional course work in areas such as business, communications, and studio recording. Students preparing for graduate studies should consider additional course work in their chosen field. Discuss this with your music faculty adviser.

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 information on the Michigan Basic Skills Test (MBST). Sophomore or higher status music students with a minimum cumulative GPA of 2.5 and who have passed the MBST may register for EN201 Introduction to Education, the pre- or co-requisite for the other required EN and MCED courses.

At least one half of the required semester hours of music credits for the B.A., 30 semester hours of music for the BMEd or BM in Liturgical Music, 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.

Bachelor of Arts Degree: Music Major

Major requirements: Forty-two (42) semester hours as follows: Theory MCTH113, 114, 203, 204, 352; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL350, 351; Conducting MCED315; College Chorus MCEN143–244 or College Band MCEN155–256; and MCAP Applied Instrument/Voice for 8 credits; Piano skills MCAP123, 124; and electives in Music for 3 credits.

Bachelor of Arts Degree: Applied Music Major

Major requirements: Fifty-nine (59) semester hours as follows: Theory MCTH113, 114, 203, 204, 341, 352, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL350, 351; Conducting MCED315; College Chorus MCEN143–444 or College Band MCEN155–456; and MCAP Applied Instrument/Voice for 16 credits and Piano skills MCAP123, 124 and Proficiency in Piano; Literature MCHL327, 329, 331 or 330; Special Topics in Music–for at least one credit; and 45 minute Graduation Recital.

For Jazz Instrument/Voice emphasis under the BA: Applied Music major, observe the following changes: MCAP Applied Instrument/Voice for 14 credits; must take Vocal Jazz MCEN161 or Jazz Ensemble MCEN171 for 8 credits and Jazz Combo MCEN158; change Literature to MCAP323 for 1 credit; and add Theory MCTH102, 157, 371.

For Liturgical Music emphasis under the BA: Applied Music major, observe the following changes: MCAP Applied Organ, Voice, Piano or Guitar for 14 credits and Proficiency in Voice, Organ and Piano; must take College Chorus MCEN143–344 and Valenti Handbell Ensemble MCEN111–211; change Literature to Music Education MCED285; Internship in Parish Music Ministry for variable credit; and Half-hour Graduation Recital. Theology requirements: 9 credits from the following: MCHL/TY130, TY131, 230 and 315.

Bachelor of Music Education—Choral Supervision

Major Requirements(Piano): Seventy-four (74) credits in music: Theory—MCTH113, 114, 203, 204, 352, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL304, 350, 351; College Chorus MCEN143–443; Applied Piano MCAP123, 124, 125–425, 323, 324 and Piano Proficiency; Voice MCAP165 and 166; Music Education MCED105, 107, 109, 208, 285, 315, 385, 414, 424 and 434; and a Half-hour Graduation Recital.

Major Requirements(Voice): Seventy-four (74) credits in music: Theory—MCTH113, 114, 203, 204, 352, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL304, 350, 351; College Chorus MCEN143–443; Applied Voice MCAP165, 166, 142–441; Piano MCAP123, 124, 125, 323, 324 and Piano Proficiency; Music Education MCED105, 107, 109, 208, 285, 315, 385, 414, 424 and 434; and a Half-hour Graduation Recital.

For teacher certification, the State of Michigan requires 19 credits in the School of Education as follows: EN201; 207; 209; 454; 461; and 498.

Note: Music Education Majors with a Voice or Piano major could fulfill the requirements of the BM: 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 MCHL130; 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: Seventy-four (74) credits in music: Theory MCTH113, 114, 203, 204, 352, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL305, 350, 351; College Band MCEN155–455; Applied Principal Instrument MCAP151–451; Piano MCAP123, 124, 323, 324 and Piano Proficiency; Voice MCAP165 and 166; Music Education MCED105–110, 208 and 209 for a total of 7 credits, and 285, 315, 423 and 433; and a Half-hour Graduation Recital.

For teacher certification, the State of Michigan requires 19 credits from the School of Education as follows: EN201, 207, 209, 454, 461, and 498.

Bachelor of Music Degree: Liturgical Music Major

Major Requirements: Seventy-one (71) credits in music: Theory MCTH113, 114, 203, 204, 341, 352, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL130, 304, 350, 351; Conducting MCED315; College Chorus MCEN143–444; Valenti Handbells MCEN111–212; MCAP Applied Organ, Voice, Piano or Guitar for 16 credits; Piano and vocal skills MCAP123, 124, 165; Proficiency in Piano, Voice and Organ; Elementary General Music Methods MCED285; Literature MCHL327, 329, 330 or 331; Internship in Parish Music Ministry for variable credit; and a Graduation Recital.

Theology requirements: 9 credits as follows—TY131, 230 and 315.

Bachelor of Science in Business Administration Dual Degree in Business and Music

Major Requirements: Sixty-seven (67) semester hours minimum as follows: Theory MCTH113, 114; Ear Training/Sight-Singing MCTH115, 116; Studio Recording MCTH102, 202; Piano Skills MCAP127,123 or MCAP123,124; History and Literature MCHL213, 214; College Chorus MCEN143, 144, College Band MCEN155, 156, Chamber Ensemble MCEN 167, 168, or Jazz Band MCEN 171, 172; Piano MCAP125,126, Organ MCAP132,132, Voice MCAP141,142, or Instrument MCAP151, 152; Technology CS152, 160, 260; Economics ES213, 214; Mathematics MS151, 252 or 494; Accounting AG210, 211, (AG212, 213 and 214 in the evening program); Business BS106, 201, 202, 305, 332, 460 and 3 semester hours selected from BS442,

457 and 492; and an Internship in Music/Business Administration MCAP397 for variable credit.

Associate Degree in Liturgical Music
Music requirements: Thirty-nine (39) semester hours in music as follows: Theory MCTH113, 114, 203, 204, 415; Ear Training/Sight-Singing MCTH115, 116, 205, 206; History and Literature MCHL130, 213, 304; Conducting MCED315; Elementary General Music Methods MCED285; Ensemble Proficiency (may be met by Chorus, Valenti Handbell Ensemble, approved parish choir and/or Prior Learning credit); Applied Organ, Guitar, Piano or Voice major for 6 credits; 3 credits from two additional and different Applied Studies areas: MCAP123, 124 Piano Techniques I, II, MCAP127 Group Piano; MCAP131 Organ; MCAP138, 139 Group Guitar I, II; and MCAP165, 166 Voice Techniques I, II.

Theology requirements: 9 credits as follows—TY131, 230 and 315.

Music Minor
Requirement of twenty-five (25) semester hours in music as follows: Theory MCTH113, 114; Ear Training/Sight-Singing MCTH115, 116; History and Literature MCHL213; Conducting Fundamentals MCED315; MCAP Applied Instrument/Voice for 8 credits; College Chorus MCEN143–244 or College Band MCEN155—256; and one additional music credit in MCAP123 or 127 for Piano, MCAP138 for Guitar or MCAP165 for Voice.

Minor in Liturgical Music
Requirement of twenty-four (24) semester hours: 15 semester hours in music as follows: Theory MCTH113, 114; Ear Training/Sight-Singing MCTH115, 116; History and Literature MCHL130 or 213; MCAP Applied Piano, Organ, Voice or Guitar for 4 credits; keyboard proficiency; and 9 semester hours in Theology as follows—TY 131, 230 and 315.

Music Theory Courses

MCTH 102 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) introducing the student to the three fundamental parts of basic musicianship: 1) the rudiments of written music; 2) introduction to piano playing and music reading; and 3) an ensemble experience in instrumental or vocal music. This is also an introductory course for students who are considering a major or minor in music.

MCTH113, 114 Integrated Theory (3,3)
The study and development of the materials of music and the cultivation of an appreciation and understanding of musical style through comprehensive analysis.

Harmonic materials of the 17th through 20th centuries are correlated with instruction in written and keyboard harmony. CS 160 must be taken while enrolled in either of these courses.
MCTH113 is a prerequisite for MCTH114. Prerequisite: MCTH 104 or passing the Proficiency Exam.

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.
MCTH115 is a prerequisite for MCTH114 and 116.
Prerequisite: MCTH 104 or passing the Proficiency Exam.

MCTH157, 257, 357, 457 Improvisation (1,1 each)
Jazz Theory: beginning, intermediate, and advanced techniques. Direct applications will be made to your own applied instrument/voice.

MCTH 202 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: MCTH 102.

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 and larger forms.
Prerequisites: MCTH113–116 and 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 CS160.

MCTH310 Special Topics in Music (3)
Prerequisite: Sophomore standing.

MCTH341 Counterpoint (3)
The study of 18th-century contrapuntal styles.
Prerequisite: MCTH204 and 206 or instructor approval.

MCTH343, 344 Composition (2,2)
Prerequisite: MCTH303.

MCTH352 20th Century Analytical Techniques (2)
This course develops in greater depth analytical concepts and methods presented in first and second year integrated theory courses. Compositions from the 20th Century will be considered in historical and analytical contexts in an effort to better understand compositional practices from 1900 up to the present day.
Prerequisite: MCTH204 and 206, MCHL350 and 351 or approval of Chairperson.

MCTH371, MCTH372 Composing and Arranging for Jazz Ensemble (2,2)
Prerequisite: MCTH204 and 206 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.

Music History and Literature Courses

MCHL/TY130 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.

MCHL213 Music Appreciation (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 in-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)
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 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.

MCHL310 Special Topics in Music (3)
Prerequisite: Sophomore standing.

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: MCAP 126.

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: MCAP 142.

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: MCAP 152.

MCHL331 Organ Literature (2)
History of the organ, its literature and registration from earliest times to present.
Prerequisite: MCAP 132.

MCHL350 Music History and Literature I (3)
This course is designed to cultivate an awareness of the development of western music from Antiquity through the early Classic Period. Students will gain knowledge and familiarity with the historical events, styles, forms, instruments, composers and compositions representative of the eras studied.
Prerequisite: MCTH204 and 206, or approval of Chairperson.

MCHL351 Music History and Literature II (3)
This course is designed to cultivate an awareness of the development of western music from the late Classic 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.
Prerequisite: MCTH204 and 206, MCHL350, or approval of Chairperson.

MCHL398 Readings in Music History and Literature (Variable)
Independent study.

MCHL399 Independent Project (Variable)
Independent study. Fee may be required.

Music Education Courses

MCED105 High Brass Techniques (1)
This course is designed for all K-12 Music Education degree candidates who must have command of Trumpet and Trombone methodology and materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED106 Low Brass Techniques (1)
This course is designed for all K-12 Instrumental Supervision degree candidates who must have command of Baritone, French Horn and Tuba methodology and

materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED107 High String Techniques (1)
This course is designed for all K-12 Music Education degree candidates who must have command of Violin and Viola methodology and materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED108 Low String Techniques (1)
This course is designed for all K-12 Instrumental Supervision degree candidates who must have command of Cello and Double Bass methodology and materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED109 Woodwind Techniques I (1)
This course is designed for all K-12 Music Education degree candidates who must have command of the Flute, Clarinet and Saxophone methodology and materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED110 Woodwind Techniques II (1)
This course is designed for all K-12 Instrumental Supervision degree candidates who must have command of Oboe, English Horn and Bassoon methodology and materials needed to successfully instruct students in the playing of them toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED208 Percussion Techniques (1)
This course is designed for all K-12 Music Education degree candidates who must have command of Percussion methodology and materials needed to successfully instruct students in the playing of the various types of percussion instruments toward the further goal of developing a band or orchestra program.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED209 Marching Band Techniques (1)
This course is designed to enhance the preparation of future Band Directors as part of their required course work for the K-12 Instrumental Supervision degree. This course will add a knowledge base in technical and philosophical areas of the discipline. The course will be equally divided between the technical elements of drill design and construction, and discussion and application of trends and philosophies in today's school marching band programs.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED285 Elementary General Music Methods and Materials (3)
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.
Prerequisites: MCTH113, 114, 115, 116; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED310 Special Topics in Music Education (3)
Prerequisite: Sophomore standing; EN201 is pre- or co-requisite; cumulative grade point average of 2.5

MCED315 Conducting Fundamentals (1)
Offered concurrently with MCHL304 and 305 as a one-semester course requirement for all in the Choral and Instrumental music education 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 2.5; or approval of Chairperson.

MCED323 Advanced Conducting Techniques (2)
Offered as a as a continuation of MCED 315 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 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 2.5

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 (3)
Elementary Music—Choral.
Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED423 Observation and Directed Teaching (4)
Elementary and Junior High—Instrumental.
Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED424 Observation and Directed Teaching (2)
Junior High—Choral.
Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED433 Observation and Directed Teaching (4)
Senior High—Instrumental.
Prerequisite: Acceptance by screening committee of the School of Education prior to enrollment in course and school placement.

MCED434 Observation and Directed Teaching (3)
Senior High—Choral.
Prerequisite: 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

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 scaler 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 MCAP 123 to advance to MCAP 124.

MCAP125, 126, 225, 226, 325, 326, 425, 426 Studio Applied Piano (2 each)
Four-year sequence of private study at the college level. Classical and Jazz sections are offered.
Fee: See semester schedule.

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: See semester schedule.

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 Studio Applied Voice (2 each)
Four-year sequence of private study at the college level.
Prerequisite: MCAP165/166.
Fee: See semester schedule.

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: See semester schedule.

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 MCAP 165 to advance to MCAP 166.

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.

MCAP310 Special Topics in Music (variable)
Prerequisite: Sophomore standing.

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 MCAP 123, 124; and in MCAP 323 to advance to MCAP 324.

MCAP399 Independent Project (Variable)
Independent study. Fee may be required.

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, 168, 267, 268, 367, 368, 467, 468 New Dimensions Percussion Group (S1), Brass Ensemble (S2), Guitar Ensemble (S3), Chamber Strings (S4), Chamber Choir (S5), Flute Ensemble (S6) and Other (1 each) AC
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.

NURSING DEGREE PROGRAM

Roberta Thomas, Ph.D., R.N.,Chair; Linda Thiel, O.P., Ph.D.; Suzanne Keep,Ph.Dc., R.N.; Melissa Bouws, M.S.N., R.N.; Kristy Bashore, M.S.N, R.N., Becky Nauta, M.S.N., R.N.

School of Arts and Sciences
The Bachelor of Science in Nursing Degree offered at Aquinas College is in collaboration with the University of Detroit Mercy (UDM) and Saint Mary's Health Care. 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 program educates students to work in primary care settings and agencies, clinics, schools, as well as hospitals. Students are educated to work with community leaders, teachers, parents and physicians to improve the overall health of communities. Additionally, individuals, families, and groups in health education, disease prevention, and health promotion are an integral part of the program. Because of its broad scope, this program is unique in West Michigan. It requires four years of study, including all class work at Aquinas taught by Aquinas and UDM faculty, and clinical experience at Saint Mary's Health Care and other facilities throughout West Michigan. Students participate in paid cooperative positions earning both income and college credit. Graduates earn a Bachelor of Science in Nursing degree from University of Detroit Mercy, which is recognized for its excellence by major health care employers. The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

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.

BIO2040 Applied Nutrition (3)
Principles of normal nutrition, emphasis on functions, requirements, sources, defi ciencies of nutrients in all stager of the life cycle. Weight control, energy balance and nutritional assessments are discussed.

BYN230 Microbiology for the Health Sciences (4)
Prerequisites: BY155, 156.

CEC 300 Cooperative Education Preparation (1)
Prerequisite for students seeking entry into the cooperative education program. Students develop a greater understanding of their skills and interests; learn how to market their skills during the search for a co-op assignment and learn about all required forms and assignments required for co-op credit. Students meet with the appropriate career advisor and determine a career action plan for their co-op assignment.

NUR2040 Self-Awareness for Nurses Practicing in Interdisciplinary Environments (2)
Focuses on the development of self-awareness and relationship-centered care skills for the beginning practitioner within a changing, interdisciplinary-based health care system. The student is provided with an underlying framework of ideas to build on throughout the nursing curriculum. Critical thinking, values clarification, cultural diversity, interpersonal communication, group dynamics and team building are addressed. Development of a philosophy of caring in a professional nursing role is approached from the perspectives of historical tradition, social justice and a values-centered professional education. An introduction to servant leadership with service to the community is included.
Prerequisite: Approval of the Nursing advisors.

NUR2050 Health Assessment (2)
Focuses on the process of health assessment of adults. Utilizes interviewing techniques to obtain a basic health history that incorporates spiritual, sociocultural, psychological and physical dimensions. Issues of privacy, confidentiality, and cultural sensitivity are discussed. Laboratory experience provides students with opportunities to perform specific physical assessments.
Prerequisite: BY155, 156, CY155, 156.
Co-requisites: NUR2440, 2450, 24600.

NUR2440 Fundamentals of Adult Health Nursing (3)
Focuses on introducing the nursing process as a strategy for making clinical judgments and implementing care. Ethical and legal guidelines and an understanding of the inner spirit and humanity of the individual are discussed as the framework for providing holistic care.
Prerequisite: Approval of the Nursing advisors.
Co-requisites: NUR2050, 2450, 2460.

NUR2450 Skills in Adult Health Nursing (1)
This laboratory experience provides students with opportunities to acquire fundamental technical skills, with an emphasis on the scientific principles that underlie the application of these skills.

Prerequisite: Approval of the Nursing advisors.
Co-requisites: NUR2050, 2440, 2460.

NUR2460 Practicum of Adult Health Nursing (1)
Focuses on socializing students to nursing in the community through health promotion, risk reduction, and disease prevention activities with older adults. Emphasis is on the application of nursing process, health assessment skills, communication techniques, techniques, and technical skills learned in concurrent nursing courses.
Prerequisite: Approval of the Nursing advisors.
Co-requisites: NUR2050, 2440, 2450.

NUR2800 Pharmacology and Pharmacotherapeutics (3)
An introduction to clinical pharmacology and the use of drugs as therapeutic agents. Basic pharmacologic principles and major drug classes are introduced. Implications associated with monitoring, administration, intervention, and education are incorporated.
Prerequisite: BYN230
Co-requisite: NUR2860, 2870, 3380.

NUR2860 Health Restoration in Adults (4)
Focuses on health restoration of adults. Emphasis is placed upon: assessment and management of physical and physiological symptoms related to common disease and treatment, anticipation and management of health-related complications, and restoration of optimal level of function of individuals.
Prerequisites: NUR2040, 2050, 2440, 2450, 2460.
Co-requisite: NUR2870, 2800, 3380.

NUR2870 Adult Health Practicum (3)
Enhances theoretical learning related to health restoration of adults in a variety of settings. Integration of principles from nutrition, pharmacology, pathophysiology, and nursing science provides a foundation for clinical judgment and decision making. Emphasis is placed upon application of the nursing process to individuals with common/recurring acute and/or chronic illnesses. Nursing care is evaluated in the context of adherence to standards of professional practice.
Prerequisites: NUR2040, 2050, 2440, 2450, 2460.
Co-requisite: NUR2870, 2800, 3380.

NUR3330 Health Restoration of Adults & Their Families (3)
Focuses on health restoration of adults and their families. Emphasis is placed upon: assessment and management of physical and psychological symptoms related to complex/multisystem disease and treatment; anticipation and management of life-threatening complications; and restoration of optimal level of function in individuals and their families.
Prerequisites: NUR2860, 2870.
Co-requisites: NUR3350, 3360.

NUR3360 Mental Health of Adults & Their Families (3)
Provides the theoretical base for meeting the mental health and psychiatric needs of individuals, families and small groups in their communities. The interrelationship between psychological, social, biological, and spiritual subsystems is examined within the context of mental health promotion, risk reduction, disease prevention, and psychiatric illness management of individuals and their families.
Prerequisites: NUR2860, 2870.
Co-requisites: NUR3330, 3350.

NUR3350 Integrated Practicum with Adults & Their Families (4)
This integrated clinical experience enhances the theoretical learning related to complex health restoration and mental health needs of adults and their families. Synthesis of principles from psychiatric nursing, adult health nursing, pharmacology, pathophysiology and the social sciences provides a foundation for clinical judgment and decision making in a variety of settings.
Prerequisites: NUR2860, 2870.
Co-requisites: NUR3330, 3360.

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, 156.
Co-requisite: NUR2860, 2870, 2800.

NUR3600 Nursing Research & its Utilization in Health Care (3)
Explores nursing research and its utilization in health care within the context of scientific merit and clinical relevance. Following an overview of the research process, emphasis is placed on its use in solving clinical problems, enhancing clinical judgments, and/or measuring phenomena in clinical practice.
Prerequisites: Statistics.

NUR3640 Childbearing & Childrearing Families in Health & Illness (4)
Provides the theoretical base for nursing care of families in childbearing and childrearing across both health and illness dimensions. Focuses on the biophysical, sociocultural and spiritual subsystems of the family within the context of community. Emphasis is placed on ethical and social justice concerns related to pregnancy, fetal, newborn, and childhood health issues.
Prerequisites: NUR3330, 3360, 3350.
Co-requisites: NUR3650.

NUR3650 Integrated Practicum with Childbearing/Childrearing Families (4)
This integrated clinical experience enhances the theoretical learning related to the childbearing and childrearing families within the framework of an urban community. This clinical encompasses not only extensive use of multiple community agencies but also takes the students into the hospital for select acute care experiences. Prerequisites: NUR332, 334, 335 and Developmental Psychology.
Co-requisites: NUR 3640.

NUC3940 Cooperative Education for Nurses (1)
Prerequisites: NUR2860, 2870.

NUC3950 Cooperative Education for Nurses (2)
Prerequisites: NUR3640, 3650.

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, 3640, 3650.

NUR4420 Community as Partners; Issues in Urban Health (2)
Focuses on the urban impact of global health concerns in identified aggregates with special emphasis on environmental issues. Examines epidemiological principles and public health policy in relation to health problems within a specific community. Provides students an opportunity to explore the development of partnerships from an assets-based approach as a means to deliver health care in a constantly changing environment.
Prerequisites: NUR3600, 3640, 3650.
Co-requisites: NUR4440, 4450; NUR4200 must be taken either prior to or concurrent with NUR4420.

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, 3640, 3650.
Co-requisites: NUR4420, 4450; 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, 3640, 3650.
Co-requisites: NUR4420, 4440; 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.

PHILOSOPHY

Michaeleen Kelly, Ph.D., Chair

Major Requirements:
A minimum of thirty (30) semester hours to be selected within the following guidelines: PH111 counts toward the major (PH101 does not); only two courses may be taken by independent study; two courses should be taken from history of philosophy. A transfer student majoring in philosophy should take at least 15 hours of philosophy at Aquinas.

Minor Requirements:
A minimum of twenty (20) semester hours to be taken with the following guidelines: Two courses should be taken in the history of philosophy sequence. A transfer student minoring in philosophy should take at least 12 hours of philosophy at Aquinas.

It is suggested but not required that students take PH101 or PH111 prior to 200-level courses. PH101 Introduction to Philosophical Thinking (3) HP Definition of philosophy; survey of principal questions in ethics, metaphysics, epistemology; philosophy of religion and political philosophy.

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.

PH/WS160 Philosophy and Women (3)
The focus of this course centers on the different approaches of liberal, Marxist radical and postmodern feminist theories to the questions of the value of sex roles and their impact on political power; moral and social equality; legal rights and ethical reasoning.

PH/PS218 History of Political Thought (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.

PH231 Dimensions of Being Human (3) HP
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.

PH238 Environmental Philosophy (3)
An examination of the various responses to the call to go beyond conservationalism 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.

PH245 Philosophy of Religion (3)
Historical and contemporary readings on problem of God: theology and falsification, problem of evil, faith and knowledge, rationality of religious belief, immortality.

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.

PH/PS/WS250 The Law of Sex Discrimination (3)
Review and examination of legal issues facing women. Includes areas of domestic violence, sexual assault, reproductive issues, sexual harassment, sex discrimination in employment, credit rights, child abuse, and divorce rights.

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.

PH291/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.

PH315 Ancient Greek and Chinese Philosophy (3)
Major philosophers between the 5th century B.C. and the 3rd century A.D. including Socrates, Plato, Aristotle, Confucius and Lao Tzu.

PH320 Medieval Philosophy (3)
Major philosophers between the 4th and 14th centuries: Augustine, Boethius, Anselm, Thomas Aquinas, members of the Arabic and Jewish schools, Duns Scotus, Ockham.

PH325 Modern Philosophy (3)
Critical review of the most influential writings of four major philosophers: Descartes, Locke, Hume and Kant.

PH330 Contemporary Philosophy (3)
Analysis of the writings of significant contemporary philosophers, including critical theorists (Habermas), poststructuralists (Foucault), feminists (Irigaray), deconstructionists (Derrida) as well as their relationships to Nietzsche.

PH398 Readings in Philosophy (Variable)
Individually negotiated program of readings on selected topic established by contract between instructor and student. Contracts filed with Registrar.
Prerequisite: Approval of the chairperson.

PH399 Independent Project (Variable)
Individually negotiated project of defined nature established by contract between instructor and student. Contracts filed with Registrar.
Prerequisite: Approval of the chairperson.

PH406 Ways of Knowing (3)
Theory of knowledge; evidence, knowledge and opinion, the a priori, truth, insight; canons of inquiry: history, science, religion, and literature as knowledge.

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

Eugene J. Kozminski, M.A., Chair

Physics Minor

The physics minor is designed primarily for the individual seeking secondary certification in physics. Twenty-four hours are required to complete the minor. Required courses are MS122, PC201 or PC213, PC202 or PC214, PC215. Elective courses may be chosen from MS241, PC295, PC310, PC311, PC332, PC398, PC399, or PC400. Courses from other colleges may be substituted with the consent off the department chair. If Secondary certification is sought, PC400 must be taken.

PC201 General Physics: Mechanics, Sound, Heat (4) NL
Four hours lecture, two 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 hours lecture, two hours lab.
Prerequisite: MS121.

PC214 General Physics with Calculus: Electricity, Magnetism, Light, Nuclear Physics (4)
Four hours lecture, two 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) NL
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) NL
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
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 selected topic established by contract between instructor and student. Contracts filed with Registrar.
Prerequisite: Approval of the 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 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.

Degree Granted: Bachelor of Arts (B.A.)

PI SIGMA ALPHA, National Honor Society for Political Science, recognizes outstanding scholarship through the Aquinas College Chapter of PSI UPSILON.

Major Requirements

Thirty-three (33) semester hours, which include PS 101, 150, 203 or 205, 210, 218 or 321, 331 or 332 or 333 or 334 or 335, 350, and 387. At least 15 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.

Minor Requirements

Twenty-one (21) semester hours, which include PS 101, 150, 203 or 205, 210, 331 or 332 or 333 or 334 or 335, and 387. At least 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.

Minor Requirements for Those Seeking Teacher Certification

Twenty-four (24) semester hours, which include PS 101, 150, 203 or 205, 210, and 331 or 332 or 333 or 334 or 335.

PS 101 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.

PS 150 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.

PS 203 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.

PS 205 State Government and Politics (3)
Introduction of the institutions and politics of state governments with special emphasis on Michigan.

PS 210 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: PS 101.

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.

PS/PH 218 History of Political Thought (3)
Highlights of history of political philosophy, Ancients and Moderns, using primary source materials.

PS 220 Politics and Elections (3)
Modern political campaigns, election process, role of political process in government.

PS/PH/WS 250 Legal Issues for Women (3)
Review and examination of legal issues facing women. Includes areas of domestic violence, sexual assault, reproductive issues, sexual harassment, sex discrimination in employment, credit rights, child abuse, and divorce rights.

PS 260 Politics and the News Media (3)
Role of the news media in process of government and functioning of the political system.

PS 305 Judiciary and the Political Process (3)
Federal courts and judicial system with special attention to political role in system of government.
Prerequisite: PS101.

PS 314 Constitutional Law (3)
Theory and application of case law based upon principles of the Constitution.
Prerequisites: PS101.

PS 316 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.

PS 321 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/WS 325 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.

PS 331 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.

PS 332 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.

PS 333 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.

PS 334 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.

PS 335 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/BS 340 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/CL 345 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.

PS 350 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 387 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.

PS 388 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.

PS 390 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.

PS 391 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: PS 150 or Instructor approval

PS 392 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. PS 392 Model United Nations I / II or III credit does not count toward the Political Science Major or Political Science Minor. (PS 391 International Organizations counts toward the Political Science Major and Minor.)
Pre-requisite: PS 150 or Instructor approval.

PS 393 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 22 members of the League of Arab States at the annual Model Arab League conference. Countries AQ 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 PS 393 Model Arab League I / II or III does not count toward the Political Science Major or Political Science Minor. (PS 391 International Organizations counts toward the Political Science Major and Minor.)

Pre-requisite: PS 150 or Instructor approval.

PS 397 Field Experience in Political Science (Variable)
Up to 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 chairperson.

PS 398 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 chairperson.

PS 399 Independent Project (Variable)
Individually-negotiated project of defined nature established by contract between instructor and student. No more than 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 chairperson.

PS 401 Health Care Policy (3)
This course in health care policy reviews current policy and proposed reforms in this area.

PS 402 Education Policy (3)
This course introduces the student to public policy analysis and the development of education policy.

PS 494 Modern Political Problems Seminar (3)
Research seminar centered around a topic which will vary as it is offered. 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

Eugene J. Kozminski, M.A., Advisor

Aquinas College currently offers the courses in mathematics, chemistry, and physics required by most engineering schools if a student is to transfer after sophomore year. Students interested in pre-engineering should contact the chair of the physics department. 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 also required.

Recommended Electives
MS232 Linear Algebra
EH105 English Composition
EH/BS106 Business and Technical Writing
ES213 Basic Economic Concepts
PS101 American Government and Politics
HY101 American History
CN101 Introduction to Communication Arts
CN205 Public Speaking

Students should consult with the catalog of the school to which they intend to transfer on 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 and physician assistant (P.A.), 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 & 162 (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 or Animal)
- Human Anatomy & Physiology
- 500 to 1000 hours of hands-on experience in a clinical setting

PRE-LAW PROGRAMS

Bradford Winkler, J.D., Coordinator

Contact the Pre-Law Coordinator during your freshman 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; and
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.

PSYCHOLOGY

Lorraine B. Straw, Ph.D., Chair
Bruce Frayman, Ph.D.; Victor Karandashev, Ph.D.

Psychology Major Requirements:
To earn a Bachelor's degree with a major in Psychology, a student must complete thirty-nine (39) semester hours that include BY150, PG100, 202, 303, 305, 307, 402, 403, 406, 431; plus elective courses from the psychology course offerings to equal 39 semester hours. At least one elective in the major must be 300-level or above. At least 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 major is signed.

NOTE: MS151 is a prerequisite for PG202.

Psychology Minors

There are two options for students interested in pursuing a minor in psychology. At least 12 semester hours toward either minor must be taken at Aquinas. 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: This minor requires 21 semester hours that include PG100, 283, 284, 303; plus three elective courses to complete the 21 semester hours. At least one elective must be 300-level or above. PG110, 202, 234, 309, 311, 324, 348, or 352 are recommended for the electives.

Industrial/Organizational Minor (I/O): This minor requires 21 semester hours that include PG100, MS151 or equivalent, PG355, 372, 321; plus two elective courses to complete the 21 semester hours. At least one elective must be from among the following: PG202, 303, 305, 307, 309, or 352. 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 BSBA. In addition, a student earning a BSBA with a Human Resources Concentration may not also earn an I/O Psychology Minor.

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.

PG110 Adults in Transition (3) PSC
Theory and research on the tasks and transitions of adulthood. Impact of socio-cultural factors in female and male development; issues of marriage and family changes, career development, self concept, stress and adjustment.

PG/SY201 Social Psychology (3)
Concepts in basic areas of general psychology and sociology applied to study of various social situations and an individual's behavior, attitudes, and beliefs. Prerequisite: PG100 or SY101.

PG/SY202 Introduction to Research and Design (4)
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.

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.

PG283 Lifespan Development 1—Childhood & Adolescence (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.

PG284 Lifespan Development 2—Adulthood & Aging (3)
Continuation of PG283; focus on young adulthood through old age; theories, research, and myths related to stability and change in physical, cognitive, personality, and sociocultural aspects of adulthood within a lifespan perspective.
Prerequisite: PG283.

PG303 Psychology of Personality (3)
Analysis of various classic and contemporary theories of human personality.
Prerequisite: 6 hours in Psychology.

PG305 Learning and Memory (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.
Pre- or Co-requisite: PG202.

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: PG202.

PG309 Abnormal Psychology-1 (3)
Etiology, diagnosis, and treatment of emotional disorders. Emphasis on anxiety disorders, depression, bipolar disorder and schizophrenia.
Prerequisite: PG100.

PG311 Abnormal Psychology-2 (3)
Continuation of PG309. Emphasis on disorders of childhood and adolescence, eating disorders, personality disorders, sexual deviation, substance abuse, organic brain disorders and therapeutic interventions.
Prerequisite: PG309.

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 be-

havior 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 hours lecture, three hours lab.
Prerequisites: minimum grade of C- in BY150 or BY160 and sophomore status. Offered even-numbered springs.

PG348 Introduction to Counseling Theories and Techniques (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: PG303 and PG309.

PG352 Psychological Tests and Measurements (3)
Theoretical and statistical foundations, including tests of intelligence, special abilities, achievement, personality, interests, attitudes and projective techniques (lecture and lab).
Prerequisite: PG100.

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.

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 PG283 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 chairperson.

PG402 Advanced Research Proposal & Preprofessional 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.
Prerequisite: PG202; junior psychology major or permission of instructor.

PG403 Advanced Research and Design (3)
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.

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.

PG431 History and Systems of Psychology (3)
Critical survey of the origins of modern psychology. The course traces advancement of theories and constructs throughout the development of psychology and other contributing disciplines, from early Greek perspectives through recent events.
Prerequisite: 21 hours in Psychology, or senior status and instructor permission.

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.

SOCIAL SCIENCE

Two majors are currently available in the social sciences: one for elementary teachers; the other an individually designed program for students with special academic and/or career preparation.

Social Studies for Elementary Teachers

See Education Department for course listings.

Contractual Major in Social Sciences

W. Michael Cushion, Ph.D., Advisor

Major Requirements: Minimum of thirty-five (35) semester hours, 18 of which are to be taken at Aquinas College. Students must obtain a grade of "C" or higher if they want to count the class toward the Social Science Contract Major.

Procedure: Students interested in pursuing an interdisciplinary major in the social sciences confer with the advisor and formulate a proposal with rationale, objectives and complete major design. Upon approval, the student then signs a contract. Any deviation must be approved by the faculty advisor.

SOCIOLOGY

Kathy Kremer, Ph.D., Chair
W. Michael Cushion, Ph.D.; Susan Haworth-Hoeppner, Ph.D.;
Deborah Wickering, Ph.D.

Sociology Department Goal: 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 Major Requirements:
Thirty-seven (37) semester hours which include SY101, SY 105,SY/PG202, SY291, SY312, SY375, SY403, plus 15 elective hours of course offerings in Sociology, 18 of which are 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 Requirements:
Twenty-three (23) semester hours which include SY101, SY/PG202, SY291, SY312, SY375, plus 6 elective hours of course offerings in Sociology, 12 of which are 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 situations, social behaviors, and institutions.

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) PSC GP
Analysis of human cultural adaptations in various societies around the world.

SY 105 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 socio-

logical perspective, benefits of experiential learning, planning for career with a degree in sociology or graduated school, as well as what is expected of student sociology majors at Aquinas College.

SY162 Drugs and Society (3)
Analysis of 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, alcoholism, women, and media.
Prerequisite: SY101

SY/PG201 Social Psychology (3)
Concepts in basic areas of general sociology and psychology applied to study of various social situations and an individual's behavior, attitudes, and beliefs.
Prerequisite: SY101 or PG100.

SY/PG202 Introduction to Research and Design (4)
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)
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.

SY210 Sociology of Marriage and the Family (3)
Marriage and family in context of contemporary Western culture, especially American scene; traditional and alternative family relationships; roles; family and new attitudes on sexual behavior.
Prerequisite: Sophomore status

SY260 Social Problems (3) PSC
Variety of analyses and proposed solutions to contemporary social problems.

SY261 Criminology (3)
Analysis of crime as an institution with reference to behavior of those who define, 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/PH291 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 Mead: an examination of leading theorists and their theories.
Prerequisite: SY101.

SY302 Community Sociology
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.

SY/WS305 Sociology of Gender (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 (e.g. family, economy, education, media, medicine, government, and religion).

SY311/WS314 Sociology of Women (3)
A critique and review of the social, economic, political, and cultural roles of American women from the 1880s to the present time and beyond. Includes female socialization, women's movement, feminist theory of sex discrimination in all its forms, and proposes empowerment and change.
Prerequisite: SY101.

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. Issues of class, race/ethnicity, gender, and sexuality—and their intersections—will receive particular attention. Various sociological concepts and theories of inequality will be examined to help describe and explain social inequality in the United States and elsewhere, taking into account global dimensions of social stratification. A lab component is also part of this course and through it the student will be exposed to experiential learning that will illustrate various concepts covered in class.
Prerequisite: SY101.

SY313 Race and Ethnicity (3)
Underlying social and cultural dynamics of selected multicultural groups in build-

ing inclusive model of multicultural group relations. Emphasis on the many dimensions of unequal power.

SY/WS 315 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)
Major Hispanic groups, key geographic areas including Southwest and selected urban centers. The migrant stream, process of assimilation and acculturation, biculturalism, dynamics of intercultural interaction within Hispanic communities and with mainstream.
Prerquisite: EN201 and cumulative grade point average of 2.5.

SY/FH/SH370 Service Learning (3)
Courses taught in conjunction with Service Learning trips to Mexico during Winter Break and Haiti in early summer. Students prepare for their experience abroad and analyze the concepts of service and social justice. Classes are interdisciplinary and include art, government, and history, to encourage students to appreciate the lives, values and background of the people they will encounter. Students taking the courses for language credit will do reading and writing in Spanish or French.
Prerequisite: Instructor approval.

SY375 Complex Organizations (3)
Theory and research on structures and processes of large scale, formal organizations.
Prerequisite: 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 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 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 chairperson.

SY402/EN402/EN502 Communities and Watersheds
This course will examine the interface of communities and watersheds and explore the associated issues of stewardship and sustainability. We will use the Grand River and the Grand Rapids metropolitan area as an example of the social significance of waterways in U.S. urban development.
Prerequisite: SY101, EN201, EL100, or GY130

SY403 Capstone Seminar (4)
A detailed exploration of major theories, concepts, and topics of sociology, and ethics and professionalism in the discipline.
Prerequisites: Senior status and 21 credit hours of sociology.

SUSTAINABLE BUSINESS

Matthew Tueth, Ph.D., Steelcase Foundation Professor of Sustainable Business, Chair
Deborah Steketee, Ph.D.

Degree Granted: Bachelor of Science in Sustainable Business (B.S.S.B.)

Sustainable Business Major

Sustainable Business is interdisciplinary in nature, integrating science, business, and environmental studies. Sustainable business practices improve long-term profitability, the health of natural systems, and the social infrastructure 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 concentration in Sustainable Business. Students must complete 65 semester hours of major courses as follows:

Number	*Title*	*Hours*
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
ES214	Microeconomics	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 four courses:

SB200*	Sustainable Energy Systems	3
SB202*	Environmental Regulatory Compliance	3
SB300*	Environmental Economics and Policy	3
SB330*	International Perspectives in Sust. Bus.	3

*See course descriptions below.

Sustainable Business Minor

Twenty-eight semester hours that includes EL100, EL301, CY101, SB100, SB201, SB315, SB Elective, BS201, BS202, and 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 serious 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: EL 301 or consent of instructor.

SB201 Sustainable Business Management (3)
We will examine 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 components and strategies necessary for meaningful sustainable business and effective real-world transitions inside the movement.
Prerequisites: SB100 and BS201.

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.
Prerequisites: EL100.

SB/ES300 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.

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 sustainability and foster its application in the workplace.
Prerequisites: 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

SB 330 International Perspectives in Sustainable Business (3)
The sustainable business movement is surveyed from an international context and examined through an international field experience. A variety of global locations, including developing nations, is the focus of an investigation of the movement components, such as sustainable agriculture, ecotourism, locally based and regionally coordinated sustainable development, technology sharing, place-based solutions, and business interactions of education, government, and non-governmental organizations. Prerequisite: SB 100 and SB 315

SB395 Cases in Sustainable Business (3)
This course surveys businesses and organizations that effectively lead the way to a sustainable system of commerce. Various component strategies undertaken within a variety of business sectors are discussed and analyzed.
Prerequisites: SB100, SB201, and SB315.

SB397 Internship (3–6)
Under the direction of faculty, the student works with a business or organization to improve its sustainable business practices.
Prerequisites: SB100, SB201, SB310, and SB315.

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 registrar.
Prerequisite: Approval of Department Chair.

SB399 Independent Project (3)
Individually negotiated project established by contract between student and professor. Contracts filed with registrar.
Prerequisite: Approval of Department Chair.

THEATRE

Randy Wyatt, M.F.A., 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 AQ 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 22 semester hours within the degree must be taken at Aquinas College.

Theatre Major (B.A.)

All theatre majors must complete at least 48 credits 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.

The Theatre Major **core** includes the following:
TE113 Introduction to Drama
TE242 Script Analysis
TE361, TE362 Theatre History I + II
TE141 Acting I
TE251 Stagecraft
TE244 Directing I

plus 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)* and 1 credit of TE399 Senior Capstone Project/Independent Study.

The **Performance Track** includes TE 140 Improvisational Acting, TE223 Voice and Diction, TE283 Stage Movement, TE241 Acting II **or** TE344 Directing II, TE342 Audition Technique, and nine (9) credits of theatre electives.

The **Technical Studies Track** includes TE130 Intro to Theatre Design, TE351 Technical Theatre, TE420 Theatre Management, three (3) credits of TE254 Design Mentorship and nine (9) credits of theatre electives.

The **Creative Dramatics Track** includes TE221 Oral Interpretation **or** TE222 Storytelling, TE383 Creative Dramatics, TE383 Children's Theatre, TE352 Script Writing and nine (9) credits of theatre electives.

The **General Studies Track** includes TE130 Intro to Theatre Design, TE241 Acting II, TE278 Dance Sampler, TE 352 Script Writing and nine (9) credits of theatre electives.

Business Administration and Theatre Dual Major (B.S.B.A)

Designed for the Business student who is interested in Theatre Management.

Minimum of 57 semester hours distributed as follows:

A. Accounting: AG210, AG211 or if students choose the evening program AG212, AG213 and AG214 *(8 semester hours).*
B. Business: BS106, BS201, BS202, BS305, BS460, and one from BS442, BS457, BS492 *(15 semester hours).*
C. Computer Information Systems: CS152 *(1 semester hour).*
D. Mathematics: one from MS151, MS 252, MS494 *(3 semester hours).*
E. Economics: ES213, ES214 *(6 semester hours).*
F. Theatre History and Literature: TE361, TE362 *(6 semester hours).*
G. Performance: TE141 *(3 semester hours).*
H. Theatre Design: TE130 *(3 semester hours).*
I. Stage Directing: TE244 *(3 semester hours).*
J. Theatre Technology: TE251 *(3 semester hours).*
K. Business Administration/Theatre Internship: TE397 *(3 credit hours).*
L. At least 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. Thirty-eight (38) semester hours total. Twenty-nine (29) semester hours of required courses including CN101, TE130, TE141, CN205, CN206, TE242, TE244, TE253, CN285, CN307, and TE341. Nine (9) semester hours of electives chosen from: TE123, CN185, CN186, CN207, CN208, TE221, TE222, TE223, TE241, TE250, TE251, TE279, TE280, TE281,TE282, TE283, CN300, CN301, CN302, CN303, CN305, CN310, CN311, TE310, TE344, CN350, TE351, TE352, TE361, TE362, TE383, TE384, CN397, TE397, CN398, CN399, TE399, and CN401. No more than 6 semester hours may be taken from CN397, TE397, CN398, CN399, or TE399. TE253 and TE341 must be taken for a minimum of 1 credit each. At least 12 semester hours must be taken at Aquinas College.

Theatre Minor

Minimum of 25 semester hours distributed as follows:

A. Theatre History & Literature: TE113, TE242 and TE361 **or** TE362 *(9 semester hours).*
B. Performance: TE141, TE223 **or** TE283 *(5 semester hours).*
C. Theatre Design: TE130 *(3 semester hours).*
D. Theatre Technology: TE251 *(3 semester hours).*
E. Stage Directing: TE244 *(3 semester hours).*
F. Theatre Practica: TE253, TE341 *(2 semester hours; counts for mainstage productions only)*
G. At least 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.

Courses in Theatre (TE)

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.

TE/EH113 Introduction to Drama (3) AC
Study of the elements of drama through close readings of works from various ages and countries.

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.

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: TE 130 or program chair permission.

TE278 Dance Sampler (3)
An introductory course covering several types of dance, including tap, jazz, modern and musical theatre.

TE279 Tap Dance (2) HE
Introduction to tap dancing including basic steps, terms and combinations designed to increase strength and flexibility.

TE281 Ballet (2) HE
Introduction to ballet including body position, terms and beginning sequences designed to increase strength and flexibility.

TE282 Modern Dance (2) HE
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)
Introduction to the reading and study of Shakespearean tragedy, comedy and tragi-comedy.

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. Pre-req: 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. 1 credit=50 hours; 2 credits=100 hours; 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 director.

THEOLOGY

Robert P. Marko, Ph.D., Chair
Stephan Davis, Ph.D.; Dennis Marshall, Ph.D.

Theology Department 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.

Degree Granted: Bachelor of Arts (B.A.)

Major Requirements:
A minimum of thirty-six (36) semester hours which includes TY120, 131, 170, 250, 293, 345; at least one additional course in each of the following areas: Sacred Scripture and Spirituality; 12 semester hours of Theology electives.

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 24 semester hours, the specific courses determined in consultation with the department. In conjunction with the Department of Music, the Theology Department supports Bachelor of degrees in Liturgical Music. Consult Music Department entry for requirements.

Aquinas College, in cooperation with the Roman Catholic Dioceses of Grand Rapids and Kalamazoo, Michigan offers students the opportunity to acquire a certificate in youth ministry. Students must complete eight (8) semester hours of study to obtain their certification. See department chairperson for further details. Courses for the Youth Ministry Certificate are listed after the regular departmental offerings.

TY120 Sacraments (3)
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 the entire Bible as the root of Christian faith today.

TY140 Faith and Meaning (3)
An introductory course in Christian faith that explores biblical foundations, historical developments and modern perspectives.

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.

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.

TY211 Jesus and the Gospels (3)
Explores the New Testament portraits of Jesus, introduces the "historical Jesus" debate, and exposes students to the methods by which the first Christian theologians interpreted scripture. Students will compare and contrast stories in each of the four Gospels and become aware of images of Jesus in narrative and poetry.

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 Seasons and Cycles of Faith (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 Paul: Liberation and Reconciliation (3)
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)
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
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) TF
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)
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.

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
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: Theological Foundations or Instructor Approval. Credits may be earned under different specific titles.

TY345 Church and Spirit (3)
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 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 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 chairperson.

Youth Ministry Certificate Courses with the National Center for Ministry Development

TY150 Principles of Youth Ministry (1)
Presents the foundational understandings and principles for developing an effective, comprehensive ministry with young and older adolescents. It examines the dynamics of promoting healthy adolescent development and faith growth. It presents the vision and principles for comprehensive youth ministry and a model for developing comprehensive youth ministry which incorporates developmentally appropriate youth programming, strengthens family life, involves young people as integral members of the faith community, and collaborates with civic organizations in a common effort to promote positive youth development.

TY151 Foundations for Ministry Leadership (1)
Explores the theology, principles, and practices of effective leadership in Christian ministry. Participants will explore current leadership concepts and approaches, as well as Christian perspectives on leadership. Participants will also learn how to empower individuals and teams of leaders for ministry with youth. The course combines theory presentation with experiential learning as participants explore (a) leadership theory and an assessment of styles for effective leadership; (b) theological and pastoral foundations for understanding leadership and empowerment; and (c) processes and tools for inviting, preparing and nurturing adult and youth leaders in ministry.

TY152 Practices of Youth Ministry (1)
Explores the development of comprehensive youth ministry through the collaborative sharing of the resources in the community. Rooted in a theological and pastoral vision of community life, this course develops foundational understandings that will assist leaders in setting and implementing a vision for dynamic ministry with youth. This will include skills for advocacy, planning and organizing youth ministry efforts. Methods for collaborative leadership among ministries and within ministry teams will also be developed.

TY153 Skills for Christian Leadership (1)
Addresses the theories and skills needed for principle centered leadership in ministry. Participants will develop a practical, working understanding of leadership process and skills and the experiential ability to use the skills. This course stresses the application of leadership skills to various ministry settings, problems, and issues.

TY154 Fostering the Faith Growth of Youth Through Evangelization and Catechesis (1)
Develops the foundations and practices for nurturing faith growth and Catholic identity in young and older adolescents through evangelization and catechesis. Participants will explore a variety of ways to learn about and from Jesus and how to promote a living relationship with Jesus in the lives of adolescents. They will examine a contemporary approach to developing Catholic identity and Catholic practices in the lives of adolescents today. Participants will experience and analyze the "postmodern" culture and develop strategies for faith formation with adolescents in a postmodern world. They will learn creative approaches for evangelization and catechesis and develop skills and methods for evangelizing and catechizing adolescents.

TY155 Fostering the Faith Growth of Youth through Prayer and Worship (1)
Investigates the foundational role that prayer and worship have in fostering the spiritual growth of youth. Participants develop understandings and practical skills necessary for: (a) preparing liturgy and worship experiences, (b) fostering the prayer life of youth and preparing prayer services, and (c) understanding the role of youth retreat experiences. Participants will apply these understandings by developing a realistic and integrated approach to worship within a comprehensive ministry to youth.

TY156 Fostering Faith Growth of Youth through Justice and Service (1)
Explores the foundations for fostering a justice and service consciousness and spirituality in youth drawn from: Scripture, Catholic Social Teaching, adolescent development, and contemporary catechetical principles. It develops skills for creating integrated, action-learning models for the justice and service component of a comprehensive youth ministry.

TY157 Fostering the Faith Growth of Youth through Pastoral Care (1)
Explores the principles and methods of caring for young people from various cultures and their families. The course develops an understanding of the breadth and depth of pastoral care, of family systems and adolescent development, and the role that cultural identity plays in the development of adolescents. The goal is two-fold: (a) it aims to promote healthy adolescent development from a pastoral care perspective and (b) to develop preventative interventions for families with adolescents.

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.

Minor Requirements
A minimum of twenty-two (22) semester hours which include GY212 Urban Geography (4), PS203 Urban Government (3), and SY302 Communities (3) and a minimum of twelve (12) semester hours from the following:

GY120 Human Geography (4) CPG
GY264 Economic Geography (3)
HY218 African American History (3)
PS205 State Government and Politics (3)
PS310 Intergovernmental Relations (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) PS
SY261 Criminology (3)
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).

WOMEN'S STUDIES

Susan Haworth-Hoeppner, Ph.D., Advisor

Women's Studies Minor Requirements:

A minimum of twenty-one (21) semester hours, which include the required courses, WS100 Introduction to Women's Studies (3), WS/HY309 Women in American History (3), and WS/PS325 Feminist Theory and Activism (3), plus 12 elective credit hours of course offerings from the list of courses offered below:

WS100 Introduction to Women's Studies (3)
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. This 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.

WS/PH160 Philosophy and Women (3)
The focus of this course centers on the different approaches of liberal, Marxist, radical and postmodern feminist theories to the questions of the value of gender roles and their impact on political power; moral and social equality; legal rights and ethical reasoning.

WS200 Special Topics in Women's Studies (Variable)

WS/SY207 Arab Women (3)
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.

WS/PH/PS250 Legal Issues for Women (3)
Reviews and examination of legal issues facing women which includes areas of domestic violence, sexual assault, reproductive issues, sexual harassment, sex discrimination in employment, credit rights, child abuse, and divorce rights.

WS/AT 252 Ceramics in the Style of 20th Century Women Artists (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)
This course focuses on selected texts in English by female authors and draws from all genres and periods.

WS/TY267 Women and Spirituality (3)
This course will explore the topic of spirituality focusing especially on women. We will approach our studies through reading, 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.

WS/TY315 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/SY305 Sociology of Gender (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 (e.g. family, economy, education, media, medicine, government, and religion).

WS/HY309 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.

WS/CN311 Gender Communication (3)
This course focuses on the principles and perspectives of 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 Sociology of Women (3)
This course examines the ways in which the status of women in society is defined and how those social constructions influence various aspects of our social life. Utilizing a sociological approach, the subject of women will be examined in light of theories that have contributed to the establishment of current ideas about women, how those ideas are constructed through socialization practices, and how they are maintained through social institutions. Broad topic areas include Gender Defining Institutions; Sexuality and Intimate Relationships; Family and Work; Women, Health, and Reproduction; Women and Crime; Women and Religion; Power and Politics; and Women and Social Reform.

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.

V

ACADEMIC POLICIES

Attendance
Class Withdrawal
Academic Dishonesty
Academic Grievances
Student Records
Academic Probation and Dismissal
Honors

Formal Dance (1944)

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 http://www.aquinas.edu/policies

Class Attendance

Responsibility for class attendance rests with the individual student. Most instructors have an attendance policy in their classes, and attendance in the general education core curricular courses is mandatory. Regular and punctual attendance is expected, and the student must accept the consequences of failure to attend or failure to attend class on time.

No Show

Students who do not officially drop a class within the initial 10th business day add/drop period because of non-attendance and are administratively dropped from a class, 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.

Withdrawal

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.

Academic Integrity

The purpose of an Aquinas education is to instill in the student a quest for knowledge, a love for learning, and a pursuit of truth which comes from being an active member of an academic community with fellow students and faculty. Central to this community is the personal integrity of each member.

Dishonesty in any form is an extremely serious offense and the College has a strict policy regarding **academic dishonesty** that includes, but is not limited to, plagiarism and any form of cheating on coursework and examinations.

Plagiarism

It is understood that all academic work which a student submits to his/her instructor is the result of the student's own work. When a student submits work claimed to be his or her own, but which in any way uses ideas, organization, wording, or anything else from some other source without an appropriate acknowledgment of that fact, the student has plagiarized.

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, such as 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 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.

When in doubt as to the criteria for written 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 a student to answer questions on a test or quiz by any means other than his/her own knowledge. Examples of cheating are as follows

- Use of any materials in the process of completing an examination which have not been approved by the instructor;
- 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 Dishonesty 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

- The student may fail the test or paper in question.
- The student may be required to resubmit the work or to 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 a written report with the Department Chair and the Associate Dean of Student Affairs. The report will include

- 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 Associate Dean 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 Associate Dean 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 he/she has been wrongfully charged with cheating or plagiarism, he/she may wish to consider filing a formal grievance. The student should contact the Associate Dean 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. 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.

The full Academic Grievance Policy is available at http://www.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 in the Registrar/Academic Advising Center.

Progress Toward the Degree

A student’s work in each course is evaluated by a letter grade and by the number of 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 and 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 will be required to attend a student development class and adhere to other limitations as directed by college administrator(s).
2. Students will be considered as making unsatisfactory progress and will be placed on probation if:
   a. their Aquinas grade point average does not meet the following levels toward their bachelors 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
   b. their Aquinas grade point average does not meet the following levels toward their associate 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
   c. 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:
   a. they remain on probation for two successive full-time (or full-time equivalent) semesters.
   b. the semester GPA for any semester is less than 1.000, if, in the judgment of the Registrar, such action is thought to be in the best interest of the student.

      The student will remain out of residence for a minimum of one full 16-week semester.

      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, that do not specifically qualify for probationary status, will be sent a letter 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. They are also encouraged to attend an Academic Recovery Seminar.

Honors

First Honors, also known as the Dean's List, are awarded to students who have a grade point average of 3.500 or above in a minimum of 12 hours or more of graded Aquinas College credit in any semester.

Part-time students are eligible for inclusion on the Dean's List if they complete 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 of any given year.

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 12 or more hours of graded credit of 3.500 or above, and any two consecutive part-time semesters in which they accumulate 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 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 posted on the student's permanent record and in the commencement program.

VI

STUDENT LIFE

Student Resources
Residential Life
Activities and Organizations
Policies and Regulations

Aquinas College Cheerleaders (circa 1960's)

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 Christian 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.

Additionally, Aquinas strives 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.

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.

STUDENT RESOURCES

ACADEMIC AND LEARNING SERVICES

Location: Lower Wege Center

Students attending Aquinas College come from diverse backgrounds and have various levels of knowledge and ability. We have a team of professional staff and specialists to work closely with students to help them understand and improve their learning processes in order to achieve greater academic success.

Any student may seek the Academic and Learning Services. Available services include:

- Peer Tutoring or planned Study Groups
- Accommodating Students with Disabilities
- Tutoring by Specialists in Reading and Study Skills
- Writing Assistance

Services for Students with Disabilities

Aquinas provides services for students with disabilities based on individual needs. Accommodations may include:

Note taking	Scribing
Testing	Accommodations Specialist Tutoring
Peer Tutoring	Testing
E-Text Books	Registration Assistance

In order to receive services, students must submit current documentation (no more than three years old) which indicates the diagnosis of a disability and specific recommendations for accommodations. The documentation must be obtained from a licensed professional in the field who can best certify the disability and recommend specific accommodations for post-secondary study.

TRIO Funded Programs

Student Support Services

The mission of Student Support Services at Aquinas College is to provide quality supportive services to eligible TRIO participants for the purposes of retention and graduation. SSS provides a voice for equal educational opportunity in higher education, assuring students a realistic chance to enter and graduate college.

Student Support Services (SSS) is part of a federally funded TRIO program. Students are served by TRIO in more than 700 colleges and universities nationwide. Each year, the Aquinas College SSS office serves 160 students who meet the criteria of the grant program. The main goal of SSS is to retain students until they earn their baccalaureate degree. Professional staff offers a holistic approach to education in order to assist students in achieving their goals.

For more information or to schedule an appointment, call Academic and Learning Services at (616) 632-2165 between 8:00 a.m. and 6:00 p.m.

CAREER AND COUNSELING SERVICES

Location: Donnelly Center

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.

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 (CD 200) they begin to identify their skills, interests, abilities, goals, and values as they relate to careers. With this information they explore career fields related to a discipline that they are interested in and assess if these fields are personally a good fit. They write a resume, cover letter, and learn interviewing techniques.
  1. 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 Associates Degree are not required to take CD200. However, it is strongly suggested that the student make an appointment to see a Career and Counseling 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 and Counseling Services staff member to be approved.
- Career and Life Planning (CD 210) 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, 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 CD 401 are not required. However, they are strongly encouraged and may be required by the student's major discipline.
  1. For Experiential Learning they may either complete an internship or teacher certification for academic credit, participate in a study abroad experience, or a service learning project.
  2. Decision Making and Implementation (CD 401) exposes them 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, job hotlines, referrals using e-Recruiting, maintenance of teacher credential files, networking, career-mentor matches, videotaping "mock'' interviews, resume-writing assistance, and coaching in job search strategies.

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.

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 required 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 (subject to counselor availability) meetings are available. All discussions between students and their respective counselors are confidential.

CAMPUS LIFE

Location: Cook Carriage House
Department phone: 616.632.2983
www.aquinas.edu/students
The Campus Life Department offers all-campus programs designed to optimize the student-life experience at Aquinas College and create student success through leadership, diversity, social, service, educational, and new student orientation programming.

Campus Life is the home of student activities and organizations, orientation, weekend event support, the Saints' Squad school spirit initiative, Diversity Initiatives as well as the Student Senate and the AQ Programming Board, AQPB. Campus Life provides support to the over 65 registered student

organizations and is key in collaborating and coordinating traditional and major events such as Homecoming, Junior Saints' Weekend, Saint Stock, Wake Up People, and **Get AQuainted Days** program. Campus Life strives to create a seven-day campus with opportunities for educational and entertainment events throughout the week and over the weekend. 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, and the Saints' Squad Office.. The Lake Michigan Credit Union ATM is located on the main level, and throughout the upper level you will find gaming equipment and the TV and Game Room features a big screen television.

The Student Senate serves as the governing body of the students, and is made up of representatives from AQ's many student clubs and organizations as well as members at large. 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 delegate or cabinet member are available immediately to all 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 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.

The priority of the Diversity Initiatives Department is to assist in the development of confidence and self esteem in a diverse population of students. Particular emphasis is placed on students' understanding of their own individual ethnicity and their role within society. We believe all students benefit from exposure to a holistic, diverse, multicultural experience at Aquinas. This experience prepares students with the skills necessary to effectively collaborate with all people.

A complete and updated list of student organizations and their contacts can be found at http://www.aquinas.edu/students/clubs/html

My AQ New Student Orientation is a major program organized by Campus Life. Orientation is for all new students entering Aquinas College; it is designed to help them become acquainted with the campus and resources readily available to them. We believe that students who have a smooth transition into college and become involved in co-curricular activities perform better academically 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 50 student leaders (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.

Diversity Initiatives
Location: Lower Wege Center
The priority of the Diversity Initiatives Department is to assist in the development of confidence and self esteem in a diverse population of students. Particular emphasis is placed on students' understanding of their own individual ethnicity and their role within society. We believe all students benefit from exposure to a holistic, diverse, multicultural experience at Aquinas. This experience prepares students with the skills necessary to effectively collaborate with all people.

CAMPUS MINISTRY

Location: Browne Center
We welcome students of all faiths.
Aquinas embraces a Catholic tradition, grounded in the Dominican charisms.

Monsignor Bukowski Chapel
Mass Schedule during the Academic Year:
Sunday 8:00 p.m.
Monday and Wednesday at 4:30 p.m.
Confession: Monday and Wednesday at 4:00 p.m.

Liturgical Ministry training for interested students
Bukowski Chapel has a liturgical choir and cantor training

Sacramental Preparation (contact Campus Ministry)
- Baptism (RCIA)
- First Communion
- Confirmation
- Reconciliation

Growing in Faith
- Spiritual Direction
- Praise and Worship
- Understanding Catholicism
- Bible Study

Retreats
- South Manitou Backpacking Retreat
- Arete Bike Retreat

- CYBIAC Retreat
- Silent Contemplative Retreat
- Advent On-Campus Retreat
- Lent On-Campus Retreat

Youth Ministry

- Aquinas Light: High School Retreat Team

Weekly Prayer Opportunities

- 3 p.m. Rosary (daily): Chapel or Touchdown Mary
- Eucharistic Adoration (weekly): Wednesdays 10 p.m.
- Taize Prayer (monthly) Weekly Prayer Opportunities

Service Learning

- Re-member, Pine Ridge, South Dakota
- Habitat for Humanity
- Nazareth Farm
- Acadia, Maine
- Christian Appalachian Project
- Edmundite Mission Corps
- Dominican Republic
- Haiti
- Hurricane Katrina Rebuilding
- Mexico
- Philadelphia
- Denver

Local Service Learning Opportunities

- Michigan Service Scholar Program
- Community Work Study Program
- Social Action Committee (SAC)
- Community Action Volunteers of Aquinas (CAVA)

For more information, visit
www.aquinas.edu/resources/campusministry/service_learning.html

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 110,000 volumes in the library's collection. With online access to over 86 electronic indexes and other databases, as well as subscriptions to nearly 800 periodicals, the library provides Aquinas students with abundant opportunities to retrieve information required for their course work. The library's collection also includes 1260 sound recordings and 3,300 video recordings, as well as a juvenile collection, U.S. Catholic Conference of Bishops publications and numerous other materials supporting the College's curriculum. And because the Library is a member of the Online Computer Library Center (OCLC), Aquinas students have access to more than 60

million books and other items through interlibrary loan.

In addition to providing materials to students, Librarians instruct students in research methods and search strategies using both traditional resources and electronic databases, facilitating information literacy and lifelong learning. 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: 7:45am–midnight
Friday: 7:45am–8pm
Saturday: 8:30am–8pm
Sunday: 1pm– midnight

Media Center Regular Hours*
Monday–Thursday: 8am–9pm
Friday: 8am–5pm
Saturday: 1–5pm
Sunday: 1–9pm

*Hours vary during holidays and breaks; see www.aquinas.edu/library/hours.html for up-to-date information

Location: 159 Woodward Lane SE (adjacent to the Jarecki-Lacks Center)
Email: library@aquinas.edu
Web Address: www.aquinas.edu/library

AQUINAS COLLEGE BOOKSTORE

Buy your books on-line: visit our Web site www.aqbooks.com

Regular Hours*
Mon–Thurs: 9:00am–6:30pm
Friday: 9:00am–4:00pm
Saturday 10:00am–2:00pm

*Hours vary during holidays and breaks; please refer to www.aqbooks.com or (616) 632-2962 for up-to-date information.

Email: aqbooks@comcast.net
Location: Lower Wege Center

AQUINAS COLLEGE HEALTH CENTER

Telephone: (616) 632-2969 or 632-2970

Center Hours: Hours vary during holidays and breaks; see http://www.aquinas.edu/health_center for up-to-date information

Services Provided

- Complete physical exams
- Women's health care including gynecological exams and clinical breast exams
- Men's health care
- Health promotion and disease prevention
- Immunizations and vaccinations
- Allergy injections
- Minor Procedures: suture removal, wart removal, mole removal
- Laboratory tests: strep, mono, urinalysis, pregnancy, influenza, etc.
- Nutritional services
- Medications available at nominal cost

Some insurances billed for services.

Confidentiality is preserved.

According to the National Wellness Institute, Wellness is defined as an active process through which people become aware of, and make choices towards, a more successful existence. This is achieved in a multi-dimensional and holistic, encompassing lifestyle, including mental and spiritual well-being, and in consideration of the environment in a positive and affirming manner.

Fitness opportunities offered throughout the academic year at various locations on campus. Please see the website for current class listings.

Student Health 101 Health and Wellness magazine designed to assist students in achieving success at AQ. See the Health and Wellness website for free registration for both students and parents.

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. 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 accounts.

Aquinas College ResNet and ION Networks
ResNet and ION allows residents and commuters of Aquinas College to have the opportunity to connect their personal computers to the Internet with Aquinas College's T-1 connections with wireless access or open ports throughout campus, for Research and Email transactions.

Student's computers must meet the computer minimum requirements to access the ResNet and ION system. Please visit the Aquinas College ResNet website for more details: www.aquinas.edu/computer/resnet/.

Computer Labs
Aquinas has five main computer labs located on the third floor of the Academic Building and in the Grace Hauenstein Library. Additional satellite computers are available in areas such as Albertus Hall, the residence halls and Cook Carriage House.

Laser printing is available for the students in the main student computer labs located in the Academic Building at a cost per page—paid to the Technology Assistant on duty using funds on an Aquinas Student ID card in the AQ Cash and Bookstore voucher categories. Funds can be added to an ID card in the Food Service office or Student Accounts.

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 XP
- Microsoft Office XP (Word, Excel, etc.)
- The World Wide Web (via Internet Explorer)
- E-mail (MailBox)
- A broad array of discipline-specific applications

Additional Technology Resources
Media Services (projectors, laser pointers, camcorders, audio/video, digital cameras, scanners, etc.) are available upon request. Further information is available through Aquinas' Grace Hauenstein Library.

ITS Help Desk
Provides help with your technology concerns, Aquinas College Network Access, application support, etc. Either contact the Technology Help Desk at 632-2050 or address e-mail messages to techhelp@aquinas.edu.

Essentials webpage at
http://www.aquinas.edu/computer/student/index.html.

DEPARTMENT OF CAMPUS SAFETY

With a combined philosophy of service and prevention, the Department of Campus Safety is dedicated to maintaining a safe environment conducive to learning, living and working at Aquinas College. The department is staffed

year-round, 24 hours a day by well trained men and women dedicated to deterring crime, increasing personal safety awareness, developing community relationships and providing highly visible, professional, competent and courteous service to the campus community.

The Department of Campus Safety is also responsible for coordinating emergency response efforts and sustaining the integrity of the College's rules and regulations through necessary and appropriate enforcement actions. The department regularly collaborates with local law enforcement and other agencies in satisfaction of its responsibilities.

For information regarding campus crime statistics, department news, initiatives and the various patrol and public safety services provided, please visit the Department of Campus Safety website at www.aquinas.edu/campus_safety/index.html

The Department of Campus Safety is located on the west side of the Wege Student Center Parking Lot. The department phone number is (616) 632-2462.

RESIDENTIAL LIFE

Housing Information

Aquinas College offers many living/learning opportunities to freshman and sophomore traditional age students and upper-class students who choose to live on campus (see Regulations and Policy area in this section for residency requirements).

On Campus Residences Halls

Regina Hall

Home to 300 coed residents and is comprised primarily of freshmen students. Regina Hall and the adjacent Cook Carriage House are the social center of campus. 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.

St. Joseph Hall

"St. Joe's'' provides suite-style living for approximately 150 students and is comprised primarily of freshmen students. It is located on the west side of campus near Wilcox Park, the Sturrus Fitness Center, and St. Thomas Church; the lower level hosts the athletic weight-training center.

Hruby Hall

On the north side of campus, Hruby Hall provides single room accommodations for 70 students. The south wing has been designated as the Quiet/Study area for students who sign a specific quiet hours agreement.

Dominican Hall
Located east of the soccer field, Dominican Hall is divided into four Quadrants, or "Quads", of smaller student communities for sophomore and upper-class students. This hall accommodates 70 residents in the largest rooms on campus.

The Woodward Lane Houses
Three student homes on the east side of campus—Knape, Meijer, and Woodcock—provide an alternative living environment for groups of eight to thirteen students participating in residential living/learning programs.

The Gatehouse
At the south entrance to campus by Albertus Magnus Hall of Science, the Gatehouse offers small community living to upper-class students.

Fulton House
Located on the northeast border of campus, the Fulton House offers students an opportunity to live on campus with the feel of a house community off campus. This housing opportunity is offered to nine upper-class students.

Willowbrook
Also known as the "President's House", Willowbrook is located on the south side of campus. Willowbrook is reserved for 13 upper-class female students with Student Ambassadors given priority.

Browne Center
Home to the Osher Life Long Institute (OLLI) and Campus Ministry, a wing of the Browne Center offers upper-class students a residence on the southeast side of campus. Browne Center offers up to 23 students a small community with a residence hall atmosphere.

Ravine Apartment Community
The Ravine Apartments combine the independent living of non-college housing with the convenience of living on campus. Current full-time Aquinas students who have achieved sophomore status (certain buildings/areas require junior status), and who are in good standing with regards to academics and conduct may apply for residency. Certain apartment buildings may be designated as Living-Learning Communities.

The Residence Life webpage also has information regarding off-campus housing for eligible Junior and Senior status Aquinas students.

ACTIVITIES AND ORGANIZATIONS

Intercollegiate and Intramural Sports
Aquinas fields teams in 18 intercollegiate sports. They are:

MEN	Baseball	Golf
	Basketball	Indoor Track
	Cheerleading	Outdoor Track
	Lacrosse	Soccer
	Cross Country	Tennis
WOMEN	Basketball	Outdoor Track
	Cheerleading	Softball
	Lacrosse	Soccer
	Cross Country	Tennis
	Golf	Volleyball
	Indoor Track	

There is also a women's dance team that performs at various athletic events.

While intercollegiate sports are an important focus in the Aquinas community, intramurals create a great deal of excitement on campus. About 600 men and women are involved in intramural teams including flag football, basketball, volleyball, soccer, softball, tennis and golf.

Honor Societies

The following honor societies have chapters at Aquinas:

- ALPHA EPSILON DELTA, encourages and recognizes excellence in premedical scholarship; stimulates an appreciation of the importance of premedical education;
- ALPHA SIGMA LAMBDA, Iota Iota Chapter, which recognizes continuing education students who have demonstrated both excellence and persistence in their studies;
- ALPHA KAPPA DELTA, the International Sociology Honor Society;
- BETA BETA BETA, the Lambda Alpha Chapter of the National Biological Honor Society;
- GAMMA THETA UPSILON, the Delta Pi Chapter of the International Honorary Geographical Society;
- LAMBDA IOTA TAU, the Beta Chapter of the National Literary Honor Society;
- LAMBDA PI ETA, the National Communication Association Honor Society, recognizes outstanding academic achievement in the discipline of communication;
- OMICRON DELTA EPSILON, the Xi Chapter of the International Honor Society of Economics;
- PHI ALPHA THETA, the Theta Rho Chapter of the International Honor Society for History;
- PI SIGMA ALPHA, National Honor Society for Political Science, recognizes outstanding scholarship through the Aquinas College Chapter of PSI UPSILON;
- PI MU EPSILON, the Michigan Lambda Chapter of the oldest American Mathematics Honor Society;
- PSI CHI, a national honor society affiliated with the American Psychological Association, recognizes and encourages excellence in scholarship, especially in psychology.
- SIGMA BETA DELTA, recognizes undergraduate students in business,

management and administration. To be eligible, students must have completed 60 credit hours, attained a G.P.A. of 3.8 and demonstrate good character.

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.

Since some students from time to time jeopardize their own welfare and that of the College community, Aquinas College, through the Dean of Students Services, 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 and can be found on the Aquinas College web site.

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 the entire campus community. This expectation includes the responsibility to take appropriate measures, including seeking professional 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 or 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 may be a danger to self:
The Dean of Student Services or designee, in consultation with the Crisis Assessment Team and additional College wellness professionals, if necessary, shall review the situation and take the following measures, as necessary: (In incidences of self-harm, suicidal ideation, gesture or attempt the student may not remain in College residential housing during this review period.)

1. The student may be required, at the discretion of the Dean of Student Services, to have a professional assessment by qualified medical doctor or psychiatrist.
2. The student may be required to abide by the requirements set by the Dean of Student Services and other key College personnel.
3. The first professional treatment session with the licensed mental health professional shall occur within 48 hours of the incident or release from a medical facility. Student will not be permitted to return to his/her campus residence until this assessment has been completed and it has been determined that the student is no longer at risk to self or others.
4. If the student was released from a medical facility or a behavioral/ mental health center the discharge paperwork MUST be turned in to the Dean's designee prior to the student resuming classes or returning to the residence hall. Failure to comply with the requirement could result in removal from the residence hall or campus.
5. A "Release of Information" form must be completed by the student allowing the Dean of Student Services and/or SCAT to be informed of the assessment and any "after-care" plan of the licensed mental health professional. The student MUST follow the requirements set by the mental health professional. Failure to adhere to this procedure will result in disciplinary action that may include removal from residence, suspension or expulsion.
6. In the event of a serious situation, the Dean of Student Services may take other steps, including contacting the student's parents, guardians, and/or significant others, or requiring additional mental health sessions.
7. A student may appeal the actions of the Dean of Student Services Office to the Aquinas College Provost. However, the student must immediately comply with these requirements pending a decision to the contrary by the Provost.

Emergency Situations
In emergencies where the Dean of Student Services judges there to be imminent danger or serious harm to persons or to property, or serious violation of city, state, or federal laws, the Dean of Student Services may summarily suspend students.

The student shall have the right to appeal the action of the Dean of Student Services 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 Services decision. If the appeal is not made within the allotted seven (7) days, the right of appeal is no longer available. The decision of the President is final.

Residency
Aquinas College has a residency policy for all regular program freshman and sophomore students. Freshmen and sophomores must live on campus unless:

- they commute from the home of their parents
- they are 21 years old by the opening day of school
- they are married or have been in the armed services of the United States

Any other requests for exemption from this residency requirement must be submitted in writing to the Off campus Review Committee. Failure to reserve a room does not exempt students from the residence requirement.

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.

The Residence Life Staff, especially the Area Coordinators, is charged by the College to maintain an atmosphere that is conducive to the growth of the total person. As such, the Area Coordinators must function in many roles: disciplinarian, administrator, and advisor. They are part of the College judicial structure and will set behavioral limitations or official College sanctions in those instances where a student's conduct requires such action.

VII

DIRECTORIES

Board of Trustees
Administration
Faculty
Adjunct Faculty
Emeriti Faculty

Cap and Gown Day (1948)

BOARD OF TRUSTEES

Chair:
Msgr. William H. Duncan
Vicar General
Diocese of Grand Rapids
Grand Rapids, Michigan

Vice Chair:
Ellen Satterlee
Executive Director
The Wege Foundation
Grand Rapids, Michigan

Secretary:
Debra Bailey
Director of Corporate Relations
Steelcase, Inc.
Grand Rapids, Michigan

Treasurer:
Thomas W. Czerney
Retired Partner
Beene Garter, LLP
Grand Rapids, Michigan

Members:

Gregory Alksnis
Executive Vice President
Magic Steel Corporation
Grand Rapids, Michigan

BGEN (Ret.) James Brunson
United States Army;
Assistant U. S. Attorney, Retired
Raleigh, North Carolina

Dr. Donald Burns
President Emeritus
Montcalm Community College
Greenville, Michigan

Edward B. Carlson
Retired CFO
Munson Health Care
Traverse City, Michigan

Carretta Cooke
Executive Director
Multicultural Student Affairs
Northwestern University
Evanston, Illinois

Sr. Barbara Dannhausen, O.P.
Mission Development Associates
Milwaukee, Wisconsin

Marilyn Drake
Community Leader
Grand Rapids, Michigan

Richard Durell
Partner
Durell & Jackson PLC
Grand Rapids, Michigan

Sr. Maureen Geary, O.P.
Vicaress/Treasurer
Grand Rapids Dominicans
Grand Rapids, Michigan

Michael A. Lown
Director of Accounting and Tax
DP Fox Ventures LLC
Grand Rapids, Michigan

Sr. Nathalie Meyer, O.P.
Prioress
Grand Rapids Dominicans
Grand Rapids, Michigan

Patrick Miles, Jr.
Partner
Dickinson Wright PLLC
Grand Rapids, Michigan

Hon. William B. Murphy
Judge
Michigan Court of Appeals
Grand Rapids, Michigan

LGEN (Ret.) John Nowak
United States Air Force, Retired
Spring Lake, Michigan

Sr. Mary Kay Oosdyke, O.P.
Adjunct Professor of Theology
Aquinas College
Grand Rapids, Michigan

Karen Palmore
Vice President
Palmore Institutional Consulting
UBS Financial Services
Grand Rapids, Michigan

Joseph Parini
President
Applied Analytics
Grand Rapids, Michigan

Rev. Mark Przybysz
Pastor
St. Anthony of Padua Parish
Grand Rapids, Michigan

Michael P. Smith
Executive Vice President
Associated General Contractors
Grosse Point Park, Michigan

Dr. Luis Tomatis
Director of Medical Affairs
RDV Corporation
Grand Rapids, Michigan

Michael Van Gessel
Rockford Construction Co.
Grand Rapids, Michigan

Dcn. Dennis M. Williams
Community Leader
Grand Rapids, Michigan

Robert C. Woodhouse, Jr.
President
Restoration Technology, Inc.
Grand Rapids, Michigan

Michael Zagaroli
Attorney
Grand Rapids, Michigan

TRUSTEES EMERITI

Martin Allen, Jr.
Chairman, Board of Trustees
Gerald R. Ford Foundation
Grand Rapids, Michigan

Gerald L. Barber
President
Professional Computing Resources, Inc.
Grand Rapids, Michigan

David C. Bottrall
Trustee and Counsel
Leslie E. Tassell Foundation
Grand Rapids, Michigan

Dr. Harold Bowman
Retired
Muskegon, Michigan

Robert Bowman
Retired
Knape and Vogt
Grand Rapids, Michigan

Margaret E. Byington
President
Great Lakes Corporate Resources Ltd.
Grand Rapids, Michigan

John Canepa
Consulting Principal
Crowe Chizek
Grand Rapids, Michigan

Thomas D. Church
Partner
Deloitte and Touche
Grand Rapids, Michigan

Katherine Donnelly
Donnelly, Inc.
Holland, Michigan

Sr. Constance Fifelski, O.P.
Delton, Michigan

A. J. Flogge
Retired
North Muskegon, Michigan

Antonio Flores, Ph.D
President
Hispanic Association of Colleges and Universities
San Antonio, Texas

David Frey
Retired
Grand Rapids, Michigan

Sally Gleason
Community Leader
Grand Rapids, Michigan

Sr. Joyce Ann Hertzig, O.P.
Grand Rapids Dominicans
Grand Rapids, Michigan

Sr. Margaret A. Hillary, O.P.
Grand Rapids Dominicans
Grand Rapids, Michigan

Carol Duba Holm
Community Leader
Okemos, Michigan

John Jackoboice
Fourth & Fifth Capital Ventures
Grand Rapids, Michigan

Pat Johnson
President Emeritus
Community Foundations for Muskegon County
Muskegon, Michigan

Raymond E. Knape
Retired CEO/Chairman
Knape & Vogt Manufacturing
Grand Rapids, Michigan

Donald LeClair
Retired President
Laser Alignment Co.
Grand Rapids, Michigan

Sr. Mary Martens, O.P.
Grand Rapids Dominicans
Grand Rapids, Michigan

George McAleenan
Retired Partner
Peninsular Oil and Gas Company
Ada, Michigan

James E. McKay
Chairman
West Michigan Northern Trust Bank
Grand Rapids, Michigan

H. Richard Morgenstern
Retired
Muskegon, Michigan

Lyle Morrison
Retired
Grand Rapids, Michigan

Sr. Carmelita Murphy, O.P.
President Lead, Inc.
Grand Rapids, Michigan

Rosemary Denmark Murphy
Community Leader
Grand Rapids, Michigan

Kenneth Neyer
Kenneth Neyer Oil and
Real Estate Investments
Traverse City, Michigan

Patrick M. Quinn
Retired
Bonita Springs, Florida

R. E. Riebel
President Mobilife Financial
Services
Grand Rapids, Michigan

Jacob Robinson
Director Compensatory Education
Grand Rapids, Michigan

Alan Ryan
Retired Executive and Consultant
Grand Rapids, Michigan

Roger Schiefler
Partner
Midwest Realty Group
Grand Rapids, Michigan

Willard Schroeder
Retired
Grand Rapids, Michigan

Ella Sims
Community Leader
Grand Rapids, Michigan

Yvonne Sims
Community Leader
Grand Rapids, Michigan

Edward M. Smith
Partner
Pinsky, Smith, Fayette &
Kennedy LLP
Grand Rapids, Michigan

I. John Snider II
Partner
Warner, Norcross & Judd LLP
Muskegon, Michigan

Lanny Thodey
Executive Vice President
The Hy and Greta Berkowitz
Foundation
Grand Rapids, Michigan

Sr. Margaret Thomas, O.P.
Director of Children's Ministries
Ave Maria Catholic Church
Parker, Colorado

Robert Vander Weide
President/CEO
RDV Sports/Orlando Magic
Grand Rapids, Michigan

Sr. Marjorie Vangsness, O.P.
Grand Rapids Dominicans
Grand Rapids, Michigan

Sr. M. Aquinas Weber, O.P.
Chancellor Emerita
Aquinas College
Grand Rapids, Michigan

Peter M. Wege
President
Wege Foundation
Grand Rapids, Michigan

John Wheeler
Retired CEO
Rockford Companies
Ada, Michigan

Kate Wolters
Kate and Richard Wolters Foundation
Grand Rapids, Michigan

Lisa Wurst
Client Advisor
Private Client Services JPMorgan
Grand Rapids, Michigan

ADMINISTRATION

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

EXECUTIVE OFFICERS

President of the College
C. Edward Balog, B.A., M.A., Ph.D. (2000)

Provost and Dean of Faculty
Charles D. Gunnoe, Jr., A.B., M.A.T.S., Ph.D. (1999)

Vice President for Institutional Advancement
Gregory W. McAleenan, B.A., J.D. (2007)

Vice President for Enrollment Management
Paula T. Meehan, B.A. (1975)

Vice President for Finance
Stephen J. Wonch, C.P.A., M.B.A. (2009)

ADMINISTRATIVE OFFICERS

Associate Provost
Nanette Clatterbuck, B.S., M.Ed. (1997)

Dean of Student Services
Brian Matzke, B.S.B.A., B.C.A., M.M. (1997)

Associate Dean of Student Affairs
Jennifer Dawson, Ph.D. (2002)

Dean of Admissions
Thomas C. Mikowski, B.S. (1989)

Co-Directors of the Grace Hauenstein Library
Shellie Jeffries, B.G.S., M.L. (2000)
Francine Paolini, B.A., M.S.L. (1991)

Director of Information Technology and Services
Joyce L. LaFleur, B.S., M.M. (1977)

Registrar and Director of Academic Advising
Cecelia E. Mesler, B.S. (1976)

FACULTY

FULL TIME FACULTY

Duane Ambrose, Assistant Professor of Health, Physical Education, and Recreation (1999) B.S., University of Wisconsin-Superior; M.A., Western Michigan University; Ed.D., United States Sports Academy

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

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

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

C. Edward Balog, Professor of History (2000) B.A., M.A., West Virginia University; Ph.D., University of Illinois

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, Assistant 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

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

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

Nanette Clatterbuck, Assistant Professor of Education (1997) B.S., M.Ed., Grand Valley State University

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

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

Pamela Dail Whiting, Assistant 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

Maria Laura Dentel, Visiting Assistant Professor of Spanish (2008) B.S., Ferris State University; M.A., Central Michigan University

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

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

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

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, Associate Professor of Education (1994) B.A., Calvin College; M.A.T., Aquinas College; Ph.D., Capella University

Nkechy Ezeh, Associate Professor of Education (1998) B.A., M.Ed., Grand Valley State University; Ed.D., Nova Southeastern University

Victoria Fleenor, Visiting Lecturer of Computer Information Systems (1999) B.A., Cedarville College; B.S., Aquinas College

Bruce Frayman, Professor of Psychology (1976) B.S., Purdue University; M.A., Ph.D., University of Notre Dame

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

Gina Garner, Assistant 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

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

JoAnne Gorant, Assistant Professor of Health, Physical Education, and Recreation (1996) B.S., Ball State University; M.S., Miami University, Ohio

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

Sister Katrina Hartman, O.P., Associate Professor of Chemistry (1982) B.S., Aquinas College; M.S., Bowling Green State University; Ph.D., The University of Illinois at Chicago

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

Kristel Heinz-Ciullo, Associate Professor of Business Administration (1991) B.A., Kalamazoo College; M.M., Aquinas College; M.B.A., Grand Valley State University

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

Harwood Hoover, Jr., Professor of Business Administration (1978) B.A., University of Colorado; M.B.A., Western Michigan University; Ph.D., Michigan State University

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

Kurt Kaiser, Professor of Art (1997) B.A., St. John's University; M.F.A., University of Colorado

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

Michaeleen Kelly, Professor of Philosophy (1980) B.A., St. Mary's College; Ph.D., University of Notre Dame

Heather Kesselring-Quakenbush, Assistant Professor of Health, Physical Education, and Recreation (2008) B.S., Western Michigan University; M.A., Central Michigan University; Ph.D., Michigan State University

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

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

Kathy Kremer, Associate Professor of Sociology (2007) B.S., M.S., Mankato State University; Ph.D., Iowa State University of Science and Technology

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

Shari Lewis, Visiting Assistant Professor of Mathematics (2008) B.S., M.M., Aquinas College

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

Sister Ann Mason, O.P., Associate Professor of Mathematics (1974) B.S., Aquinas College; M.S., University of Notre Dame; M.A., Aquinas College

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, Assistant Professor of English (1997) B.A., Aquinas College; M.F.A., Western Michigan University

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

Rui Niu-Cooper, Assistant Professor of Education (2010) B.A., Sichuan University; M.A., Acadia University; Ph.D., Michigan State University

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

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

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

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

Michel Pichot, Associate Professor of French (2002) B.A., Atlantic Union College; M.A., Eastern Michigan University; M.A., Michigan State University; Ph.D., Pennsylvania State University

John Pinheiro, Associate Professor of History (2004) B.A., California State University Bakersfield; M.A., California State University Bakersfield; Ph.D., University of Tennessee

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

Julia Reynolds, Assistant Professor of Education (2006) B.A., Marquette University; B.A., M.A.T., Aquinas College; Ed.S., Ph.D., Michigan State University

Gary Robertson, Associate Professor of Economics (1969) B.A., M.A., University of Detroit

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

Shelli Rottschafer, Assistant Professor of Spanish (2007) B.A., Hope College; M.A., Miami University; Ph.D., University of New Mexico

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

Carmen Ruiz-Sánchez, Assistant Professor of Spanish (2011) B.A., University of Seville, Spain; M.A., Ph.D., Indiana University

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

Summer Silvieus, Assistant Professor of Biology (2006) B.S., Westminster College; Ph.D., University of Minnesota

Betty Smith-Banks, Associate Professor of Accounting (1994) B.A., Morris Brown College; C.P.A., M.B.A., Atlanta University School of Business

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

Deborah Springer, Assistant Professor of Health, Physical Education, and Recreation (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, Associate Professor of Sustainable Business (2005) B.A., University of Michigan; M.S., Michigan State University; Ph.D., Indiana University

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

Matthew Tueth, Steelcase Foundation Professor of Sustainable Business (2000) B.A., M.S., Southern Illinois University; Ph.D., Oklahoma State University

Cynthia VanGelderen, 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

Paul Weber, Associate Professor of Business Administration (1989) B.B.A., M.B.A., Western Michigan University

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

Deborah Wickering, Assistant Professor of Anthropology (1999) B.A., Grand Valley State University; M.A., American University in Cairo, Egypt; Ph.D., University of Manchester

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

Carol Winkle, Associate Professor of Education (1993) B.A., M.A., Ph.D., Michigan State University

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

Randy Wyatt, Assistant Professor of Theatre (2007) B.A., Cornerstone University; M.F.A., Minnesota State University

Masato Yamazaki, Assistant Professor of Economics (1987) B.A., Keio University; B.A., Wittenberg University; M.A., The Fletcher School of Law and Diplomacy; Ph.D., Duke University

ADJUNCT FACULTY

Greg Alley, Lecturer of Music (2010) B.Mus., Cornerstone University; M.Mus., Michigan State University

Francesca Amari, Lecturer of Theatre (2007) B.A.A., Central Michigan University

Steve Anzivino, Lecturer of Music (2009) B.M., University of Massachusetts, Lowell

Karen Aupperlee, Lecturer of Education (2010) B.S., Calvin College; M.Ed., Michigan State University

Scott Ayotte, Lecturer of Health, Physical Education and Recreation (2009) B.B.A., Grand Valley State University

Greg Bassett, Lecturer of Philosophy (2010) B.A., Swarthmore College; M.Mus., New England Conservatory; M.A., Ph.D., Indiana University

John Baxter, Adjunct Assistant Professor of Business Administration and Management (2002) B.S., Michigan State University; M.M., Northwestern University; J.L., Kellogg School of Graduate Management

David Baylis, Lecturer of Geography (2008) B.S., B.A., Aquinas College

Steve Beauclair, Lecturer of General Education (2009) B.A., Marquette University; M.A., Middlebury College; M.I.M, Thunderbird; M.A., Universidad del Este; Ph.D., University of Puerto Rico

Curtis Bechler, Adjunct Associate Professor In-the-College (1998) B.A., Goshen College; M.A., Western Michigan University; Ph.D., Bowling Green State University

Veronica Beitner, Lecturer of Social Development (2009) B.A., Aquinas College

Andrea Benyovsky, Lecturer of Education (2005) B.A., Eotvos Lorano University; Conductor, Peto Institute

Andrew Bergeron, Private Lessons of Music (2006) B.A., Grand Valley State University; M.M., Michigan State University

Jerry Berta, Lecturer of Art (2010) B.F.A., Wayne State University

Larry Biser, Adjunct Associate Professor of Music (1997) B.M., Westminster Choir College; M.C.M, Concordia University

Theresa Blank, Lecturer of Education (2010) B.A., M.A., Western Michigan University

Robert Bobeldyk, Adjunct Associate Professor of Education (2001) B.A., Calvin College; M.A., Western Michigan University

Chad Bocian, Lecturer of Health, Physical Education, and Recreation (2004) B.S.B.A., Aquinas College

Terrence Bocian, Adjunct Associate Professor of Health, Physical Education, and Recreation; Director of Athletics; (1972) B.A., Aquinas College; M.A., Western Michigan University

Doreen Bolhuis, Adjunct Assistant Professor of Health, Physical Education, and Recreation (2003) B.S., Central Michigan University

Clinton Boyd, Lecturer of Management (2008) B.S., Rhodes University, South Africa; Ph.D., Rhodes University

Kimberly Brems, Adjunct Assistant Professor of Communication (2004) B.A., Aquinas College; M.A., Western Michigan University

Damon Brown, Lecturer of Mathematics (2008) B.S., M.E., Aquinas College

Heather Brown, Lecturer of Political Science (2010) B.A., Aquinas College; M.A., Purdue University

Sonja Carmichael, Adjunct Assistant Professor of Communication (2004) M.A., Western Michigan University

Brenda Carson, Lecturer of Education (2007) B.S., Central Michigan University; M.A., Grand Valley State University

Emily Caskey, Lecturer of Geography (2009) B.S., Northern Michigan University; M.A., University of Northern Colorado

Elizabeth Chamberlain, Lecturer of History (2009) B.A., Aquinas College; M.A., Central Michigan University

Phil Chase, Lecturer of Spanish (2006) B.A., Calvin College; M.A. Teachers College at Columbia University

Valentino Ciullo, Lecturer of Management (2002) M.S.M, M.S.F.S., University of Pennsylvania

Amy Clapp, Lecturer of Political Science (2004) B.S., Aquinas College; J.D., Michigan State University, Detroit College of Law

Brian Clark, Lecturer of Computer Information Systems (2009) B.S., Michigan State University; M.S., University of Michigan

Susan Clark, Lecturer of Education (2009) B.A., Iowa State University; M.A., Salem State College; ESL Endorsement, Aquinas College

Richard Clements, Lecturer of Computer Information Systems and Education (2008) B.S., Michigan State University; M.A., University of Chicago

Sally Clements, Adjunct Assistant Professor of Computer Information Systems (2001) B.S., M.A., Western Michigan University

Mary Clingerman-Yaran, Lecturer of History (2010) B.A., Western Michigan University; M.A., University of Mississippi; Ph.D., Michigan State University

James Clinthorne, Lecturer of Geography (2011) B.S., Western Michigan University; M.A., Indiana State University

Mary Clinthorne, Adjunct Assistant Professor of Geography (2009) B.A., M.A., Western Michigan University; Ph.D., University of Kansas, Lawrence

Sarah Cox, Lecturer of Sociology (2007) B.A., University of Reading, UK; P.G.C.E., University of Wales; M.Ed., Grand Valley State University

Morgan Crabb, Lecturer of Humanities (2009) B.A., University of Arizona; M.A., Central Michigan University

Claire Crowley, Adjunct Assistant Professor of Health, Physical Education, and Recreation (2003) B.S., Grand Valley State University; M.M., Aquinas College

Meghan Cupka, Lecturer of Career Development (2009) B.A., Aquinas College; M.A.C, Spring Arbor University

Katherine Dallman, Lecturer of Education (2006) B.S., University of Kansas; M.A.T., Aquinas College

Victor DeJonge, Adjunct Assistant Professor of Psychology (2004) B.A., Calvin College; M.S.W., Ph.D., Michigan State University

Megan DeKraker, Lecturer of Education (2008) B.A., Claremont McKenna College; M.A., Claremont Graduate University

Lisa DeMaagd, Lecturer of Education (2008) B.A., M.E., Grand Valley State University

Michael De Meyer, Adjunct Assistant Professor of Business Administration (2010) B.B.A., Western Michigan University; M.M. Aquinas College

Jeanne Elders DeWaard, Lecturer of English (2006) B.A., University of Michigan; M.A., Ph.D., University of Miami

Daniel Diedrich, Adjunct Professor of Education (1984) B.A., University of Notre Dame; M.A., M.S., Indiana University

Michael Dodge, Adjunct Associate Professor of Humanities (2008) A.B., Oberlin College; M.A., University of Chicago Divinity School

Dennis Donahue, Lecturer of History (2008) B.A., Marian College; M.A., The American University

Brian DuBuis, Adjunct Associate Professor of Mathematics (2010) B.S., Alma College; M.S., University of Michigan

Kyle Dutkiewicz, Lecturer of Theatre (2007) B.A., Aquinas College; M.A., Aquinas College

Becky Eggenschwiler, Lecturer of General Education (2008) B.A., Hope College; M.A., University of Illinois

Deborah Eid, Adjunct Associate Professor of Spanish (1999) B.A., University of Minnesota

Jack Emelander, Adjunct Professor of Health, Recreation, and Physical Education (1985) B.S., Ferris State University

Ali Erhan, Adjunct Associate Professor of Business Administration (1996) B.A., University of Istanbul; M.A., Western Michigan University; Ph.D., Michigan State University/University of Istanbul

Mark Fales, Lecturer of Health, Physical Education and Recreation (2009)

Sandra Farley, Lecturer of Career Development (2006) B.S., M.A., Western Michigan University

Timothy Farmer, Lecturer of Mathematics Education (2010) B.A., Michigan State University; M.Ed., Aquinas College

Anne Marie Ferratt, Lecturer of Computer Information Systems (2009) B.S.B.S., Aquinas College

Thomas Ferratt, Lecturer of Computer Information Systems (2007) B.S., Aquinas College

Elizabeth Flores, Adjunct Assistant Professor of Spanish (2000) B.S.I.B., Aquinas College

Omar Flores, Lecturer of General Education (2009) B.S., Aquinas College; M.S.W., Grand Valley State University

William Foley, Lecturer of Management (2010) B.A., Grand Valley State University; M.M, Aquinas College

Jessica Frymire, Lecturer of Theatre (2011) B.A., Aquinas College

Laura Gabbert, Lecturer of Education (2006) B.A., Grand Valley State University; M.A.T., Aquinas College

Carol Gess, Lecturer of Music (2010) B.M.E., M.Mus., Western Michigan University

LauraAnn Gordon, Lecturer of Business Administration (2010) B.S., University of Michigan; J.D., Michigan State University; L.L.M., Wayne State University

Kristin Graef, Adjunct Assistant Professor of General Education (1998) B.A., Wittenberg University; M.A., Ball State University

Stephen Greene, Adjunct Assistant Professor of Health, Physical Education, and Recreation (1998) B.S., Aquinas College

Glenn Growe, Lecturer of Accounting (2008) B.A., University of Chicago; M.S., M.B.A., Grand Valley State University; Ph.D., Loyola University

Anthony Guerriero, Lecturer of General Education (2010) B.A., Grand Valley State University; M.F.A., Northern Michigan University

Richard Happel, Lecturer of Psychology (2005) B.A., Elmhurst College; M.Div., Eden Theological Seminary; M.A., Ed.D., Western Michigan University

Karen Harag, Lecturer of General Education (2010) B.A., Aquinas College; M.L.I.S., Drexel University

Patricia Harvey, Lecturer of Accounting (2009) B.B.A., M.B.A., Western Michigan University

Carlus Henry, Lecturer of Computer Information Systems (2009) B.S., Aquinas College

Kiel Hoff, Adjunct Assistant Professor of Chemistry (2009) B.S., Grand Valley State University; M.S., Western Michigan University

John Hogan, Adjunct Assistant Professor of Accounting (2002) B.B.A., M.B.A., CPA, Grand Valley State University

Susan Hojnacki, Lecturer of German (2009) B.A., Indiana University; Post Bachelor Teacher Certification, Michigan State University

James Hollebeek, Lecturer of Psychology (2006) B.A., Calvin College; M.A., Western Michigan University; Ed.S., Drake University

Charles Honey, Lecturer of English (2009) B.S., Murray State University

Michael Huene, Adjunct Assistant Professor of Education (2003) B.S., M.Ed., Grand Valley State University

Mary Hunt, Lecturer of Mathematics (2010) B.S., Western Michigan University

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

Kim Ibarra, Adjunct Assistant Professor of Education (2002) B.A., M.A.T., Aquinas College

Rob Ignatoski, Lecturer of Computer Information Systems (2010) B.S., Aquinas College

Timothy Jenks, Adjunct Professor of Graduate Management and Business (1991) B.A., Baldwin-Wallace College; M.B.A., University of Missouri; Ph.D., Clayton College of Natural Health

Madeline Kaczmarczyk, Adjunct Associate Professor of Art (1998) B.A., Aquinas College

Khader Karaein, Lecturer of Arabic (2007) B.B.A., M.M., Aquinas College

Gary Karasinski, Lecturer of Education (2007) B.S., Western Michigan University; M.A., Grand Valley State University

Deborah Keller, Lecturer of Theatre (2006) B.F.A., University of Michigan; M.F.A., New York University, Tisch School of the Arts

Terry Keller, Adjunct Assistant Professor of Communication and Psychology (2004) B.A., Aquinas College; M.S.W., St. Louis College, M.B.A., Webster University

Donald Kerr, Adjunct Professor of Art (2003) B.A., Michigan State University; M.F.A., University of Iowa

Jack Kilcrease, Lecturer of Theology and General Education (2009) B.A., Luther College; M.A., Luther Seminary; Ph.D., Marquette University

Robert Kirkbride, Adjunct Assistant Professor of English (2003) B.A., Michigan State University

Bradley Koch, Lecturer of Mathematics (2009) B.S., M.E., Grand Valley State University

Nate Koetje, Lecturer of Business Administration (2010) B.S., M.B.A., Grand Valley State University; M.S.W., University of Michigan

Elizabeth Kratt, Lecturer of Latin (2010) B.S.E., Miami University; M.E., Grand Valley State University

Richard Krosschell, Lecturer of Mathematics (2008) B.A., Calvin College; M.A., Michigan State University

Dennis Krynicki, Lecturer of Health, Physical Education and Recreation (2011) B.A., Olivet College; M.Ed., Grand Valley State University

Mark Kubik, Lecturer of Business Administration (2010) B.B.A., Grand Valley State University; M.B.A., University of Michigan

Charles Kuehn, III, Lecturer of Physics (2011) B.S., Ohio State University; M.S., Michigan State University

Joyce LaFleur, Lecturer of Computer Information Systems (2007) B.S., M.M., Aquinas College

Crystal Laska, Lecturer of Health, Physical Education and Recreation (2007) B.S.B.A., Aquinas College

Fr. Lam Le, Lecturer of Theology (2005) B.Ph., M.A., The Catholic University of America; S.T.B., S.T.L., Pontifical Gregorian University, Rome

Dana Levanduski, Lecturer of Education (2006) M.A., Western Michigan University

Rabbi Albert Lewis, Adjunct Professor of Psychology (1982) B.A., Wayne State University; B.H.L., M.A.H.L., D.H.L., Hebrew Union College – Jewish Institute of Religion

Katherine Lewis, Lecturer of Education (2010) B.A., Grand Valley State University; M.A., Western Michigan University

Trystan Lindquist, Lecturer of English (2007) B.A., Michigan State University; M.A., Purdue University; M.F.A., Purdue University

Sheryl Lozicki, Lecturer of Biology (2001) B.A., Albion College; B.S., Case Western Reserve University; M.B.A., Western Michigan University

Susan Lukaart, Lecturer of Education (2010) B.S., Central Michigan University; M.A., Western Michigan University

Randall MacGeorge, Lecturer of Computer Information Systems (2005) B.M.E., Grand Valley State University; M.M., Aquinas College

Roger MacNaughton, Adjunct Associate Professor of Music (1995) B.M., Michigan State University

Kenneth Malik, Lecturer of Business (2008) B.A., B.S., University of Notre Dame; M.B.A., University of Chicago

Scott Martin, Lecturer of History (2011) B.S., M.A., Central Michigan University

Wendy Marty, Lecturer of Career Development (1996) B.A., University of Michigan

George Mason, Lecturer of Business Administration (2006) B.S., Calvin College

Sarah Matthews, Adjunct Assistant Professor of Spanish (2009) A.A., Grand Rapids Community College; B.A., Grand Valley State University; M.A., Michigan State University

Kayoko Matsumoto-Hoover, Adjunct Professor of Japanese (2006) B.S., M.S., Ph.D., Kyoritsu University

Lisa McNeilley, Adjunct Assistant Professor of Humanities (2009) B.B.A., University of Michigan; M.A., Eastern Michigan University; Ph.D., Wayne State University

Matthew McWilliams, Lecturer of Health, Physical Education, and Recreation (2002) B.S., Aquinas College; M.E., Northern Illinois University

Erin Melcher, Adjunct Assistant Professor of Education (2004) B.A., M.A.T., Aquinas College

Eric Messing, Lecturer of Theatre (2009) B.A., Aquinas College; M.F.A., Wayne State University

Michael Miller, Lecturer of General Education (2010) A.A., Grand Rapids Community College; B.A., Western Michigan University; M.A., University of Southern California

Severine Morel, Lecturer of French (2010) B.A., M.A., University of Le Mans, France

Carole Mueller-Brumbaugh, Lecturer of Business Administration (2004) B.S., Michigan State University; M.Ed and M.M., Aquinas College

Sharon Muldoon, Lecturer of Health, Physical Education and Recreation (2009) B.A., Calvin College; M.A., Grand Valley State University

Paul Murray, Lecturer of Sustainable Business (2007) B.S., Northern State College; M.M., Aquinas College

Frank Nagy, Lecturer of Business Administration (2007) B.S., M.B.A., Grand Valley State University

Linda Nash, Lecturer of Health, Physical Education and Recreation (1996) B.S., Central Michigan University; M.A., Tennessee Technological University

Tim Nawrocki, Lecturer of Physics (2007) B.S., M.Ed., Grand Valley State University

Nora Neill, Lecturer of English (2009) B.A., Western Michigan University; M.A., Georgia State University

Mary Nienhuis, Lecturer of Mathematics (2007) B.A., University of Northern Iowa

Nicole Notario-Risk, Lecturer of Community Leadership (2011) B.S., M.P.A., Grand Valley State University

Jack Novick, Lecturer of Mathematics (2001) B.S., University of Wisconsin, M.S., University of Michigan

Sr. Mary Kay Oosdyke, O.P., Adjunct Assistant Professor of Theology (2008) B.A., M.A., Aquinas College; M.A., Michigan State University; M.A., Aquinas Institute of Theology; Ph.D., Boston College

Mark O'Toole, Lecturer of Business Administration (2006) B.S., University of Pittsburgh; M.M., Aquinas College

Lynnea Page-Jenkins, Lecturer of General Education (2009) B.A., M.F.A., Western Michigan University

Kevin Parker, Lecturer of Health, Physical Education and Recreation (2006) B.S., Miami University, Ohio; M.Ed., Auburn University

Brian Parsons, Lecturer of General Education (2010) B.A., DePauw University; M.Ed., University of Cincinnati

Amy Pattullo, Lecturer of Philosophy (2010) B.A., Wesleyan University; M.A., University of Chicago

Felix Pereiro, Adjunct Professor of Business Administration (1988) B.S.B.A., Aquinas College; M.M., Aquinas College

Jarred Pitts, Adjunct Assistant Professor of Health, Physical Education, and Recreation (2003) B.S., Michigan State University

William Plouff, Adjunct Professor of Mathematics (1976) B.S., Aquinas College; M.A., Sp.A., Western Michigan University

Ann Marie Post, Lecturer of Career Development (2003) B.S., Grand Valley State University; M.M., Aquinas College

Emma Powell, Lecturer of Business Administration (2010) B.S.B.A., M.M., Aquinas College

Richard Powell, Adjunct Professor of HPER (2008) Certification, Acupressure Institute, Berkeley, California; Certification, Anusara Yoga; Instructor Status, Sifu Lee Hoa Yen

Kristina Precious, Adjunct Assistant Professor of Education (1997) B.A., Hope College; M.A.T., Aquinas College

Stephen Redmon, Lecturer of Music (2001) B.M., Western Michigan University; M.M., University of Massachusetts

Carolyn Reese, Lecturer of Humanities (2007) B.A., M.A., University of Michigan

Mark Rehl, Adjunct Assistant Professor of Music (1998) A.A., Grand Rapids Community College

Dave Rinard, Lecturer of Sustainable Business (2007) B.S., Michigan State University; M.M., Aquinas College

Sharon Sandberg, Adjunct Associate Professor of Art (1997) B.F.A., Grand Valley State University; M.F.A., University of Michigan

Mikhail Sarkisov, Adjunct Assistant Professor of Health, Physical Education, and Recreation (2004) B.S., Aquinas College

Ragan Savara, Lecturer of Political Science (2010) B.A., Aquinas College; J.D., Syracuse University

Michael Schuler, Lecturer of Business Administration (2003) B.S., University of Louisville; M.S., Central Michigan University; Ph.D., Walden University

Elizabeth Shelley, Lecturer of General Education (2008) B.A., Albion College; M.A., Grand Valley State University

Amy Sheneman, Lecturer of Accounting (2010) B.A., DePauw University; M.S., Grand Valley State University

Lauretta Simpson, Lecturer of Career Development (2000) B.S., M.A., Michigan State University

Steven Singleton, Adjunct Professor of Sociology (1980) B.A., M.A., Western Michigan University; M.P.H., University of Michigan

Lou Sinigos, Lecturer of Music Education (2007) B.A., Aquinas College; M.M.Ed., Western Michigan University

Helen (H.J.) Slider, Lecturer of Art (2006) B.S., Central Michigan University; M.A., Michigan State University

Joseph Smith, Adjunct Assistant Professor of Computer Information Systems (2000) B.A., Albion College; M.S., Grand Valley State University

William Smith, Lecturer of Accounting (2008) B.B.A., M.S., National University, Vista, CA

David Stockdale, Lecturer of Computer Information Systems (2010) B.S., Grand Valley State University; M.S., Grand Valley State University; M.Div., Calvin Theological Seminary

Donna Stokes, Adjunct Associate Professor of Business Administration (1991) B.S., Wright State University; M.S., University of Cincinnati; J.D., Ohio State University College of Law

Amy Strand, Adjunct Assistant Professor of General Education (2006) B.A., Wittenberg University; M.A., Ph.D., University of Washington

Kim Strayhorn, Lecturer of Education (2010) B.S., Wayne State University; M.A., Western Michigan University

Alina Svendsen, Lecturer of Health, Physical Education and Recreation (2009) B.S., Aquinas College

Stephen Talaga, Adjunct Professor of Music (1994) B.A., Central Michigan University; B.M., M.M., Western Michigan University

Ken Tepper, Lecturer of Theatre (2011)

Bruce Thompson, Lecturer of Sustainable Business (2008) B.S., Aquinas College; M.I.M., American Graduate School of International Management (Thunderbird)

Philip Tower, Adjunct Associate Professor of Communication (1991) B.A., M.A., Central Michigan University

Jamie Troth, Lecturer of Mathematics (2009) B.S., Michigan Technological University; M.Ed., Aquinas College

Catherine Tucci, Adjunct Associate Professor of Education (2004) B.A., Western Michigan University; M.Ed., Texas Woman's College; Ph.D., National-Louis University

Mary Vaccaro, Lecturer of Theology (2004) B.A., Aquinas College; M.A., Boston College

Danielle Vallad, Lecturer of Education (2009) B.A. Eastern Michigan University; M.A. LaVerne; Ed.S., Michigan State University

Courtney VanDewege, Lecturer of Health, Physical Education and Recreation (2010) B.S., Grand Valley State University

Greg Vedders, Lecturer of Computer Information Systems (2009) B.S., Aquinas College

Kathleen Vogel, Lecturer of Education (2010) B.S., Central Michigan University; M.A., Grand Valley State University; Ed.S., Michigan State University

Ralph Vunderink, Adjunct Professor of Philosophy (1994) B.A., Calvin College; B.D., Calvin Seminary; M.A., University of Chicago; Ph.D., University of Chicago

John Walen, Lecturer of Health, Physical Education, and Recreation (2004) B.S., Aquinas College; M.D., Wayne State University

Charlene Walsh, Adjunct Assistant Professor of Education (2004) B.A., M.A., Aquinas College

Severine Ward, Adjunct Assistant Professor of French (2009) L.E.A., La Sorbonne Paris IV; M.A., Ph.D., Michigan State University

Mark Webb, Adjunct Assistant Professor of Music (1990) B.M., M.M., University of Michigan; Ph.D., Michigan State University

Gleaves Whitney, Adjunct Assistant Professor of History (2009) B.A., Colorado State University; M.A., University of Michigan

Don Wilson, Lecturer of Theatre (2007) B.A., Siena Heights University

Stephanie Wiltse, Adjunct Assistant Professor of Music (1998) A.D., Kendall School of Design

Jack Winn, Lecturer of Music (2009) B.M.E., Wheaton College; M.Mus., Ph.D., University of Michigan

Mike Wojciakowski, Lecturer of Health, Physical Education and Recreation (2010) B.S.B.A., Aquinas College

Stephen Wolf, Lecturer of Business Administration (2009) B.A., Michigan State University; M.M., Aquinas College; M.A., Western Michigan University

David Wood, Adjunct Assistant Professor of Health, Physical Education and Recreation (1997) B.S., M.S., Central Michigan University

Jeremy Wood, Lecturer of Computer Information Systems (2010) B.S., Aquinas College

M. Kevin Woods, Adjunct Associate Professor of Management (1994) B.C.E., University of Detroit; M.R.P., Cornell University

Ron Yob, Lecturer of Sociology (2009) B.A., Grand Valley State University

Mark Youngren, Adjunct Professor of History (2007) B.S., Michigan State University; M.S., University of Northern Colorado; M.S., Naval Postgraduate School; D.Sc., George Washington University; M.A., George Mason University

Craig York, Lecturer of Music (2010) B.Mus., Western Michigan University; M.Mus., Michigan State University

Sr. Diane Zerfas, O.P., Lecturer of Theology (2005) B.S., M.A., Aquinas College; M.A., Aquinas Institute of Theology

Paul Zimmerman, Adjunct Associate Professor of Computer Information Systems (2000) B.P.S., State University of New York

Joseph Zylinski, Adjunct Assistant Professor of Computer Information Systems (1996) B.S., Aquinas College

EMERITI FACULTY

Joyce Alman, Associate Professor Emerita of Accounting (1974 –1994) B.A., Michigan State University; C.P.A.; M.B.A., Western Michigan University

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

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

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

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

Michael Blomme, Professor Emeritus of Chemistry (1980–2002) B.S., Humboldt State University; M.S., Ed.D., University of Michigan

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

Sister Helen Bolger, O.P., Associate Professor Emerita of French (1965–1983) B.A., Aquinas College; M.A., Ph.D., Laval University

Sister Mary Catherine Brechting, O.P., Associate Professor Emerita of Mathematics (1975–2005) B.Mus., Aquinas College; M.S., University of Notre Dame; Sp.A., Western Michigan University

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

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

Michael Denty, Professor Emeritus of Philosophy (1976–2002) B.S., University of San Francisco; Ph.D., University of Notre Dame

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

Sister Amata Fabbro, O.P., Professor Emerita of Theology (1967–2004) B.A., Aquinas College; M.A., Ph.D., St. Mary's College, Indiana

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 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

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

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

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

Andrew Jefchak, Professor Emeritus of English (1968–2002) A.B., Indiana University; M.A., DePaul University; Ph.D., Michigan State University

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

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

Gary Kieff, Assistant Professor Emeritus of Business Administration (1987–2009) B.A., Michigan State University; M.Ed., University of Houston

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

Gary Konow, Professor Emeritus of Theatre (1967–2003) B.A., M.A., University of Michigan; M.A., Aquinas College; Ph.D., University of Michigan

Shirley Lewis, Professor Emeritus-in-the-College (1987–2006) B.S., Wayne State University; M.S.Ed., Illinois State University; Ed.D., Western Michigan University

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

Sr. Jean Milhaupt, O.P., Professor Emerita of English (1951–1995) B.A., Aquinas College; M.A., Catholic University of America; Ph.D., University of Michigan

Ernest Mousseau, Associate Professor Emeritus of Health, Recreation, and Physical Education (1973–1995) B.A., Alma College; M.A., Central Michigan 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)

Rodger Remington, Professor Emeritus of History (1963–1997) B.A., B.B.A., Aquinas College; M.A., Ph.D., St. Louis University

Sister Lois Schaffer, O.P., Associate Professor Emerita of Art (1960–1977) B.A., Aquinas College; M.F.A., Pius XII Institute, Villa Schifanoia, Florence

Richard Sedlecky, B.Ar.E. 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

Leonard Smith, Associate Professor Emeritus of Computer Information Systems (1982–2009) B.S., Ferris State University; M.S., Nova 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

Merri Warren, Associate Professor Emerita of Education (1981–2000) B.S., Southern Illinois University; M.A., Michigan State University

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

INDEX

Academic Advising 24
Academic Learning Services 301
Academic Policies 291
  Attendance 293
  Cheating 294
  Complicity 294
  Dishonesty, Academic 295
  Dismissal 297
  Grievances, Academic 295
  Honors 298
  No Show 293
  Plagiarism 293
  Probation 297
  Progress, Academic 296
  Records 296
  Withdrawal 293
Academic Programs 81
Academic Support 301
Accreditation 12
Administration 324
Admissions 17
  Continuing Education 20
  Dual Enrollment 18
  Guest Status 19
  Home Schooled Students 17
  International Students 20
  Traditional-Age Students 17
  Transfer Students 18
Advanced Placement Credit 26
Athletics 312
Board of Trustees 319
  Trustees, Emeriti 321
Bookstore 308
Calendar vii
  Quadmester, Dates of viii
Campus Life 304
Campus Ministry 306
Campus Safety 310
Career Counseling 303
Center for Sustainability 9
Classification of Students 23
CLEP Credit 27
College Entrance Examinations 17
Contents iv
Counseling Services 303
Courses of Instruction 97
Credit by Examination 27
Cumulative Grade-Point-Average 28
Dean's List 298
Degree Programs and Requirements . . . 83
  Associate's Degree 83
  Bachelor's Degree 84
Departments (Courses) 97
  Accounting 98
  Applied Science 101
  Art 102
  Biology 109
  Business Administration 113
  Catholic Studies 123
  Chemical Physics 124
  Chemistry 125
  Communication 129
  Community Leadership 133
  Computer Information Systems . . 136
  Economics 145
  Education 147
  English 183
  Environmental Science 189
  Environmental Studies 191
  General Education and Interdisciplinary 194
  Geography 196
  Health, Physical Education and Recreation 200
  History 211
  International Studies 217
  Journalism/Publications 219
  Mathematics 220
  Modern Languages 225
  Music 235
  Nursing 246
  Philosophy 251
  Physics 253
  Political Science 255
  Pre-Engineering 259
  Pre-Health Programs 260
  Pre-Law 261
  Psychology 262
  Social Science 266
  Sociology 267
  Sustainable Business 271
  Theatre 274
  Theology 280
  Urban Studies 286
  Women's Studies 287
Deposits 34
Directories 317
Disabled Students Services 302

Diversity Statement 5
Dominican Exchange Program 91
Email Account Policy 309
Emergency Situations 316
Employer Tuition Reimbursement 35
Employment Opportunities 80
English Proficiency 21, 90
Examinations 296
Expenses 33
  Payment Plans 35
  Past Due Obligations 36
  Refund Policy 36
  Room and Board 34
  Special Fees 34
  Tuition and Fees 33
Faculty 326
  Full time 326
  Adjunct 333
  Emeriti 347
Financial Aid 40
  Aquinas Scholarships and Grants . 50
  Academic Progress Policy 48
  Adult Students 54
  Continuing Education 78
  Federal Assistance, Loans 40
  Michigan Scholarships & Grants . . 49
  Other Scholarships, Grants and Financial Aid 55, 77
  Renewal 80
  Scholarships, Privately-Funded . . . 55
  Spectrum Scholarship Program . . . 50
  State Financial Aid 49
Foreign Languages 228
  French 228
  German 228
  Japanese 228
  Spanish 228
Foreign Student Proficiency 21, 91
General Education Program 87
Grace Hauenstein Library 307
Grade-Point-Average and Progress Toward Degree 28
Grade Reporting 296
Graduate Degree Programs 95
Health Center 308
History of the College 12
Honor Societies 313
Honors 28, 298
Housing 311
Independent Study 25
Information Technology Services . . . 309
Insignis Program 92
Integrity Statement 5
International Programs 7, 93
Internship 92
Library 307
Majors 84
Mathematics Proficiency 91
Medical Insurance 22
Minors 86
Mission Statement 4
Nondiscrimination Policy 5
Overview 6
Pierce Cedar Creek Institute 93
Prior Learning 27
Proficiency Requirements 90
Programs of Study & Majors 84
Refund of Account Balance 39
Registration 23
  Audit 26
  Course Load 24
  Credit/No Credit Courses 26
  Drop/Add Courses 24
  Independent Study 25
  No Show 25
  Repeat Courses 26
  Student Classification 23
  Tutorials 25
  Tuition Refund Policy 36
  Withdrawal 25
Religious Dimension 9
Residency Requirements 91
Residential Life 311
Seal of Aquinas College i
Service Learning 307
Sports, Intercollegiate & Intramural . . . 312
Student Classification 23
Student Conduct 314
Student Life 299
  Student Activities 312
  Student Clubs and Organizations 312
  Student Policies & Regulations . . 314
  Student Resources 301
  Student Right-to-Know 296
  Student Support Services 302
Study Abroad 7, 93
Transcripts 29
Unit of Instruction 24
Veterans Information 79
Vision Statement 3
Women's Studies Center 8
Work-Study Program 43
Writing Proficiency 90