

AQUINAS COLLEGE

**Academic Catalog
2025-2026**

The information in the 2025-2026 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.

Table of Contents

Section Title	Page
2025-2026 Academic Calendar	4
I. The College	6
II. Admissions and Registration	10
III. Academic Policies.....	25
IV. Expenses and Financial Aid	32
V. Academic Programs	40
VI. Graduate Programs.....	265
VII. Student Conduct	301

Academic Calendar

Fall, 2025

August	18	Classes begin.
	22	Last day to add a first quad or semester-long class. Attendance is required in the first week of all 8-week quad courses in order to enroll.
	28	Census Report due to the Registrar
	29	Last day to drop a first quad or semester-long class with no financial penalty. W grade starts.
September	1	Labor Day. The College is closed. No classes.
	12	Last day to drop a first quad class with no academic penalty. F grade starts.
October	3	Semester progress reports for all semester-long undergraduate courses due to Registrar.
	10	First quad ends.
	13-17	Fall break.
	15	First quad final grades due to Registrar by 4pm.
	20	Classes resume. Second quad begins.
	24	Last day to add a second quad class. Attendance is required in the first week of all 8-week quad courses in order to enroll.
	24	Last day to drop a semester-long class with no academic penalty. F grade starts.
	31	Last day to drop a second quad class with no financial penalty. W grade starts.
November	5	Verification of second quad class rosters due to Registrar.
	14	Last day to drop a second quad class with no academic penalty. F grade starts.
	26-30	Thanksgiving Break.
December	1	Classes resume.
	8-12	Final examinations according to posted schedule.
	12	Second quad ends. Last day of classes
	17	Grades due to Registrar by 4pm.

Winter, 2025

December	15	Classes begin.
	19	Last day to add a class, Census Report due to the Registrar.
	19	Last day to drop a class with no financial penalty. W grade starts.
	26	Last day to drop a class with no academic penalty. F grade starts.
January	9	Classes end.
	14	Grades due to Registrar by 4pm.

Spring, 2026

January	12	Classes begin.
	16	Last day to add a semester-long class or third quad. Attendance is required in the first week of all 8-week quad courses in order to enroll.
	19	Daytime classes are cancelled for Martin Luther King, Jr. Day observance activities. Evening classes meet beginning at 6pm.
	22	Verification of third quad and semester-long class rosters due to Registrar.
	23	Last day to drop a semester-long class or third quad with no financial penalty. W grade starts.
February	6	Last day to drop a third quad class with no academic penalty. F grade starts.
	27	Semester progress reports for all semester-long undergraduate courses due to Registrar.
March	6	Third quad ends.
	9-13	Spring Break.
	11	Third quad final grades due to Registrar.
	16	Classes resume. Fourth quad begins.
	20	Last day to add a fourth quad class. Attendance is required in the first week of all 8-week quad courses in order to enroll.
	20	Last day to drop a semester-long class with no academic penalty. F grade starts.
April	27	Last day to drop a fourth quad class with no financial penalty. W grade starts.
	1	Verification of fourth quad class rosters due to Registrar.
	2	Easter vacation begins after the last class.
	6	Classes resume at 6:00pm.
May	10	Last day to drop a fourth quad class with no academic penalty. F grade starts.
	4-8	Final examinations according to posted schedule.
	8	Fourth quad ends. Last day of classes.
	9	Baccalaureate Mass & Commencement.
	13	Final grades due to Registrar.

Summer, 2026

May	11	Classes begin.
	11 - July 3	8-Week Summer Session.
	11 - July 17	10-Week Summer Session.
	22	Last day to drop 8-week & 10-week courses with no financial penalty. W grade starts.
June	25	Memorial Day. The College is closed. No classes.
	5	Last day to drop 8-week courses with no academic penalty. F grade starts.
	12	Last day to drop 10-week courses with no academic penalty. F grade starts.
July	22	Grades due to Registrar for 8-10 week classes.

Aquinas College follows the 16-week semester format for Fall and Spring semesters. Formats for Winter and Summer sessions vary.

I. The College

Mission Statement

Vision Statement

Diversity Statement

Integrity Statement

Dominican Pillars

Aquinas College Overview

Accreditation

Aquinas College President

Sister Maureen Geary, O.P.

Mission Statement

Aquinas College, an inclusive educational community rooted in the Catholic and Dominican tradition, 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.

Vision Statement

Aquinas College will be regarded among the premier Catholic colleges in the Midwest, recognized for its excellence in preparing the whole person to lead a life of purpose and success in service to a just and sustainable world.

Diversity Statement

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

Non-discrimination Policy. It is the policy of Aquinas College that no person on the basis of race, color, religion, ethnic origin, age, sex, sexual orientation, marital status, or disability shall be discriminated against, excluded from participation or employment in, or be otherwise subjected to discrimination under any program or activity for which Aquinas College is responsible. Reports of sex-based discrimination and inquiries regarding the application of Title IX can be made with the Title IX Coordinator, titleix@aquinas.edu, (616) 632-2076.

Integrity Statement

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

Dominican Pillars

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

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

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

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

Aquinas College Overview

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

Aquinas offers an approach to learning and living that teaches students unlimited ways of seeing the world. Students study a rich variety of subjects and acquire skills that help them become critical thinkers, articulate speakers, strong writers and effective problem solvers.

At Aquinas, people matter. Founded by the Dominican Sisters ~ Grand Rapids, Aquinas is an inclusive educational community rooted in the Catholic and Dominican tradition, perpetuated by its dedicated faculty through a dynamic curriculum. The College’s enrollment is small enough to ensure individual attention, yet large enough to provide a diversity of opportunities.

From the College’s establishment as Novitiate Normal School in 1886 to 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, coeducational college in the United States to be administered by a congregation of religious women. Aquinas was the first college in Michigan to consolidate degree-completion programs for older adults, and was also the first college in Michigan to offer degrees in Master of Management and Bachelor of Science in Sustainable Business. It is in the spirit of innovation that Aquinas College has adapted a four-credit curriculum model. As one of the only colleges in the area to offer this structure, the four-credit curriculum increases the intrinsic value of the liberal arts education offered to our students.

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

College Accreditation

Aquinas College is accredited by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, 800.621.7440.

Aquinas College is approved by the Michigan Department of Education and the Council for the Accreditation of Educator Preparation (CAEP) to recommend candidates for teacher certification.

Aquinas College is accredited by the National Association of Schools of Music (NASM).

Aquinas College has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

II. Admissions and Registration

Admissions

Traditional-Age Student

Transfer Student

Continuing Education

International Student

Application Deadlines and Notification
of Acceptance

Registration

Student Classification

Academic Advising

Drop/Add

Independent Study

Credits

Degree Progress

Transcripts

FERPA

Admissions

Traditional-Age Student Admissions

A candidate for admission to Aquinas is considered on the basis of academic preparation, scholarship, and character. While the Admissions Committee gives primary consideration to academic achievement and potential for collegiate success, talent in art, drama, music, or co-curricular activities enhances a student's application. The College strongly recommends a campus visit including a tour, information session and/or a personal interview. Applicants may seek admission in either the Fall (August) or the Spring (January) semester.

Aquinas College is a member of the Common Application and hosts an institutional application on our website at aquinas.edu. Students may opt to submit either application. The College does not require or charge an application fee. To be considered as a traditional age applicant, students should submit the following credentials:

1. An official high school transcript showing grades through at least the end of the junior year. Students must submit a minimum of sixteen (16) acceptable academic units from an accredited high school. The distribution of the sixteen (16) units should represent reasonable coverage of the areas usually included in a college preparatory curriculum.
2. Personal statement or writing sample and at least one letter of recommendation are recommended, but not required.

Aquinas is currently a test optional institution and does not require applicants to submit SAT or ACT test scores to be admitted to the college. If the applicant chooses to include SAT or ACT results, test scores must be included on the official high school transcript or sent directly from the College Board or ACT. Students who do not submit standardized test scores are not penalized in the financial aid or admissions processes.

To be eligible for federal financial aid, Aquinas College must receive an official high school diploma for first year students or another equivalent of a high school diploma such as a GED for Continuing Education or transfer students. Students will be asked to submit the official high school diploma or equivalent. The Admissions Office reserves the right to verify the validity of the high school completion. Should the validity of the high school diploma or GED be in question, the Admissions Office will verify as needed. While an equivalent of high school completion is not required for admittance, Federal Title IV may not be disbursed without it.

Home Schooled Students. Aquinas encourages home-schooled students to consider furthering their education after completion of their high school curriculum. Similar to other traditional age student admission requirements, students are asked to submit a high school transcript indicating the coursework, curriculum, and grades received in their program. Aquinas College does not require an "Ability to Benefit" or standardized test scores for admission, but the student reserves the right to submit if preferred. Additional questions should be directed to the Director of Admissions.

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 Admissions Committee.

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

high school upon completion of the course. Special tuition rates exist for dual enrolled students. Please visit <https://www.aquinas.edu/admissions/undergraduate/dual-enrollment.html> for more details.

Middle College. For information regarding Aquinas College's admission policy of middle college credits, please contact the Director of Admissions.

Transfer Student Admissions - Traditional-Age Program

From Two-Year Colleges. To be admitted to Aquinas, students must have earned at least a cumulative GPA of 2.0 or higher 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, may be accepted upon students' transfer. Any coursework below a C- will not be accepted for transfer credit. Transfer courses do not count toward the overall grade point average at Aquinas College. Aquinas accepts up to ninety (90) semester hours from an accredited community or junior college.

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

Associate of Arts Degree. Students entering Aquinas College who have completed the Michigan Transfer Agreement (MTA) and/or an Associate of Arts Degree have satisfied the general education requirements except for a course in Theological Foundations and Senior Capstone. Students will also need to complete the general education competency requirements from Writing Intensive, English, and Mathematics if not already completed through transfer of credit.

Aquinas College accepts MTA transcripts from any Michigan college or university to meet many of the general education requirements. Details of the MTA agreement can be found online at [aquinas.edu/transfer](https://www.aquinas.edu/transfer). Please contact our Registrar's Office at (616) 632-2871 for additional information.

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

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

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

1. The educational quality of the institution from which the student transfers
2. The comparability of the nature, content, and level of credit earned to that offered by Aquinas
3. The appropriateness and applicability of the credit earned to the programs offered by Aquinas, in light of the student's educational goals

Graduate Coursework. Graduate transfer credit must be earned from an accredited college/university. See each graduate program section for program-specific details.

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 semester hour tuition rate.

Continuing Education Admissions

Continuing Education students are those persons beyond conventional college age who are established in their adult lives and careers and whose education has been interrupted. Students considered for the Continuing Education program must meet the standard eligibility requirements for any on-campus instruction. Accordingly, to be considered for admission to our Continuing Education program, an applicant must meet at least one of the following criteria:

- 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.

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

An Admissions Review Committee will determine the student's program classification.

International Student Information

At Aquinas College, international students are defined as nonimmigrant students who hold a temporary U.S. study visa (F-1) that indicates their intention to return to their home country upon completion of academic studies. U.S. Citizens, permanent residents, Deferred Action for Childhood Arrivals (DACA), and students from U.S. 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:

- An Aquinas College International Student Application form for the appropriate program for which they wish to pursue at aquinas.edu/apply (Undergraduate, Masters of Management, etc.)
- A 300–500-word personal statement essay
- A carefully-completed Proof of Financial Support Form indicating financial support and supporting documents
- Translated and certified official copies of all previous academic work at the secondary school and college level evaluated by InCred or another international transcript evaluation service
- Copy of passport ID page
- Proof of English Proficiency: TOEFL score of 79 or above (internet based), IELTS score of 6.5 or above, Duolingo score of 100 as supplement to TOEFL or 105 as standalone test, or completion of ELS Language

Center course of 112. This requirement is waived for citizens of countries where English is the native language.

English Language Proficiency. A student cannot have a successful educational experience at Aquinas without considerable knowledge of English. All textbooks and lectures are in English and are designed for American students. Essays, examinations and term papers are expected to be written in acceptable English. Prior to acceptance, each international student applicant for an undergraduate degree must demonstrate satisfactory proficiency in the English language by submitting scores from the TOEFL examination or another recognized test of English-language proficiency. The following scores: TOEFL - Computer based (213 or higher), TOEFL -Internet based (79 or higher), IELTS (6.5), or Duolingo (105 as standalone or 100 as supplement to TOEFL) are the minimum acceptable standard for English proficiency. Two years of non-ESL based education at a U.S. Secondary School or completion of ELS Language Center course of 112 also meets this standard. Grades in English courses at another college or university will not be sufficient proof of English-language competence.

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

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

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

Medical Insurance. Health care in the United States is very expensive and it is required that all international students purchase the health insurance policy that Aquinas has secured. The Aquinas College Health Center will consider a waiver of this requirement if a student provides proof of coverage from a United States insurance company. Students may opt to enroll in an insurance plan when they complete the orientation materials prior to their arrival. Because dental insurance is not available through Aquinas College, it is recommended that dental work be done prior to departure from the home country.

Application Deadlines and Notification of Acceptance

Aquinas College is a rolling admission institution and offers a priority deadline of November 1st. Students applying by November 1st will receive admissions decisions by November 15th. Applications received after November 1st are reviewed on a rolling basis. Admitted first-year students choosing to enroll must submit an enrollment deposit, preferably by May 1st, followed by an official, final high school transcript indicating a date of graduation. The enrollment deposit for admitted candidates is refundable until May 1st, but is non-refundable after May 1st. Students interested in on-campus housing are strongly encouraged to submit a housing application prior to June 1st.

After a candidate has submitted their enrollment deposit to reserve a space in the first-year class, information on course selection and registration will be sent. Required health and medical forms will be made available on the Aquinas College website. The health forms must be completed by the candidate's physician and sent to the Counseling, Health and Wellness Service Office before the student begins classes.

Registration

Registration. Newly accepted first-year students and transfer students attend on-campus advising sessions, which are held prior to the start of each semester. After the first semester, students register via Self-Service or by contacting the Registrar's Office.

Returning Students. Aquinas College updates student records three times per year (January 15, June 15, and September 15) to determine which students are actively pursuing their program. A student is considered active if they are currently enrolled, are registered for a course in a coming semester, or have been enrolled in one of the two preceding sessions. When a student's program is inactive, they are no longer enrolled at Aquinas College, no longer have an Aquinas College email account, and no longer have access to all Aquinas College student systems. If a student's program is inactive and they wish to re-enroll, they must re-apply. Returning students apply through the Admissions Office.

Late Registration Fee. Students who have not completed their registration process by the published registration deadlines will be assessed a Late Registration Fee of \$150.00 per class. Late Registration is at the discretion of the Registrar and Provost.

No Show Fee. Students who do not officially drop a class within the initial add/drop period, and are administratively dropped from a class because of non-attendance, will be assessed a fee of \$150.00 per class. Students who are full-time after the second week of the semester and who are administratively dropped from a course will be financially responsible for full-time charges, even if the administrative drop results in the student being enrolled less than full-time. For students officially dropping a class, either before the class starts or within the add/drop period, there will be no charge. Students are responsible for their registration. Assistance is available through the Registrar's Office.

Student Classification

Classification of Students. Undergraduate students are classified as regular full-time, regular part-time, continuing education, guest students, dual enrolled students, or non-degree seeking students.

A regular full-time student is one who is enrolled in a degree program taking twelve (12) or more hours of coursework each semester. Any student who registers for fewer than twelve (12) hours a semester is considered a part-time student, and fewer than 6 credits is considered less than half-time. Graduate students taking nine (9) hours are considered full time and half-time status is 4.5 credits. Students taking fewer than 4.5 credits will be determined less than half-time. All students studying at Aquinas on a student visa are considered regular students.

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

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

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

- First Year: 0 – 23 Semester Hours
- Sophomore: 24 – 47 Semester Hours
- Junior: 48 – 71 Semester Hours
- Senior: 72 + Semester Hours

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

Osher Lifelong Learning Institute (OLLI) at Aquinas College offers course opportunities to adults 50 years of age and above. Courses are not to be taken for credit and tuition is adjusted for OLLI students only.

Dual Enrollment. Aquinas College offers dual enrollment with local high schools. Eligible juniors and seniors are able to take traditional college courses that have the same rigor and expectations as those taught on the Aquinas campus. Upon successful completion, students earn college credit from Aquinas College.

Academic Advising

Academic advisors are faculty and professional staff who assist students in planning their academic programs. Academic advisors are available throughout the year to assist students with any academic concern. 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 fifty (50) minutes per week of the semester. In the quadmester format, each four-semester hour course has a separate, specified independent study component.

Course Load. Full-time students usually enroll for fifteen (15) or sixteen (16) hours. To enroll for more than twenty (20) hours in a semester, students must have the permission of the Registrar. Full-time graduate students typically take nine (9) semester hours (three courses) per semester. Permission from the Program Director is required for graduate student to take more than (9) credit hours in a semester. Additional tuition charges apply.

Drop/Add

Students may add courses according to the published registration deadlines. Regular, undergraduate and graduate students may drop a course without academic penalty up to the 10th business day (second Friday) of the semester. Students who withdraw from a course on the 11th business day until the mid-point of the semester will receive a W (Withdraw) grade, except where a break of academic honesty warrants the failure of the course. If the student does not complete the course and has not dropped the course by the final date to drop, a grade of "F" will be given for the course.

Regular, undergraduate students who are taking block classes may add courses by 4:00 p.m. on day 2 of each block term. Students may drop a course without academic penalty up to 4:00 p.m. on day 2 of each block term.

Students who withdraw from a course on day 3 of each block term until the 9th day of the block term will receive a W (Withdraw) grade, except where a break of academic honesty warrants the failure of the course.

Graduate students may add courses according to the published registration deadlines. Students must attend the first class meeting of any quadmester classes.

It is the responsibility of the student to drop and add courses online or in the Registrar's Office and to verify that the changes that they have made have taken place on their record. Registration and add/drop deadlines are published on the website.

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

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

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

Please note that if the Registrar receives notification that a registered student is no longer attending classes and has made no approved arrangement with instructors and the Registrar, the Registrar has the prerogative to immediately withdraw the student from Aquinas College. The student will be subject to all costs for tuition and must reapply for admission to the College. The Registrar may also register a student for a class they are attending but not registered for, which may result in added tuition costs and late registration fees.

The College realizes that on occasion, students may need to request an exception to the withdrawal policy. If the withdrawal was due to mitigating circumstances that were beyond the student's control, the student has the opportunity to provide relevant documentation to support a request to remove academic penalties. Please see the Registrar for assistance.

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

Independent Study and Tutorials

Students may independently pursue areas of study beyond the regularly scheduled courses. Each department offers this opportunity through courses 398 and 399. To register for one of these courses a student must first request an instructor to direct the project. If the instructor agrees, the student must entirely complete an Independent Study/Tutorial contract with that instructor, obtain the signatures of the faculty member and chairpersons, and take the contract to the Registrar's Office. The Registrar will register the student for the approved courses. 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 and must be submitted within the first two weeks of the semester.

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

Credits

The College Calendar Most day classes at Aquinas College follow the 16-week semester format with a midterm break week. Most evening classes meet one night weekly and either follow a 16-week schedule with a midterm break or an accelerated eight-week quadmester format. Hybrid courses require occasional meetings plus a significant online component. These hybrid courses vary in how often they meet on campus. Online courses do not require meetings. The summer session includes an eight-week and a ten-week session. Both academic and event calendars can be found on the Aquinas College website.

Credit-F Courses. Most courses are taken for a letter grade. However, a student who is enrolled in a course not in their 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/No Credit basis. Credit equals C– or higher. The instructor has the prerogative to grant or deny the request.

Grades of "CR" (credit) count toward the 120 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 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. Audit permissions vary by graduate program. See each graduate program section for specific details on auditing graduate courses.

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. The last grade will be the grade used to calculate the GPA.

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

Aquinas College awards credit for the International Baccalaureate Program (IB), an internationally recognized, pre-university curriculum based on an academically challenging integrated curriculum and international standards. Aquinas College will accept the Higher Level (HL) courses and exams with a minimum score of five (5)

for general college credit. Credit may be awarded within a specific department only with further approval of the department. There is a combined semester hour maximum of thirty (30) hours for any AP, CLEP, or IB.

Credit by Examination and Evaluation. If a student believes they have had experience comparable to a course listed in this catalog for which they have not received transfer credit, the student 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's Office.

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

Credit through Demonstration of Prior Learning Competency. Continuing Education students have the opportunity to demonstrate competency and prior college-level learning for credits. The American Council for Education defines prior learning as academic credit granted for demonstrated college level equivalencies gained through learning experiences outside of the college classroom. These credits may be used to: satisfy course prerequisites; meet general education requirements; meet major/minor requirements; meet elective credit requirements or general credits towards those needed for graduation. These credits may not be used to meet residency requirements for a major, minor, or a degree. The maximum prior learning credits allowed per student is 12 semester hours. The application for Prior Learning is available at the Registrar's Office or at the following link: aquinas.edu/registrar. The application requires a non-refundable \$50.00 fee per course.* Any credit approved will be added to the student's permanent record for a fee of \$100.00* per semester hour granted.

*All fees are subject to change.

Cumulative GPA. Student cumulative GPA represents numerically the average of the letter grades students receive in coursework. 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
A-	x	3.7
B+	x	3.3
B	x	3.0
B-	x	2.7
C+	x	2.3
C	x	2.0
C-	x	1.7
D+	x	1.3
D	x	1.0
D-	x	0.7
F	x	0.0

W		Not Calculated
---	--	-------------------

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

Degree Progress

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

Grade (per semester hour)	Honor Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0
I	Incomplete
W	Not Calculated

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

Prerequisites. Successful fulfillment of a designated prerequisite requires a minimum grade of C- or higher if designated as such by the academic department.

A grade of C- or higher is required for GEN 100: First Year Seminar, world language proficiency courses, and mathematics proficiency courses. A grade of C- or higher is also required for each course within the major, minor, or concentration, unless otherwise specified by the department. Students seeking a teaching certificate

must earn a grade of C or above in all major, minor, and education courses. All Aquinas College grades are recorded on an official transcript and are calculated in the student's cumulative GPA.

Incomplete Grades. At the end of a semester, a grade of Incomplete may be reported for student work. It is the student's responsibility to request a grade of Incomplete from the instructor. The request may be approved or denied at the discretion of the instructor. A grade of Incomplete is appropriate when the majority of the coursework is completed, but for some acceptable reason the student is unable to complete the remaining work before the end of the course. A grade of Incomplete is not issued when the student stops attending or participating in the class. If the instructor approves the request for a grade of Incomplete, the instructor will determine the due date for the outstanding work, not later than week eight of the next regular (excluding Winter and Summer) semester. If the work has not been completed by the student and a new grade submitted by the instructor to the Registrar's Office within the first eight weeks of the next regular (excluding Winter and Summer) semester, the final grade automatically becomes F and cannot subsequently be changed. Only in rare or exceptional cases can permission be given by the instructor to extend the deadline by another five weeks. The instructor must notify the Registrar's Office of an extension.

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.

Graduation Students who intend to graduate in December, May, or August must complete a Graduation Application on Self Service. This application should be submitted at least two semesters prior to the intended graduation date. Requirements are determined by the program. A final audit of academic records takes place after the final semester grades are posted. The College hosts one commencement ceremony each year in May. Students who graduate in August or December are encouraged to participate in Commencement events in the spring.

Transcripts

The permanent, official record of a student's academic performance and progress is maintained by the Registrar's Office. The transcript contains all essential academic data such as: dates of attendance, courses taken, credits and grades awarded, academic standing, degrees, and degree honors received.

Students are responsible for reviewing their academic record, including grades and credits recorded, at the conclusion of each semester. Students must report in writing any discrepancies to the Registrar's Office within 60 days of the end of the semester in order to request a review of the record. After this period, the record is considered final.

Transcript requests should be made through the National Student Clearinghouse at getmytranscript.com. Transcripts are not issued until the student has made satisfactory arrangements with the Student Accounts Office in regard to payment of all College bills and fines. Official transcripts are subject to fees, which may fluctuate annually. There are additional fees when ordering online.

Assessment Testing. As part of our ongoing program review and accreditation efforts, students are occasionally requested to take part in surveys and assessment testing sponsored by the College. Because these efforts are vital to the College's ongoing accreditation, students are required 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.

Family Educational Rights and Privacy Act

Aquinas College maintains the confidentiality of student records in accordance with the Family Rights and Privacy Act (FERPA) of 1974 as amended. The Registrar coordinates the inspection and review procedures for student records.

No one outside the institution may have access to, nor will the institution disclose any information from, students' educational records without the written consent of the student, *except*:

A postsecondary institution may disclose personally identifiable information (PII) from the education records without obtaining prior written consent of the student as follows:

- To other school officials, including instructors, within Aquinas College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions as long as requirements are met.
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the college's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information".
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her.
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of twenty-one (21).

Educational records or components thereof may be made available without the student's written consent to personnel within the College who are determined by the institution to have a legitimate educational interest. The College will maintain a record of all requests and disclosures of personally identifiable information except those made to Aquinas College officials. Legitimate recipients of all such records will be informed that they are not permitted to disclose the information to others.

Students may review their education records by making a written request to the Registrar. Students may not inspect financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors, to which they have waived their right of inspection or review; or educational records containing information about more than one student.

Per the College's discretion, it may disclose the following categories of public or "directory" information for any purpose: student name, addresses, telephone numbers, dates of attendance, class, date and place of birth, major field of study, previous institutions attended, awards, honors (includes Dean's List), degrees conferred (including dates), photograph, past and present participation in officially recognized activities and sports, physical factors (e.g. weight and height of athletes).

Currently enrolled students may withhold disclosure of any such information under the Family Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the Registrar prior to the first Friday following final registration for each semester. Requests for non-disclosure will remain in place until the student requests that the non-disclosure be lifted.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The Registrar coordinates the inspection and review procedures for student educational records.

Students wishing to review their educational records must make written requests to the Registrar listing the item or items of interest. Only records covered by the Act will be made available within forty-five (45) days of the request. After review students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere).

These copies would be made at the student's expense at prevailing rates. Educational records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual, records of a law enforcement unit, student health records, employment records or alumni records.

Students who believe that their educational records contain information which is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their concerns informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the Registrar of their right to a hearing. Student requests for a formal hearing must be made in writing to the Registrar. Additional information regarding the hearing procedures will be provided to the student when the student submits the written request for a hearing.

Students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202 or (202) 260-3887.

III. Academic Policies

Attendance

Student Email Account Policy

Student Records

Academic Integrity

Academic Grievances

Academic Probation, Dismissal & Warning

Dean's List

Academic Policies

Aquinas College students are responsible for knowing and abiding by all rules and regulations as outlined in the Aquinas College Student Conduct Code. For more information, or a full list of all policies, please visit aquinas.edu/policies.

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 courses is mandatory. Regular and punctual attendance is expected, and the student must accept the consequences of failure to attend or tardiness.

In the case of student absence due to temporary illness, injury, or personal difficulty, the Registrar's Office will notify the student's professors via email. Proper documentation should be provided by or on behalf of the student. Notification may be made at the request of the student, the Athletic Department, the Office of Student Affairs, or other appropriate College office. Students with disabilities that may impact class attendance may contact Accessibility Services (616 632-2177) to request reasonable accommodations. Students in mental health crises may contact Counseling, Health, and Wellness (616 632-2905) to facilitate notification.

It is the student's responsibility to communicate directly with each faculty member (prior to the absence, if possible) to discuss missed class meetings and course requirements. Each faculty member has final authority over any academic consequences associated with absence from class.

Student Email Account Policy. Every Aquinas College student is assigned an e-mail account. It is 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 their 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 Google's Help Center, <http://support.google.com/mail/>.

Student Records

FERPA. The Family Rights and Privacy Act of 1974 is described in detail in the Registrar section.

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 Provost Office.

Examinations. Regular examinations in all subjects are held at the end of each semester. If a student unavoidably misses a test, it is their responsibility to contact the instructor to request a make-up test. The instructor has the prerogative to grant or deny the request. Regular examinations in all subjects are held at the end of each semester. If a student unavoidably misses a test, it is their responsibility to contact the instructor to request a make-up test. The instructor has the prerogative to grant or deny the request.

Grade Reporting. An email to each student receiving grades for the registration period will be sent to their official Aquinas College email account notifying them that their grades are available for viewing on My AQ. A printed grade report may be sent to the student upon their request to the Registrar's Office.

Semester progress reports are issued to all undergraduate students for semester-long classes. On these reports, (S) Satisfactory, (M) Marginal, or (U) Unsatisfactory are listed on My AQ, but are not recorded in the student file or on a transcript. These reports are to alert the student to their progress as they approach the midpoint of each semester-long course in which they are enrolled.

Progress Toward the Degree. A student's work in each course is evaluated by a letter grade and by the number of honor 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 explanation of grades.

Academic Integrity

An Aquinas education is firmly grounded in the values articulated in our official Integrity Statement: Aquinas College is rooted in the Dominican traditions of prayer, study, community and service, combined with a deep respect for truth, honesty, and integrity. In this spirit, we strive to create an environment in which integrity is prized and practiced. We expect all community members to uphold these values through honesty, fairness, and respect for others. Students, faculty, and staff are expected to act based on these values; therefore, academic dishonesty is treated as a serious offense.

Forms of Academic Dishonesty

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

Students commit plagiarism when they submit as their own work:

- Part or all of an assignment copied or paraphrased from another source, any on-line source, a book, a magazine, or a manuscript, without proper citation
- Material prepared by another person or organization
- The sequence of ideas, arrangement of material, or thought pattern of someone else. Plagiarism occurs when such a sequence of ideas is transferred from the source(s) to a paper or other student work without the process of reflection, integration, and reorganization in the writer's mind, and without proper citation
- Writing generated by an AI program such as, but not limited to, ChatGPT

Students are accomplices in plagiarism and equally culpable if they:

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

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

Cheating. Cheating includes, but is not limited to, any attempt by students to answer questions on a test or quiz

by any means other than their own knowledge. Examples of cheating include, but are not limited to:

- Use of any materials in the process of completing an examination which have not been approved by the instructor; including a cell phone or other digital storage device
- Transmission of information, either given or received, during an examination period
- Intended observation of another's work for hints on materials or technique during a laboratory test without the consent of the instructor;
- Obtaining, in part or in whole, a copy of the examination without consent of the instructor
- Buying or procuring previous examinations given in the course without the consent of the instructor
- Submission of identical papers of work for two different courses without the explicit approval of both instructors.
- Falsification of official documents such as internship hours, service or volunteer hours, student teaching logs, etc.
- Using answers generated by an AI program such as, but not limited to, ChatGPT.

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

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

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

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

Procedural Fairness. Timeliness is essential. All parties have a responsibility to respond promptly to Academic Integrity notifications and to resolving cases fairly, confidentially, and expeditiously.

During the process, students may not drop a class without consent from the reporting faculty member and should continue attending class and submitting assignments. The Registrar will place a hold on the student's account until the case is resolved.

The Academic Integrity Liaison has a responsibility to meet with the student and guide them through the case resolution process detailed below. The Academic Liaison will determine whether the evidence provided reasonably supports the allegation.

The Dean of Students Office is responsible for maintaining Academic Integrity reports as part of the Student Judicial database. Transcript designations are not used for violations

Grade Sanctions. Reporting instructors are responsible for assigning appropriate sanctions and are encouraged to consult with the Academic Integrity Liaison. All sanctions must be consistent with the current Course Catalog and course syllabus.

Second Offense: College Sanctions. All students who accept responsibility for an Academic Integrity Sanction will be notified that a second offense could result in suspension or expulsion from the College. If a second offense occurs, the additional sanction will be determined by the Provost, the Dean of Students, and the

Academic Integrity Liaison. All sanctions are final and not subject to appeal.

Case Reporting

Academic Integrity Liaison Responsibilities. The Academic Integrity Liaison is responsible for meeting with students and faculty promptly, providing a fair assessment of evidence, making recommendations about college standards, and seeing each case through the resolution process. Additionally, the Liaison is charged with maintaining confidentiality and reporting cases, sanctions, and recommendations to the Provost annually.

Faculty Responsibilities. To impose a sanction, faculty members must meet with the student confidentially, explain the alleged violation and proposed sanction, and submit the on-line “Academic Integrity Reporting Form” including the corroborating evidence. Faculty must inform students to contact the Academic Integrity Liaison within three business days and explain the resolution process by directing the student to <https://www.aquinas.edu/campus-integrity>.

Student Responsibilities. When a faculty member files an “Academic Integrity Reporting Form,” the student must contact the Academic Integrity Liaison within three business days to schedule an appointment. The function of this meeting is to clarify policies, review the submitted materials, and discuss the options for appeal when warranted. Failure to do so will result in an academic hold being placed on the student’s account and after one week, the case will be referred to the Student Conduct Team for resolution and possible additional sanctions.

Case Resolution

Waivers. In the event that a student wants to accept responsibility after meeting with the faculty member, they may waive the Academic Integrity Liaison meeting, by submitting and signing the “Academic Integrity Student Response” form on-line.

Academic Integrity Review Meeting. In all other cases, the student must set up a meeting with the Academic Integrity Liaison within three (3) business days. This meeting is not a hearing. The Academic Integrity Liaison will review the evidence and determine whether the Student Code of Conduct has been violated and offer the student counsel and support until the case is resolved.

During this meeting the Academic Integrity Liaison will:

1. Review the allegation with the student.
2. Allow the student to respond to the allegation and the evidence compiled.
3. Review relevant policies and issues with the student.
4. Review process and answer student’s questions.
5. Provide the student with opportunity to:
6. Present further information,
7. Offer additional perspectives, and/or
8. Suggest avenues of investigation.

Resolution. Following this meeting, the Academic Integrity Liaison will determine if a preponderance of evidence indicates that it is “more likely than not” that a violation occurred.

If the Academic Integrity Liaison determines that insufficient evidence of a violation exists and:

1. The reporting faculty member agrees, then the case can be dropped.
2. The reporting faculty member does not agree, then the matter will be referred to the student conduct process to determine whether a violation occurred.

If the Academic Integrity Liaison determines that sufficient evidence of a violation exists but that the sanction

should be modified, a new sanction may be determined in consultation with the reporting faculty member.

The student will have the opportunity to accept or deny responsibility for the alleged violation.

1. If the student accepts responsibility, the Academic Integrity Liaison will make appropriate sanction determinations and recommendations for remediation, as needed. Sanction determinations are final.
 - a. If the student has one or more previous Academic Integrity violation(s), sanction determinations will be made jointly by the Provost, the Dean of Students, and the Academic Integrity Liaison, considering the student's cumulative conduct record.
2. If the student does not accept responsibility, the Academic Integrity Liaison will refer the case to the student conduct process to determine whether a policy violation occurred.
 - a. If a violation is found, and the student has one or more previous Academic Integrity violation(s), sanction determinations will be made jointly by the Provost, the Dean of Students, and the Academic Integrity Liaison, considering the student's cumulative conduct record.

The Appeals Process. Students may submit a request for appeal on limited grounds for decisions made through the student conduct process, as outlined in the student conduct procedures section of this Catalog.

Academic Grievances

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

Academic Probation, Dismissal & Warning

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

1. Academic probation is based on the grade point average of coursework attempted at Aquinas College. The grade point average required is determined by the number of hours accumulated toward a degree at Aquinas College, including any transfer credit. Students on Academic Probation must meet the conditions of their probation. The conditions of Academic Probation will be communicated to the students by the Registrar.
2. Students will be considered as making unsatisfactory progress and will be placed on probation if:
 - Their Aquinas grade point average does not meet the following levels toward their Bachelor's degree requirements
 - o After twelve (12) hours (Aquinas plus transfer credit), 1.800 Aquinas GPA
 - o After thirty-six (36) hours (Aquinas plus transfer credit), 1.900 Aquinas GPA
 - o After sixty (60) hours (Aquinas plus transfer credit), 2.000 Aquinas GPA
 - Their Aquinas grade point average does not meet the following levels toward their Associate's degree requirements
 - o After twelve (12) hours (Aquinas plus transfer credit), 1.800 Aquinas GPA

- o After twenty-four (24) hours (Aquinas plus transfer credit), 1.900 Aquinas GPA
 - o After thirty-six (36) hours (Aquinas plus transfer credit), 2.000 Aquinas GPA
 - They are not making adequate progress toward their degree program. Academic progress is defined in terms of the number of semester hours a student has earned at Aquinas College in relation to the number of years in attendance.
3. Students will be dismissed when:
- they remain on probation for two successive full-time (or full-time equivalent) semesters.
 - the semester GPA for any semester is less than 1.000. Students may appeal their dismissal. The appeal process will be communicated to students by the Registrar.
4. Students earning less than a 2.000 for any semester's work, who do not specifically qualify for probationary status, will be assigned a status 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 discuss available resources and support.

Dean's List

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

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

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

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

IV. Expenses and Financial Aid

Expenses

Tuition

Room and Board

Payment

Refund Policy

Financial Aid

Expenses

Tuition for 2025-2026 Academic Year

Regular (traditional age) undergraduate students:

Full time load (12-20 semester hours)	\$20,596.00 per semester*
Per semester hour rates:	
1 – 8 semester hours	\$ 642.00 per semester hour*
9 – 11 semester hours	\$1,317.00 per semester hour*
21+ semester hours	\$20,596.00 plus \$642.00 per semester hour over twenty (20) credits

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

Undergraduate: Continuing Education

All hours	\$642.00 per semester hour
-----------	----------------------------

Graduate Students:

All hours	\$735.00 per semester hour
-----------	----------------------------

Individual courses may also be subject to supplemental fees. Information on current tuition is available at <http://www.aquinas.edu/discover-aq/costs>.

Tuition entitles the student to the following: class instruction, career counseling and testing services, use of the Grace Hauenstein Library, Sturuss Fitness Center, Wege Student Center and Health Center (applicable medical fees may apply), and admission to many College events.

The definition of a full-time regular student is: (1) traditional age student (Program type “R” for Regular) and (2) registered for a minimum of twelve (12) semester hours in a semester. A student with a program type of “R” will be considered full-time as of the 15th calendar day of the semester, regardless of subsequent schedule changes, and will be charged the package rate for all semester hours between twelve (12) and twenty (20). Semester hours in excess of twenty (20) will be charged on a per credit-hour basis.

Room for 2025-2026 Academic Year

Ruth Rasmus, Fr. Bartolome de las Casas, and St. Catherine of Siena Apartments	\$8,708.00 per academic year
	(\$4,354.00 per semester)
St. Martin de Porres and St. Rose of Lima Apartments	\$9,282.00 per academic year
	(\$4,641.00 per semester)
Double & Quad Capacity Room Rate	\$5,800 per academic year
	(\$2,900.00 per semester)
Single Capacity Rooms- Hruby Hall	\$6,852.00 per academic year
	(\$3,426.00 per semester)
Single Capacity Rooms- Regina or St. Joes	\$7,502.00 per academic year
	(\$3,751.00 per semester)
On-campus houses	\$7,252.00 per academic year
	(\$3,626.00 per semester)

A housing commitment is for the entire academic year. Housing will be prorated based on the move out date and a cancellation fee will be applied as outlined in the contract. 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 for 2025-2026 Academic Year

Premium Plan	\$3,837.00 per semester
Core and Flex Plans	\$3,349.00 per semester
Return Plan	\$2,741.00 per semester
Oak Plan	\$998.00
Squirrel Plan	\$602.00 per semester
Acorn Plan	\$340.00 per semester

Residential students living in traditional residence halls (Regina, St. Joseph, Dominican, Hruby, Brown, etc.) are required to participate in the Premium, Core, Flex or Return meal plan. Students living in the On-campus houses and the apartments are not required to be on a meal plan, but may opt into any meal plan. Meal plans and commuter cash are available to commuting students as well. Contact the Food Service Office, located in Wege Center, for more information on these plans.

Deposits. A \$300.00 enrollment fee is required of all first year and transfer students starting in the fall. The deposit is refundable through May 1st. If you are a first year or transfer student starting in the spring the enrollment deposit is \$150.00.

Special Fees for 2025-2026 Academic Year

Full Time Regular Required Fees	\$400.00 per semester
Part Time Regular Required Fees	\$400.00 per semester
CE and Graduate Student Required Fees	\$95.00 per semester
Course and Laboratory Fees (for certain Art, Career Services, Education, Math, Music, Science and Kinesiology classes – varies by course)	\$5.00 to \$225.00
Individual Music Instruction	\$250.00 per credit hour
Late Registration Fee	\$150.00 per course
No Show Fee	\$150.00 per course
Credit by Exam Fee	
Processing fee per exam	\$50.00
Fee per credit hour (if granted)	\$100.00
Enrollment Fee (new students only)	
Fall First year or Fall Transfer	\$300.00
Spring First Year or Spring Transfer	\$150.00
Parking Permit - Commuter student	
One semester	\$70.00
Full year	\$115.00
Parking Permit - Dual Enrolled student	\$35.00
Parking Permit - Resident students	
One semester	\$165.00
Full year	\$310.00
Prior Learning Credit	
Processing fee	\$50.00
Fee per semester hour (if granted)	\$100.00
Returned Check Fee	\$30.00
Study Abroad Program Fee	Varies
Transcripts	\$7.00 per copy plus online processing fees

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 unless a deferred payment option (see below) has been selected. Payment is due **regardless** of whether you review your bill or not. **Billings are available through MyAQ online. Paper bills will not be sent out.** Students with outstanding obligations to the College will not be permitted to register until the total balance is below \$1,000.00. *The College reserves the right to

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

Payment Plans. Payment plans can be set up in the student's MyAQ (not automatic payments) or by accessing the student accounts webpage and choosing- online payment plan through Official Payments (automatic payments), before the tuition due date. The office is open year-round.

Student Accounts Balance Policy. If a student's balance is \$1,000 or greater, and they would still like to register for classes, they can do so by setting up a satisfactory payment plan during the current semester.

Satisfactory payment plans would have the semester balance under \$1,000 no later than December 28 to accommodate spring registration and May 28th to accommodate fall registration. This is the same for automatic (through Official Payments) or manual (through the student's MyAQ) payment plans.

Students can be dropped from their fall classes if they have not paid their prior balance by one week prior to the start of the semester.

Aquinas College Employer Tuition Reimbursement Plan. The Aquinas College Employer Tuition Reimbursement Plan allows students who are eligible for tuition reimbursement from their employer to apply for deferred payment of tuition. A nonrefundable processing charge of \$50.00 per semester 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 semester.

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

Veteran Benefit Students. Veteran benefit students who provide a certificate of eligibility to the Aquinas College Financial Aid office (Hruby Hall) at the beginning of the semester will not impose any penalties such as late fees, denial of access to classes, or access to other educational facilities. VA students will not be required to borrow additional funds to cover the balance due to the delayed disbursement funding from chapter 31 or 33 or post-9/11 GI Bill®. If you have questions or concerns about your bill, please contact Jessica Vaglica, Student Accounts Manager, 616-632-2864 or studentaccounts@aquinas.edu.

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>."

All eligibility and certification are handled through the Financial Aid Office. Questions should be directed to the School Certifying Official at finaid@aquinas.edu.

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, or receive a diploma until all financial obligations are paid in full.

In addition to the charges associated with the payment plans described above, a service charge of one (1) percent per month will be assessed (on the last business day of the month) 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 will be due and payable immediately.

The College reserves its right to submit past due accounts to its collection agents and use legal action, if necessary, to secure any payment due. Fees of collection agencies which may be based on a percentage at a maximum of 33.3% of the debt, plus past and future monthly service charges as defined above, will be added to

any debt. The actual cost of these collection services, all expenses, and if necessary, litigation costs, will be the responsibility of the student. By providing a telephone number to Aquinas College, students understand, agree and give express consent that Aquinas College or anyone working on their behalf, including third party vendors, may contact them at the number provided by manually dialing the number or by using automated dialing technology.

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

Errors or Disputes. Inquiries regarding schedules should be referred to the Registrar's Office. 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.

Refund Policy

Students must be in good financial standing (account paid in full or payment plan in place) before making registration changes. Drops and withdrawals can be made by contacting the Registrar's Office 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's Office.

Traditional Undergraduate Students

Dropping a Class or Classes. Regular students will be charged the full-time rate if they remain registered for twelve (12) to twenty (20) credits. Students have until 4pm on the 10th business day of the semester to drop a class without the potential of financial penalty. The 10th business day will always be the 2nd Friday of the semester. Any course dropped after 4 p.m. on the 10th business day will be considered a late drop and could result in additional tuition charges.

Withdrawing from courses has a multitude of implications. Students should meet with several departments and review their options before moving forward. Here are a few to consider, although this is not an exhaustive list:

- Housing and residence life – how will no longer being a student impact your ability to live on campus?
- Athletics – talking with your coach to determine how this impacts your participation in NAIA athletics.
- Student success – talking with your academic advisor about how dropping impacts your progression towards your degree, academic standing, and future course offerings?
- Financial aid – are you receiving any sort of financial aid towards your tuition? If so, you will want to review your unique financial aid package with the financial aid department directly. Aquinas policy and federal regulations require how much aid will be allowed to keep if you are to withdraw from your courses. Keep in mind that aid is typically applied based on full time enrollment and any adjustments to this enrollment after the 100% aid period will impact your financial aid. Generally speaking withdrawing from all courses before the 60% period in the semester will require a calculation with the federal government and typically generates a bill for the student, as aid offices have to end back all or a portion of the Title IV aid.

Aquinas policy states that any students who register for classes on any given semester may be obligated to pay all or a portion of their tuition and fees for that semester. If you begin courses at Aquinas, receive financial aid, and then withdraw from your courses, your financial aid will be adjusted based on the refund policy below as well as federal regulations.

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 their intent to withdraw. Full time students will do this by completing a Withdrawal Form, available in the Registrar's Office.

The amount of the semester a student has completed as of the date of withdrawal is calculated by counting the number of calendar days that have elapsed in the semester and dividing that number by the total number of calendar days in the semester. Scheduled breaks of five days or longer are excluded from the calculation. Students who complete a course and then withdraw from or do not attend all remaining courses are considered a withdrawal for the semester and a federal return calculation will be completed.

The amount of the semester completed by the student determines the earned and unearned amounts of aid. If the amount of federal aid already disbursed to the student's account is greater than the amount the student earned, the unearned funds must be returned, by the College or the student or both. If the amount disbursed to the student is less than the amount the student earned, he or she may be eligible to receive a post-withdrawal disbursement of the earned aid that was not previously received. Students and/or parents will be notified of any post-withdrawal disbursement eligibility for student loan funds.

The unearned percentage of federal aid is multiplied by the charges for the semester and by the total amount of aid disbursed for the student; the College is responsible for returning the lesser of these two amounts. Students may be required to return any unearned aid less the amount returned by the College. Title IV funds are 100% earned if the withdrawal date is after the 60% point in the semester.

All R2T4 calculations are completed within 30 calendar days of the date of determination of withdrawal. Funds are turned to the US Department of Education within 45 calendar days of the date of determination. If a student is required to return funds to the US Department of Education (an overpayment), the student will be notified within 45 days of the date of determination. The student must repay the amount of the overpayment to the College in full.

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.

First and second week of the semester	100% refund
Third week of the semester	90% refund
Fourth week of the semester	75% refund
Fifth week of the semester	70% refund
Sixth week of the semester	60% refund
Seventh week of the semester	55% refund
Eighth week of the semester	50% refund
Ninth week of the semester and on	Full charges will apply

Any inquiries regarding the withdrawal refund 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.

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 section for a complete description of the Title IV Refund Policy. Dropping a class may impact your ability to receive financial aid for subsequent semesters due to Satisfactory Academic Progress (SAP).

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

Continuing Education and Graduate Students (MM, ME, MAT, MAC)

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

Refund of Balance on Account. Students will receive email communications each semester from AQ when aid disbursements and refunds have been processed and made available to the student. Aid will be disbursed to the student account and billed charges will be paid. Excess funds will be issued after the drop/add period of the semester, within 14 days of the actual disbursement (4th week of classes). All refunds will be issued electronically. A valid routing and checking account number can be entered in MyAQ or by calling Student Accounts with the information. Paper checks are no longer available for pickup.

Veteran Benefit Students

Return of Veteran Tuition Assistance. Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend for the entire semester awarded. When a student withdraws from Aquinas College, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the new Department of Defense policy, Aquinas College will return any unearned TA funds on a prorated basis through the 60% portion of the period for which the full amount of TA funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on the completion of the withdrawal form by the student and according to the withdraw policy schedule. These funds are returned to the government and will not be refunded to the student.

The college realizes that on occasion, students may need 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 the appeals team to support a request to back date the day of the withdrawal. This could result in an adjustment for the refund of the TA funds.

Unearned Tuition Assistance Return Schedule. Full Time TA-eligible Students in the 16-Week format only or 16-Week and 8- Week combination

First and second week of the semester	100% refund
Third week of the semester	90% refund
Fourth week of the semester	75% refund
Fifth week of the semester	70% refund
Sixth week of the semester	60% refund
Seventh week of the semester	55% refund
Eighth week of the semester	50% refund
Ninth week of the semester	45% refund

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. All Aquinas College students receiving any sort of financial aid must adhere to the Financial Aid Handbook. To view the Financial Aid Handbook and the full Financial Aid section, please visit aquinas.edu/financialaid.

Location: Hruby Hall - HH 34
Phone: (616) 632-2893

Email: financialaid@aquinas.edu
Web Address: aquinas.edu/financialaid

V. Academic Programs

Degree Programs

Programs of Study

General Education Program

Institutional Student Learning Outcomes

Academic Opportunities

Courses of Instruction

Degree Programs

Aquinas offers the following undergraduate degree programs:

- Associate of Arts
- Associate of Science
- Bachelor of Arts
- Bachelor of Arts in General Education
- Bachelor of Fine Arts
- Bachelor of Music Education
- Bachelor of Professional Accountancy
- Bachelor of Science
- Bachelor of Science in Business Administration
- Bachelor of Science in Nursing from the University of Detroit Mercy in collaboration with Aquinas College and St. Mary's Mercy Medical Center (Degree granted by the University of Detroit Michigan.)

Associate's Degree Requirements. To earn the Associate of Arts degree or Associate of Science degree, students must complete sixty (60) semester hours of work, which include the General Education Plan and proficiency requirements in English and Mathematics (excluding the Writing Intensive and Capstone requirements). At least thirty (30) of the sixty (60) semester hours must be earned at Aquinas College. The associate's degree holder may continue to work toward a bachelor's degree. Students must be in attendance at the College the full-time equivalent of their last semester prior to graduation.

Bachelor's Degree Requirements. To earn a bachelor's degree students must complete 120 semester hours of work which include:

- Completion of a major
- Fulfillment of the General Education Program (semester hours vary)
- Electives to make up the total 120 semester hours
- Meeting the writing and mathematics proficiency standards and the residency requirement
- Minimum Aquinas grade point average of 2.000 as well as a minimum overall grade point average of 2.00
- At least thirty (30) of the 120 semester hours must be earned at Aquinas College

The student must be in attendance at the College the full-time equivalent of their last semester prior to graduation, and have completed a minimum of thirty (30) hours of the last sixty (60) hours toward their degree at Aquinas College.

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

The Bachelor of Arts in General Education (B.A.G.E.) does not require the completion of a major. All other degree requirements apply.

Documentation Regarding General Education Requirements. Students are subject to the general education requirements and the major requirements found in the academic catalog the year they matriculate.

Residency. A minimum of thirty (30) semester hours must be earned at Aquinas College. Advanced Placement (AP) credit, International Baccalaureate (IB), and CLEP (College Level Examination Program) credit, prior learning assessment, and credit by examination do not count toward the residency requirement.

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 (major and minor)

- Professional Accountancy (major)

ART (major and minor)

- Art History (major and minor)
- Fine Arts (major)

BIOCHEMISTRY & MOLECULAR BIOLOGY (major)

- Optional concentration in Genetic Counseling Preparatory

BIOLOGY & HEALTH SCIENCES

- Biology (major and minor)**
- Health Science (major)**

**Optional concentration in Genetic Counseling Preparatory

BUSINESS ADMINISTRATION (major and minor)

- Optional concentrations in International Business, Marketing and Management for major

CHEMICAL PHYSICS (major)

CHEMISTRY (major and minor)

COMMUNICATION (major and minor)

- Business Administration/Communication Dual (major)**

**Optional concentrations in International Business, Marketing and Management

- Communication w/Theatre Emphasis (major)

COMPUTER INFORMATION SYSTEMS (major)

- Management Information Systems (major and minor)
- CIS Web Design (minor)
- CIS Networking (minor)
- CIS Analyst (minor)

DATA SCIENCE (major and minor)

ECONOMICS (minor)

EDUCATION (major and minor)

- Elementary Education (major)
- Secondary Education (major)

**Must be combined with a content area major: English Literature, French, German, Integrated Science, Math, Social Studies, Spanish, or Speech. Content area minor is optional: Biology, Chemistry, English, History, Math, or Physics.

- PK-12 Spanish and Music Education
- Education (minor)

ENGLISH

- English Literature (major and minor)
- English Writing (major and minor)

ENVIRONMENTAL SCIENCE (major and minor)

- Required concentrations in Ecology, Chemistry or Earth Science (choose at least one for major)

GEOGRAPHY (major and minor)

HISTORY (major and minor)

INTERNATIONAL STUDIES (major)

IRISH STUDIES (minor)

JOURNALISM (minor)

KINESIOLOGY

- Applied Sport and Exercise Science (major and minor)**

**Optional concentration in Pre-Exercise Physiology and Fitness Entrepreneur for major

- Business Administration/Sport Management Dual (major)**

**Optional concentrations in International Business, Marketing and Management

- Clinical Exercise Science (major and minor)**

**Optional concentrations in Pre-Athletic Training, Pre-Occupational Therapy, Pre-Physical Therapy

- Athletic Coaching (minor)

LEGAL STUDIES (minor)

MATHEMATICS (major and minor)

MUSIC (major and minor)**

**Required concentrations in Church Music, General, Jazz or Performance (choose one for major)

- Music Education (major)
- Jazz (minor)

PHILOSOPHY & THEOLOGY (major)

- Catholic Studies (minor)
- Certificate of Theological Studies
- Philosophy (minor)
- Theology (minor)

PHYSICS (minor)

POLITICAL SCIENCE (major and minor)

PSYCHOLOGY (major)**

**Required concentrations in Counseling, Development, or General (choose one for major)

- Child Life (major)
- Development Psychology (minor)

- CAST (Child Advocacy Studies) Certificate Program

SOCIOLOGY (major and minor)**

**Required concentrations in Criminal Justice, General, or Health & Human Services (choose at least one for major)

THEATRE (major and minor)

WOMEN'S & GENDER STUDIES (minor)

WORLD LANGUAGE

- French (major and minor)
- German (major and minor)
- Spanish (major and minor)

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

Students are required to fulfill the departmental requirements for the major as specified in the College catalog current at the time of their matriculation. If students have specific questions regarding requirements, they should consult with the department chairperson.

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

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

- 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.

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

Concentrations. To meet a particular educational or career objective, students may decide to complete a concentration. Concentrations are specializations that can be applied to specified majors to develop the knowledge within the indicated department.

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

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

General Education Program

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

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

The structure of the General Education Program includes some required core courses, whose content crosses other academic disciplines, as well as some areas of choice within a modified distribution system. Furthermore, the program provides an integrated and coherent learning experience complementing the work of the major, which provides the opportunity for an in-depth study of a student's area of interest.

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

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

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

General Education Waiver. Students may waive one of their 10 required General Education distribution courses except for the following designations. Students may not waive First Year Seminar, Theology, lab-required Natural Science course, Global Perspective, Writing Intensive, or Senior Capstone courses. To waive a course, visit the Registrar's Office website: <https://www.aquinas.edu/offices/registrar/>.

Other Degree Requirements. All students graduating with a degree from Aquinas College must demonstrate proficiency in writing and mathematics.

English Proficiency. Students must successfully complete First Year Seminar; GEN 100 with a grade of "C-" or better to earn writing proficiency. Students earning less than a "C-" must repeat the course.

If a student transfers to Aquinas with an Associate of Arts degree, successful completion of a writing course equivalent to First Year Seminar with a grade of "C-" or better will satisfy English proficiency requirements.

Mathematics Proficiency. Successful completion of one of the following options will fulfill the mathematics requirement:

- The following courses C- or better:
 - MAT 105 Mathematics for the Liberal Arts
 - MAT 110 Modeling with Algebra
 - MAT 120 Precalculus
 - MAT 121 Calculus I
 - MAT 122 Calculus II
 - MAT 214 Mathematics for Elementary School Teachers
- An equivalent mathematics course in transfer

GENERAL EDUCATION REQUIREMENTS

Aquinas College 2025-2026

The grade requirement for a major, minor, or concentration will be higher than that required for general education. Students may waive one general education distribution course (except for First Year Seminar, Theology, lab-required Natural Science, Global Perspective, Writing Intensive, and the Senior Capstone course). To waive a course, visit the Registrar's Office website: <https://www.aquinas.edu/offices/registrar/>.

ONE SEMINAR COURSE requires C- or above

GEN 100 First Year Seminar

ONE THEOLOGY COURSE requires D- or above

THEO 100 The Catholic Vision
THEO 105 Sacraments
THEO 200 Bible as Story
THEO 205 Vatican II
THEO 210 Theology of Christian Marriage
THEO 215 Jesus
THEO 220 Catholic Moral Theology
THEO 225 Catholic Social Teaching
THEO 230 Wrestling with God
THEO 302 C.S. Lewis as Theologian
Mysterium Salutis: Teaching of St. Paul (Rome Study Away)

TWO SOCIAL SCIENCE COURSES FROM TWO DIFFERENT DISCIPLINES requires D- or above

Business
BUS 200 Principles of Management
BUS 210 Personal Finance & Investments
BUS 220 Sustainable Business

Communication
COM 100 Becoming an Effective Communicator
COM 111 Podcast Production & Introduction to Radio
COM 120 Social Media
COM 200 Public Speaking
COM 210 Interpersonal Communication
COM 220 Mass Media History & Effects

Economics
ECON 200 Economics for the Citizen

Cultural Geography
GEO 120 Human Geography*
GEO 130 World Regional Geography*
GEO 220 Urban Geography
GEO 230 Geography of US & Canada

Irish Studies
IRST 205 Contemporary Social Issues in Ireland (Ireland Study Away)

Political Science
POL 110 Struggle of American Democracy
POL 180 The World in Crisis*

Psychology
PSY 100 Introduction to Psychology

Sociology
SOC 100 Introduction to Sociology
SOC 105 Cultural Anthropology*
SOC 115 Media & Society
SOC 220 Criminology

Women and Gender Studies
WGS 100 Foundations in Women's & Gender Studies
WGS 205 Women, Gender, & Sports
WGS 210 Language & Gender
WGS 215 Women, Gender, & Environment**
WGS 220 Women & Spirituality

TWO HUMANITIES COURSES FROM TWO DIFFERENT DISCIPLINES requires D- or above

Art
ART 251 Art in the Ancient World
ART 252 Art in the Middle Ages
ART 253 From Renaissance to Revolution
ART 254 From Enlightenment to WWI
ART 266 Modernist Art
ART 271 Contemporary Art
ART 311 Art & Architecture (Study Away. Must be taken w/ ART 310)

Catholic Studies
CATH 200 Tolkien & the Catholic Imagination

English Literature
ENGL 110 Understanding & Appreciating Literature
ENGL 254 World Literature in English*
ENGL 258 Literature & Motion Pictures
ENGL 260 Catholic Writers
ENGL 262 Women Writers
ENGL 264 Irish Literature
ENGL 266 Studies in English Literature

ENGL 268 Studies in American Lit.
ENGL 270 African-American Literature

General Education
GEN 200 World Humanities

German
GER 405 Seminar in German Studies

History
HIST 101 American History to 1877
HIST 102 American History since 1877
HIST 151 World History to 1800
HIST 152 World History since 1800
HIST 110 European History
HIST 222 Ancient History
HIST 234 History of World Religions*
HIST 236 Environmental History*
HIST 238 Latin American History

Irish Studies
IRST 210 Irish Culture & Identity (Ireland Study Away)

Music
MUSC 112 Exploring Global Music*
MUSC 200 Music Appreciation
MUSC 201 History of Popular Music
MUSC 216 History of Jazz**

Philosophy
PHIL 100 Know Thyself
PHIL 200 Logic
PHIL 201/301 The Philosophy of St. Thomas
PHIL 202/302 The Philosophy of Wojtyla
PHIL 205 Philosophy & Film
PHIL 215 Ethics
PHIL 220/320 Ancient Philosophy
PHIL 225 Medieval Philosophy
PHIL 235/335 Environmental Philosophy

Spanish
SPA 305 18th to 21st Spanish Literature
SPA 310 Spanish American Literature
SPA 315 Chicana/Latina Literature

Theatre
THTR 205 Theatre History & Theory I: Golden Ages**
THTR 206 Theatre History & Theory II: Resistance**

FINE ARTS COURSE(S) 4 credit minimum requires D- or above

ART 100 Art for Non-Majors
ART 110 Basic Drawing
ART 115 Graphic Design
ART 120 2D and 3D Design
ART 215 Darkroom Photography
ART 220 Digital Photography
ART 230 Printmaking
ART 235 Ceramics
ART 240 Sculpture
ART 320 Cityscape Drawing (Study Away. Must be taken w/ ART 321)
ENGL 200 Writing for Business**
ENGL 201 Advanced Composition**
ENGL 202 Creative Writing**
ENGL 203 Writing Center Theory & Practice**
ENGL 205 Intro to Journalism**
ENGL 308 Studies in Writing Poetics (Rome Study Away)
KIN 1032 Ballroom Dancing Activity A (2 cr)
KIN 1034 Folk & Square Dancing Activity A (2 cr)
MCEN 111-212 Valenti Handbell Ensemble (1 cr each)
MCEN 143-244 College Chorus (1 cr each)
MCEN 153-254 Treble Chorus (1 cr each)
MCEN 155-256 College Band (1 cr each)
MCEN 158-458 Jazz Combo, Instrumental, or Vocal (1 cr each)
MCEN 163-264 Collegiate Singers (1 cr each)
MCEN 167-268 Chamber Ensembles (1 cr each)
MCEN 171-272 Jazz Band (1 cr each)
MUSC 100 Intro to Musicianship
MUSC 101 Songwriting
MUSC 102 Beginning Guitar (2 cr)
MUSC 103 Beginning Piano (2 cr)
MUSC 205 Vocal Techniques (2 cr)
THTR 100 Theatre for Everyone
THTR 101 Intro to Theatre Design
THTR 102 Stagecraft
THTR 111 Acting I
THTR 112 Improvisational Acting
THTR 200 Theatre for Social Change
THTR 225 Theatre Practicum

**WORLD LANGUAGE
COURSE(S)**

**0-8 credits depending on
language placement
requires C- or above**

FRE 102 Beginning French II:
Language & Culture
GER 102 Beginning German II:
Language & Culture
SPA 102 Beginning Spanish II:
Language and Culture

**TWO NATURAL SCIENCE
COURSES FROM TWO
DIFFERENT DISCIPLINES
(ONE MUST HAVE A LAB)
requires D- or above**

Biology

BIO 105 Environmental Biology
(lab)
BIO 115 Human Biology (lab)
BIO 155 Human Anatomy &
Physiology I (lab)
BIO 170 Intro to Organisms (lab)
BIO 171 Introduction to Cells (lab)

Chemistry

CHEM 105 Environmental
Chemistry (lab)
CHEM 110 Chemistry for Non-
Majors (lab)
CHEM 121 General Chemistry I
(lab)

**Geography & Environmental
Science**

GEO 110 Earth Systems (lab)
GEO 115 Michigan Geography
(non-lab)

Physics

PHYS 100 Physical Science (non-
lab)
PHYS 105 Observational
Astronomy (non-lab)
PHYS 201 General Physics:
Mechanics, Sound, Heat (lab)
PHYS 211 General Physics with
Calculus: Mechanics (lab)

**ONE MATHEMATICS
COURSE
requires C- or above**

MAT 105 Math for the Liberal Arts
MAT 110 Modeling with Algebra

MAT 120 Precalculus
MAT 121 Calculus I
MAT 122 Calculus II
MAT 214 Mathematics for
Elementary School Teachers

**ONE GLOBAL PERSPECTIVE
COURSE
requires D- or above**

ART 251 Art in the Ancient World
ART 252 Art in the Middle Ages
400-1400
ART 253 Art from the Renaissance
to Revolution 1400-1776
ART 254 From the Enlightenment
to the End of WWI 1776-1918
BUS 220 Sustainable Business
BUS 331 International Business
BUS 332 Culture in International
Business
COM 310 Intercultural
Communication
ENGL 254 World Literature in
English*
FRE 400 French & Francophone
Contemporary Cultures
GEO 120 Human Geography*
GEO 130 World Regional
Geography*
GER 405 Seminar in German
Studies
HIST 151 World History to 1500
HIST 152 World History since 1500
HIST 234 History of World
Religions*
HIST 236 Environmental History*
MUSC 112 Exploring Global
Music*
POL 180 The World in Crisis*
SOC 105 Cultural Anthropology*
SPA 320 Cultures of the Spanish-
Speaking World
THTR 205 Theatre History &
Theory I: Golden Ages*
WGS 310 Contemporary Issues in
Women's & Gender Studies

**ONE WRITING INTENSIVE
COURSE
requires D- or above**

ACC 315 Accounting
Communication & Professional
Development
ART 266 Modernist Art
ART 271 Contemporary Art
BIO 205 Genetics

BUS 325 Strategic Business
Communication
CHEM 330 Instrumental Methods
of Analysis
COM 315 (Un)ethical
Communication
COM 402 Research Methods
EDUC 400 Foundational Topics in
Education
ENGL 200 Writing for Business**
ENGL 201 Advanced
Composition**
ENGL 202 Creative Writing**
ENGL 203 Writing Center Theory &
Practice**
ENGL 205 Intro to Journalism**
ENGL 312 Grant Writing
FRE 302 French Conversation &
Composition II
GEO 210 Biogeography
GER 302 Expressing Identity
Through Writing
HIST 220 History of American
Sports
HIST 224 The Middle Ages
HIST 302 History of Britain
KIN 315 Research & Design in EBP
World
KIN 330 Social Media
(Mis)information
MAT 315 Abstract Algebra
MAT 400 Topics in Geometry
MUSC 216 History of Jazz**
MUSC 300 Music History &
Literature: The Origin
POL 355 Themes in Political
Theory
POL 380 American Foreign Policy
POL 480 International Relations
PSY 200 Thinking & Writing in
Psychology
SOC 200 Thinking & Writing in
Sociology
SPA 301 Spanish Composition
THEO 305 Bible as Poetry
THTR 206 Theatre History &
Theory II: Resistance**
WGS 215 Women, Gender, &
Environment**

**ONE SENIOR CAPSTONE
COURSE
requires D- or above**

ACC 430 Advanced Accounting
ART 410 Art Capstone:
Professionalism
ART 420 Art History Capstone:
Historiography

BIO 401/402 Biology Research
Seminar I/II
BIO 405 Biology Seminar
BUS 410 Cases in Business Policy
CHEM 401/402 Chemistry Project
Development & Practicum
CIS 425 Systems Design
COM 401 Communication Theory
EDUC 480 Teaching
Apprenticeship & Seminar
ENGL 400 Writing Emphasis
Capstone
ENGL 401 Major Authors
ENGL 402 Literary Theory
ENV 402 Environmental Science
Capstone Research Seminar
FRE 400 French Contemp. Cultures
FRE 405 French for Professions
GEN 400 Senior Capstone
GEO 402 Geography Capstone
Research Seminar
GER 400 Community Engagement
& Research
HIST 400 Senior Research Seminar
INST 400 Senior Capstone in
International Studies
KIN 432 Adv. Strength &
Conditioning
MAT 410 Applied Data Science
MAT 420 Mathematics Capstone
MUSC 400 Seminar & Research in
Music
PHIL 400 Senior Capstone
POL 450 Senior Capstone in
Political Science
PSY 450 Advanced Research
Methods
PSY 455 Practicum in Child Life
SOC 402 Sociology Capstone
SPA 400 Spanish Linguistics
SPA 405 Medieval Spanish
Literature & XXI U.S. Culture
SPA 410 Engaging in Latinx Grand
Rapids
THEO 400 Senior Seminar
THTR 401 Senior Capstone in
Theatre
THTR 402 Senior Seminar in
Theatre

***Course counts for either Social
Science, Fine Arts OR Humanities
AND Global Perspective
requirement**

****Course counts for either Fine
Arts, Humanities OR Social
Science AND Writing Intensive
requirement**

Institutional Student Learning Outcomes

The Institutional Student Learning Outcomes represent our commitment that every Aquinas College student will have the opportunity to gain knowledge, skills, and personal capabilities throughout their studies and experiences.

GOAL [I] EXPLORATION AND ACQUISITION OF KNOWLEDGE	GOAL [II] DEVELOPMENT OF INTELLECTUAL, PROFESSIONAL AND ARTISTIC SKILLS
<p>Students explore: Purpose and meaning through breadth of knowledge in general education across the liberal arts and a depth of knowledge in majors and graduate study.</p>	<p>Students prepare to lead a life of purpose and success through research and practical application of skills.</p> <p>Students develop:</p> <ul style="list-style-type: none"> - Critical thinking and creative expression - Qualitative and quantitative reasoning - Proficiency in communication - Information literacy (digital and print)
GOAL [III] PERSONAL AND SOCIAL RESPONSIBILITY	GOAL [IV] EDUCATION OF THE WHOLE PERSON
<p>Aligned with the Catholic and Dominican tradition, students gain skills to become global citizens who act within diverse contexts.</p> <p>Students practice:</p> <ul style="list-style-type: none"> -Ethical reasoning and theological reflection - Leadership and collaboration - Commitment to community, inclusion, social justice, civic engagement, and sustainability. -Respect for diverse perspectives and cultural traditions 	<p>Students engage in personal development to build resilience and support the flourishing of self and others.</p> <p>Students cultivate:</p> <ul style="list-style-type: none"> - Mental, physical, emotional, and spiritual health - Respectful relationships and empathy - An exploration of vocation - A habit of mind for lifelong learning and action - Independence and self-actualization

Academic Opportunities

Engaged Learning.

Aquinas College encourages students to participate in high impact practices such experiential learning opportunities prior to graduation. Experiential learning activities include:

- Insignis (and other student organizations)
- Internships and/or practicums
- Service Learning (Local and International Opportunities)
- Study Away (Semester-long and short-term opportunities)
- Residential Co-curricular Program Experiences
- Undergraduate student research

Insignis Program for Honors Students. The Insignis Program for Honors Students seeks to create an environment in which students of exceptional academic potential can interact with each other in intellectual and social pursuits. Incoming first year students with a 25 composite score on the ACT or with 1200 combined (or 80th percentile) on the SAT, and who have maintained at least a 3.5 grade point average (GPA) in their high-school academic courses are invited to join Insignis. Current Aquinas students who wish to participate may be nominated by faculty members or may seek membership by applying to the Director of the Insignis Program.

Insignis students work with instructors to design interdisciplinary seminar courses and they take honors-only sections of some of the General Education curriculum. Insignis students also take part in many on- and off-campus cultural events, and serve our community through various service learning opportunities. A limited number of competitive scholarships are available. For further information, contact the Director of the Insignis Program, Dr. Jennifer Hess, hessjen@aquinas.edu.

Aquinas College Advantage Center

The Aquinas College Advantage Center is located in Mother Victor Flannery Hall (on the corner of Robinson Rd and Woodward Ave). The Center prepares and supports students to become effective leaders in their chosen life pursuits. To learn more visit aqadvantage.aquinas.edu.

Career Services. Career Services' staff members provide coaching to help students identify personal skills, interests, abilities, goals, and values. events and employer connections provide opportunities for class-to-career success. Individual appointments may be scheduled online in Handshake (aquinas.joinhandshake.com).

Community-Engaged Experiential Learning. Aquinas students engage in active learning within the community connected to academic courses. Opportunities may include place-based projects, community-engaged learning, job shadows, and alumni connections.

Internships. Internships offer students an experience related to their career goals while building important skills. Internships completed for academic credit must be approved by the students' supervisor academic advisor, and if completed for credit within a major or minor, the Department Chair. Internships for credit are subject to tuition fees. Internships can be paid or unpaid. Students may complete up to twelve (12) semester hours of internship credit while at Aquinas College. It is recommended that students plan for their internship in advance; competitive internships at national or global companies require additional time and planning. Aquinas College participates in the Disney College Program and students can earn 8 credits of general elective credit while enrolling in an online course. Students should make an appointment to search and/or register for internships via Handshake (aquinas.joinhandshake.com).

Undergraduate Student Research. Aquinas students are eligible for two research grant programs that take place during the summer break. The Mohler-Thompson program is available for students' studying math or the natural sciences. The Summer Scholars program is available for students in any academic field. Each participating student works with a faculty mentor to complete discipline-specific research and practice professional communication skills. Other opportunities for research experiences across the country and internationally.

Study Abroad

International Programs. All applicants must be full-time Aquinas College students and must first be approved by the Aquinas College Office of International Programs before they can participate in any of the current or future Study Abroad programs. For semester long and summer programs, students have a choice of specific courses to take that transfer back to Aquinas. Any courses taken that are not on the approved list must be pre-approved by the Office of International Programs and the Registrar's Office. Short-term programs are connected to a spring semester course - students must participate in the course in order to also participate in the travel. Guest Student applications will be considered on a case-by-case basis. For more information on the programs, process, eligibility, costs, and logistics, visit the Aquinas College Office of International Program's website: aquinas.edu/study-abroad

Courses of Instruction

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

ACC	Accounting	INST	International Studies
ART	Art	IRST	Irish Studies
BCMB	Biochemistry and Molecular Biology	KIN	Kinesiology
BUS	Business Administration	MUSC	Music
BIO	Biology	MCAP	Music Applied
CATH	Catholic Studies	MCEN	Music Ensemble
COM	Communication	MAT	Mathematics
CIS	Computer Information Systems	NUR	Nursing
CHEM	Chemistry	PHYS	Physics
ECON	Economics	PSY	Psychology
EDUC	Education	PHIL	Philosophy
ENGL	English	POL	Political Science
ENV	Environmental Studies	SOC	Sociology
FRE	French	SPA	Spanish
GEN	General Education	THTR	Theatre
GEO	Geography	THEO	Theology
GER	German	WGS	Women's & Gender Studies
HIST	History		
INS	Insignis		

Accounting

Anthony Burdick, M.S., C.P.A., Chair

Kevin Cantley, M.B.A, C.P.A., C.G.M.A, Bradford Keuning, M.B.A., C.P.A.

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

Student Learning Outcomes.

1. Students will demonstrate skill in expanding their understanding of the evolving global accounting profession.
2. Students will be able to understand, apply, and analyze core accounting principles and concepts in for-profit and not-for-profit organizations in the areas of financial accounting, managerial accounting, auditing, tax, and accounting information systems.
3. Students will be able to identify and analyze problems, use research tools to determine alternatives, and effectively communicate recommended solutions using appropriate technology.
4. Students will demonstrate skill in applying a broad range of business knowledge to solving organizational problems.
5. Students will be able to clearly articulate their personal ethical decision-making processes with respect to accounting and effectively apply professional ethical standards to business situations.

ACCOUNTING MAJOR

Bachelor of Science

2025-2026

Major Requirements: Fifty-eight (58) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas, sixteen (16) of which must be taken in Accounting courses at the 300 level and above.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
Accounting and Business Administration Coursework			
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____ CIS 111 (may also be corequisite)
_____	ACC 202 Financial & Managerial Accounting	4.0	_____ ACC 201, CIS 111
_____	ACC 301 Intermediate Accounting I	4.0	_____ ACC 202
_____	ACC 302 Intermediate Accounting II	4.0	_____ ACC 301
_____	ACC 310 Cost Accounting	4.0	_____ ACC 202
_____	ACC 315 Accounting Communication and Professional Development (WI)	4.0	_____ ACC 202
_____	ACC 320 Accounting Systems & Analytics	4.0	_____ ACC 301
_____	ACC 325 Introduction to Taxation	4.0	_____ ACC 202
_____	ACC 420 Auditing	4.0	_____ ACC 302, ACC 320
_____	ACC 430 Advanced Accounting (SC)	4.0	_____ ACC 302, Senior Status
_____	BUS 401 Financial Management	4.0	_____ ACC 201, ECON 200, MAT 115, CIS 111
Computer Science Coursework			
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 211 Advanced Spreadsheets	1.0	_____ CIS 111
Economics Coursework			
_____	ECON 200 Economics for the Citizen	4.0	_____
Mathematics Coursework: Choose One Course			
_____	MAT 115 Elementary Statistics	4.0	_____ MAT 100 or higher
_____	MAT 205 Statistics	4.0	_____ MAT 120 or higher
_____	MAT 412 Mathematical Statistics	4.0	_____ MAT 411
Business Coursework: Choose One Course			
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____

PROFESSIONAL ACCOUNTANCY

Bachelor of Professional Accountancy

2025-2026

Major Requirements: Eighty-two (82) semester hours.

At least thirty-two (32) semester hours must be taken at Aquinas, twenty-four (24) of which must be taken in Accounting courses at the 300 level and above.

Total hours for the degree must be at least 150. A minimum of 150 hours are required to be a CPA in Michigan.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
Accounting Coursework				
	ACC 201 Introduction to Acct. & Financial Analysis	4.0		CIS 111 (may also be corequisite)
	ACC 202 Financial & Managerial Accounting	4.0		ACC 201, CIS 111
	ACC 301 Intermediate Accounting I	4.0		ACC 202
	ACC 302 Intermediate Accounting II	4.0		ACC 301
	ACC 310 Cost Accounting	4.0		ACC 202
	ACC 315 Accounting Communication & Professional Development (WI)	4.0		ACC 202
	ACC 320 Accounting Systems & Analytics	4.0		ACC 301
	ACC 325 Introduction to Taxation	4.0		ACC 202
	ACC 420 Auditing	4.0		ACC 302, ACC 320
	ACC 425 Advanced Taxation/Nonprofit & Govt. Accounting	4.0		ACC 301, ACC 325
	ACC 430 Advanced Accounting (SC)	4.0		ACC 302, Senior Status
	ACC 397 Accounting Internship	4.0		Department Chair Approval
Business Coursework				
	BUS 200 Principles of Management	4.0		
	BUS 205 Principles of Marketing	4.0		
	BUS 300 The Legal Environment of Business	4.0		
	BUS 401 Financial Management	4.0		ACC 201, ECON 200, MAT 115, CIS 111
	BUS 405 Business Ethics and Social Responsibility	4.0		
	BUS 410 Cases in Business Policy (SC)	4.0		BUS 200, BUS 205, BUS 401*
				*may also be corequisite
Computer Science Coursework				
	CIS 111 Spreadsheets	1.0		
	CIS 211 Advanced Spreadsheets	1.0		CIS 111
Economics Coursework				
	ECON 200 Economics for the Citizen	4.0		
Mathematics Coursework: Choose One Course				
	MAT 115 Elementary Statistics	4.0		MAT 100 or higher
	MAT 205 Statistics	4.0		MAT 120 or higher
	MAT 412 Mathematical Statistics	4.0		MAT 411

ACCOUNTING MINOR

2025-2026

Minor Requirements: Twenty-one (21) semester hours.

At least twelve (12) semester hours of Accounting must be taken at Aquinas at the 300 level or above.

Only courses with a C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____ CIS 111 (may also be corequisite)
_____	ACC 202 Financial & Managerial Accounting	4.0	_____ ACC 201, CIS 111
_____	ACC 301 Intermediate Accounting I	4.0	_____ ACC 202
_____	CIS 111 Spreadsheets	1.0	_____
Electives: Eight (8) semester hours from the following			
_____	ACC 302 Intermediate Accounting II	4.0	_____ ACC 301
_____	ACC 310 Cost Accounting	4.0	_____ ACC 202
_____	ACC 315 Accounting Communication and Professional Development (WI)	4.0	_____ ACC 202
_____	ACC 320 Accounting Systems & Analytics	4.0	_____ ACC 301
_____	ACC 325 Introduction to Taxation	4.0	_____ ACC 202
_____	ACC 330 Forensic Accounting	4.0	_____ ACC 202

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

Course Descriptions:

ACC 100 Financial Activities of Nonprofits (4) This course provides an introduction to financial information needed by decision makers in nonprofit organizations. Topics include fundamentals of accrual-basis accounting, nonprofit financial statements, budgeting, internal controls, payroll, federal tax reporting (Form 990), strategies for revenue generation, and the functions of external auditing. The course includes a project in which students provide assistance with a local nonprofit organization's financial activities.

ACC 201 Introduction to Accounting and Financial Analysis (4) This course is an introduction to financial and managerial accounting. It takes a wholistic approach by providing instruction in both disciplines in an integrated format. The course's primary focus is on developing students' ability to interpret accounting information for business decision making. Financial accounting 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. Managerial accounting topics include methods of costing products and services, cost-volume-profit analysis, and budgeting. Corequisite(s): CIS 111.

ACC 202 Financial and Managerial Accounting (4) This course provides a continuing study of the theory and practice of accounting. Topics include the periodic accounting process, recognition and measurement of accounts included in financial reporting, accounting for product costs within the manufacturing process, and reporting financial results. Students will learn how to use accounting software in a semester-long business simulation. Prerequisite(s): ACC 201 and CIS 111.

ACC 301 Intermediate Accounting I (4) This course is a continuation of the study of financial accounting theory and practice; it emphasizes the recognition and measurement of assets. Topics include the conceptual framework of accounting, the time value of money, and financial statement preparation (income statement, statement of changes in equity, and balance sheet). Accounting Standards Codification research is introduced. Prerequisite(s): ACC 202.

ACC 302 Intermediate Accounting II (4) This course is a continuation of the study of financial accounting theory and practice; it emphasizes the recognition and measurement of liabilities and stockholders' equity. Topics include contingencies, leases, deferred taxes, earnings per share, long-term investments, revenue recognition, and preparation of the statement of cash flows. Accounting Standards Codification research is continued. Prerequisite(s): ACC 301.

ACC 310 Cost Accounting (4) This course provides an in-depth study of managerial accounting. Topics include activity-based costing, standard costs, flexible budgeting, tools for planning and controlling costs, variance analysis, and capacity analysis. Prerequisite(s): ACC 202.

ACC 315 Accounting Communication and Professional Development (4) This course focuses on the development of research, writing, presentation, and communication skills necessary to be effective in an accounting career. It explores the accounting profession and develops students' abilities to navigate various accounting career paths. Topics include professional accounting publications and organizations, public speaking, and business e-communication. Students interview current practitioners and engage in professional activities, e.g., conference attendance. Prerequisite(s): ACC 202.

ACC 320 Accounting Systems and Analytics (4) This course provides instruction in the design, implementation, and monitoring of information systems from an accounting perspective. Emphasis is placed on how data is generated and stored within information systems and the methodologies and technologies used to analyze data. The course includes a focus on business processes and internal controls. Prerequisite(s): ACC 301.

ACC 325 Introduction to Taxation (4) This course emphasizes the basic concepts of revenue recognition and realization, deductions, and credits. Standard individual and corporate federal tax returns are introduced. Students practice the full process of completing tax returns. Prerequisite(s): ACC 202.

ACC 330 Forensic Accounting (4) This course introduces principles of forensic accounting and analysis of financial evidence. Emphasis is placed on professional ethics, fraud detection, and system evaluation. Topics include elements of fraud-related offenses, investigation, evidence-gathering procedures, legal professional privilege, and interviewing techniques. Prerequisite(s): ACC 202.

ACC 335 Beyond Balances (1) This course explores the field of accounting ethics through the stories of characters based on real CPAs facing challenges in public practice and industry. Evocative dilemmas contextualize and illustrate the practical application of various accounting and professional standards. Through the lens of professionals in a variety of roles, students examine the realities of human behavior, conflicts with core values, digital evolution, and the learn-unlearn-relearn mindset required in the accounting profession. Prerequisite or co-requisite(s): ACC 301.

ACC 396 Special Topics in Accounting (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

ACC 397 Internship in Accounting (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

ACC 398 Readings in Accounting (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ACC 399 Independent Project in Accounting (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ACC 420 Auditing (4) This course introduces auditing theory and current practices through a semester-long audit simulation. Students perform a comprehensive financial statement audit, including risk assessment, internal control considerations, detailed account testing, and audit conclusions. The simulation concludes with a presentation of the audit results to an audit committee composed of a panel of accounting professionals. The course includes a review of the ethical and professional standards required of the CPA. Prerequisite(s): ACC 302 and ACC 320.

ACC 425 Adv. Taxation / Nonprofit and Govt. Acc. (4) This course provides an in-depth examination of tax topics, including research of the Internal Revenue Code, net operating losses, estate taxes, gift taxes, and passthrough entities. The course also covers accounting for state and local governmental units and nonprofit organizations. Prerequisite(s): ACC 301 and ACC 325.

ACC 430 Advanced Accounting (4) Accounting capstone course covering advanced financial accounting topics including business combinations, corporate consolidations, and foreign currency. The course includes a major project in which students research and analyze a real-world business combination and present their findings on the strategic value and accounting implications of the transaction. Prerequisite(s): ACC 302 and senior class standing.

ACC 450 CPA Exam Review (1 - 4) This course is an organized review of all parts of the CPA Exam. Emphasis is placed on developing exam-taking skills and strategies. Prerequisite(s): ACC 420 or ACC 430.

Art

Dana Freeman, M.F.A., Chair

Chris Laporte, M.F.A.; Nathan Lareau, M.F.A.; Henry Luttikhuizen, Ph.D.

Mission Statement. The Art department's mission is to train artists, art historians, and visual arts administrators, as well as to provide service courses for non-art majors. Through our courses, we aspire to build an appreciation for the rich interchange of images and ideas that can happen between art and other academic disciplines.

Student Learning Outcomes.

Art Majors (BA), Art History Majors (BA), and Fine Arts Majors (BFA):

1. Students will gain a particular knowledge of and ability with the human form.
2. Students will gain knowledge of their personal artistic antecedents.
3. Students will learn to present their art and ideas professionally, including digital portfolio preparation, resume writing, and discussion of the ideas, images, and processes in their own art.
4. Students will gain adequate knowledge regarding contemporary art issues.

Art Majors (BA):

1. Students will gain an adequate knowledge of the history of art, ancient to the present.
2. Students will gain knowledge and skill in the theory and practice of formal design. Studio art majors will gain an ability to draw.
3. Students will become technically competent, including safe usage of tools and materials associated with the traditional media of drawing, painting, photography, printmaking, ceramics, and sculpture.
4. Students will gain knowledge and experience in proper exhibition presentation, including the matting and framing of artworks and exhibition installation.

Art History Majors (BA):

1. Students will gain knowledge of the history of art, ancient through contemporary.
2. Students will gain knowledge of formal design theory, and of critical evaluation of art objects based on formal design theory.
3. Students will gain an understanding of the artistic and cultural context in which a given art object is created.
4. Students will gain an ability to do scholarly writing and research.
5. Students will gain a familiarity with museums, galleries, and exhibition centers.

General Education:

1. Exhibit competence in disciplines across the liberal arts.
2. Demonstrate proficiency in communication (writing, speaking, reading, listening, presentation skills).
3. Integrate knowledge of diverse perspectives and cultural traditions, as it pertains to visual art.
4. Acquire awareness and tools to foster human flourishing and a sustainable world.

Exhibition Program. The Art and Music Center houses an excellent exhibition facility, through which the Art Department's exhibition program provides art students, 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.

Declaration of Major/Minor. Students interested in any of the major or minor programs in Art are asked to consult with the Art Department Chairperson. For each course in any of the Art Department degree programs, a grade of C- or better is required.

ART MAJOR

Bachelor of Arts
2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

Major not available to Art History or BFA majors or minors.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ART 110 Basic Drawing	4.0	_____
_____	ART 115 Graphic Design	4.0	_____
_____	ART 120 2D & 3D Design	4.0	_____
_____	ART 245 New Forms	4.0	_____
_____	ART 266 Modern Art, 1918-1975 (WI)	4.0	_____
_____	ART 271 Contemporary Art, 1975 to the Present (WI)	4.0	_____
_____	ART 410 Art Capstone: Professionalism (SC)	4.0	Junior or Senior Status
Art History Elective: Choose (4) credits			
_____	ART 251 Art in the Ancient World (GP)	4.0	_____
_____	ART 252 Art in the Middle Ages, 400-1400 (GP)	4.0	_____
_____	ART 253 From Renaissance to Revolution, 1400-1776 (GP)	4.0	_____
_____	ART 254 From Enlightenment to WWI, 1776-1918 (GP)	4.0	_____
Studio Art coursework: Choose eight (8) credits			
_____	ART 210 Advanced Drawing	4.0	ART 110
_____	ART 215 Darkroom Photography	4.0	_____
_____	ART 220 Digital Photography	4.0	_____
_____	ART 225 Painting	4.0	_____
_____	ART 230 Printmaking	4.0	_____
_____	ART 240 Sculpture	4.0	_____

ART HISTORY MAJOR

Bachelor of Arts
2025-2026

Major Requirements: Thirty-six (36) semester hours.

At least twenty (20) semester hours in Art History must be taken at Aquinas.

A senior portfolio must be submitted before mid-term of the final semester.

It is recommended to complete the World Language requirement in the General Education plan in French or German.

Art History majors may not declare an art major or minor or a Fine Arts major.

Students are encouraged to complete an internship in the arts field.

A GPA of 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ART 266 Modern Art 1918-1975 (WI)	4.0	_____
_____	ART 271 Contemporary Art, 1975 to Present (WI)	4.0	_____
_____	ART 420 Art History Capstone: Historiography (SC)	4.0	_____
Art History coursework: Choose sixteen (16) credits			
_____	ART 251 Art in the Ancient World (GP)	4.0	_____
_____	ART 252 Art in the Middle Ages, 400-1400 (GP)	4.0	_____
_____	ART 253 From Renaissance to Revolution, 1400-1776 (GP)	4.0	_____
_____	ART 254 From Enlightenment to WWI, 1776-1918 (GP)	4.0	_____
_____	ART 321 Art & Architecture Abroad	4.0	Corequisite: ART 320
_____	ART 397 Art History Internship	variable	Department Chair Approval
_____	ART 398 Readings in Art History	variable	Department Chair Approval
_____	ART 399 Independent Project in Art History	variable	Department Chair Approval
Studio Art coursework: Choose eight (8) credits			
_____	ART 115 Graphic Design	4.0	_____
_____	ART 120 2D & 3D Design	4.0	_____
_____	ART 210 Advanced Drawing	4.0	ART 110
_____	ART 215 Darkroom Photography	4.0	_____
_____	ART 220 Digital Photography	4.0	_____
_____	ART 225 Painting	4.0	_____
_____	ART 230 Printmaking	4.0	_____
_____	ART 235 Ceramics	4.0	_____
_____	ART 240 Sculpture	4.0	_____
_____	ART 245 New Forms	4.0	_____
_____	ART 321 Cityscape Drawing Abroad	4.0	Corequisite: ART 320.

FINE ARTS MAJOR

Bachelor of Fine Arts
2025-2026

Major Requirements: Seventy-six (76) semester hours.

At least thirty (30) semester hours must be taken at Aquinas.

A portfolio review is required every semester, and a senior portfolio must be submitted before mid-term of the final semester.

Fine Arts majors may not declare an Art History major or minor.

BFA majors are required to do a thesis exhibition in the Spring of their final year.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
ART 110 Basic Drawing	4.0	
ART 115 Graphic Design	4.0	
ART 120 2D & 3D Design	4.0	
ART 210 Advanced Drawing	4.0	ART 110
ART 215 Darkroom Photography OR ART 220 Digital Photography	4.0	
ART 225 Painting	4.0	
ART 230 Printmaking	4.0	
ART 240 Sculpture	4.0	
ART 245 New Forms	4.0	
ART 255 Modernist Art, 1918-1975 (WI)	4.0	
ART 256 Contemporary Art, 1975 to the Present (WI)	4.0	
ART 410 Art Capstone: Professionalism (SC)	4.0	Junior or Senior Status

Advanced Studio coursework: Choose sixteen (16) credits Students may choose from cross form advanced studio courses or specific form advanced studio courses. Specific courses include ART 303 Graphic Design, ART 304 Darkroom Photography, ART 305 Digital Photography, ART 306 Painting, ART 307 Printmaking, ART 308 Ceramics, ART 309 Sculpture, and ART 310 New Forms.

ART 301 Advanced Studio I or ART 303, 304, 305, 306, 307, 308, 309, or 310	4.0	ART 110 and ART 120 (or faculty approval) or ART 115, 215, 220, 225, 230, 235, 240, or 245.
ART 302 Advanced Studio II or ART 303, 304, 305, 306, 307, 308, 309, or 310	4.0	ART 301 or ART 115, 215, 220, 225, 230, 235, 240, or 245.
ART 401 Advanced Studio III or ART 303, 304, 305, 306, 307, 308, 309, or 310	4.0	ART 302 or ART 115, 215, 220, 225, 230, 235, 240, or 245.
ART 402 Advanced Studio IV or ART 303, 304, 305, 306, 307, 308, 309, or 310	4.0	ART 401 or ART 115, 215, 220, 225, 230, 235, 240, or 245.

Art coursework: Choose eight (8) credits

ART 235 Ceramics	4.0	
ART 251 Art in the Ancient World (GP)	4.0	
ART 252 Art in the Middle Ages, 400-1400 (GP)	4.0	
ART 253 From Renaissance to Revolution, 1400-1776 (GP)	4.0	
ART 254 From Enlightenment to WWI, 1776-1918 (GP)	4.0	
ART 321 Art & Architecture Abroad	4.0	Co-req ART 320
ART 403 Advanced Studio V	4.0	ART 402

ART MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Minor not available to BFA, Art History or Art majors or minors.

A GPA of at least 2.0 must be maintained.

Only courses with a C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ART 110 Basic Drawing	4.0	_____
Art History Elective: Choose four (4) credits			
_____	ART 251 Art in the Ancient World (GP)	4.0	_____
_____	ART 252 Art in the Middle Ages, 400-1400 (GP)	4.0	_____
_____	ART 253 From Renaissance to Revolution, 1400-1776 (GP)	4.0	_____
_____	ART 254 From Enlightenment to WWI, 1776-1918 (GP)	4.0	_____
_____	ART 266 Modern Art, 1918-1975 (WI)	4.0	_____
_____	ART 271 Contemporary Art, 1975 to the Present (WI)	4.0	_____
Design Coursework: Choose four (4) credits			
_____	ART 115 Graphic Design	4.0	_____
_____	ART 120 2D & 3D Design	4.0	_____
Studio Art coursework: Choose eight (8) credits			
_____	ART 210 Advanced Drawing	4.0	ART 110
_____	ART 215 Darkroom Photography	4.0	_____
_____	ART 220 Digital Photography	4.0	_____
_____	ART 225 Painting	4.0	_____
_____	ART 230 Printmaking	4.0	_____
_____	ART 240 Sculpture	4.0	_____
_____	ART 245 New Forms	4.0	_____
_____	ART 303 Adv. Studio I: Graphic Design Level II	4.0	ART 115
_____	ART 304 Adv. Studio I: Dark Room Photography Level II	4.0	ART 215
_____	ART 305 Adv. Studio I: Digital Photography Level II	4.0	ART 220
_____	ART 306 Adv. Studio I: Painting Level II	4.0	ART 225
_____	ART 307 Adv. Studio I: Printmaking Level II	4.0	ART 230
_____	ART 308 Adv. Studio I: Ceramics Level II	4.0	ART 235
_____	ART 309 Adv. Studio I: Sculpture Level II	4.0	ART 240
_____	ART 310 Adv. Studio I: New Forms Level II	4.0	ART 245

ART HISTORY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Art History minor may not be declared by an Art major or minor or Fine Arts major..

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ART 266 Modern Art, 1918-1975 (WI)	4.0	_____
_____	ART 271 Contemporary Art, 1975 to the Present (WI)	4.0	_____
Art History coursework: Choose twelve (12) credits			
_____	ART 251 Art in the Ancient World (GP)	4.0	_____
_____	ART 252 Art in the Middle Ages, 400-1400 (GP)	4.0	_____
_____	ART 253 From Renaissance to Revolution, 1400-1776 (GP)	4.0	_____
_____	ART 354 From Enlightenment to WWI, 1776-1918 (GP)	4.0	_____
_____	ART 321 Art & Architecture Abroad	4.0	Co-req ART 320
_____	ART 397 Art History Internship	variable	Department Chair Approval
_____	ART 398 Readings in Art History	variable	Department Chair Approval
_____	ART 399 Independent Project in Art History	variable	Department Chair Approval
_____	ART 420 Art History Capstone: Historiography (SC)	4.0	Department Chair Approval

Course Descriptions:

ART 100 Art for Non-Majors (4) Introduction to visual thinking and process in art through a studio art experience. Variable topics course. Possible media include ceramics, drawing, painting, printmaking, photography, or sculpture. Credit may be earned under different topics.

ART 110 Basic Drawing (4) Introductory course in drawing from life using traditional materials and subject matter including still life, landscape, and the human figure. Projects will emphasize development of technical facility and understanding of composition eventually leading to confidence in exploration of media, techniques, and creative solutions.

ART 115 Graphic Design (4) This course introduces the technical and creative aspects of graphic design, digital design and the design process. Assignments will introduce the most current computer applications and image making software used in the graphic design profession. Traditional and digital design environments will be explored, and principles of 2-d design will be woven into every unit, every project, and every media used.

ART 120 2D and 3D Design (4) This course will cover the basic elements of both 2 and 3 dimensional design. Studio problems, readings, and critiques will create a visual vocabulary and develop familiarity with both 2 and 3-D materials. Color theory will also be introduced.

ART 210 Advanced Drawing (4) An advanced drawing course working from a live model with traditional and non-traditional media. Broadening of technical and conceptual approaches are encouraged through working in series with the goal of establishing an individual artistic direction. Prerequisite(s): ART 110.

ART 215 Darkroom Photography (4) Exploration of darkroom photography as fine art. Includes: basic camera handling, black-and-white film development, and darkroom printing. Discussion of techniques, aesthetics and concept development to express your own ideas. In-class feedback and frequent class critiques. Equipment required: 35 mm camera. Some available to share.

ART 220 Digital Photography (4) Introduction to digital photography. Includes: basic camera handling and image editing. (Printing covered, but not required.) Discussion of techniques, aesthetics and concept development to express your own ideas. Equipment required: Traditional SLR digital camera or phone camera.

ART 225 Painting (4) Beginning course in oil painting. Introduction to basic tools and techniques, with an emphasis on observation and composition.

ART 230 Printmaking (4) Beginning course in etching, lithography, and relief printmaking. Introduction to materials, techniques and methods unique to these media.

ART 235 Ceramics (4) Introduction to ceramics as a fine-art form. Hand building, wheelthrowing, and glazing techniques. Frequent critiques will build skills in evaluating art objects.

ART 240 Sculpture (4) Traditional life-sized figurehead project modeled in clay and either kilnfired or cast in plaster. Additional figurative sculptural problems.

ART 245 New Forms (4) 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, journalwriting, sketching, video, and photography. Final art works will use media appropriate to the idea.

ART 250 Renaissance & Baroque Art (4) 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. Prerequisite(s): ART 105.

ART 251 Art in the Ancient World (4) This course addresses the history of art across the globe from the earliest known visual representations to the fall of the Roman Empire. Special attention will be given to the close association between art, religion, and political power in the ancient world. The course will include discussions of Chinese, Egyptian, and Mesopotamian notions of divine kingship.

ART 252 Art in the Middle Ages 400-1400 (4) This course addresses the history of art across the globe from the fall of the Roman Empire to the beginning of the Renaissance. Special attention will be given to the relationship between art and the three religions of the Book (Judaism, Christianity, and Islam). Hindu and Buddhist practices and beliefs will also be discussed. The significance of the Crusades and the Silk Road will be addressed to highlight cross-cultural interaction.

ART 253 Art from Renaissance to Revolution 1400-1776 (4) This course addresses the history of art across the globe from the beginning of the Renaissance to the American War of Independence. Special attention will be given to the relationship between art and cultural manifestations of political and social power. Catholic missionary efforts and issues related to colonization will also be addressed. Works by Michelangelo, Albrecht Dürer, and Rembrandt are among some of the images discussed.

ART 254 From Enlightenment to the End of WWI 1776-1918 (4) This course addresses the history of art across the globe from the American War of Independence to the close of World War I. Special attention will be given to the relationship between art and the industrial revolution. The development of modernism (the rejection of optical naturalism) and issues related the invention of the camera will also be addressed. Major works by Claude Monet, Vincent van Gogh, Henri Matisse, and Pablo Picasso are among some of the images discussed.

ART 255 American Art (4) This course is a survey of American Art from a global perspective, focusing primarily upon painting, sculpture, and architecture from the Colonial Era to World War I. Prerequisite(s): ART 105.

ART 260 19th Century Art (4) An examination of the major artistic personalities and stylistic movements in European art from Neo-Classicism through Post-Impressionism. Art and architecture of non-European art from this time period will also be introduced. Prerequisite(s): ART 105.

ART 266 Modernism and the Arts 1920-1975 (4) This course addresses the history of art across the globe from the close of World War I to end of the Vietnam Conflict. Special attention will be given to the relationship between art and calls for political change. The transition of the center of the art world from Paris to New York City will also be addressed. Major works by Jackson Pollock, Andy Warhol, and Salvador Dalí are among some of the images discussed.

ART 271 Contemporary Art 1975 to the Present (4) This course addresses the history of art across the globe since 1975. Special attention will be given to a series of contemporary themes, such as art and identity, art and science, as well as art and language. Post-colonialism and the American cultural wars will also be addressed. Major works by Barbara Kruger, Ai Weiwei, and Kehinde Wiley are among some of the images discussed.

ART 301 Advanced Studio I (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 110 and ART 120, or faculty approval.

ART 302 Advanced Studio II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 301.

ART 303 Advanced Studio I: Graphic Design Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 115

ART 304 Advanced Studio I: Darkroom Photography Level II An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 215

ART 305 Advanced Studio I: Digital Photography Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 220

ART 306 Advanced Studio I: Painting Level II (4) An advanced cross media art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 225

ART 307 Advanced Studio I: Printmaking Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 230

ART 308 Advanced Studio I: Ceramics: Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 235

ART 309 Advanced Studio I: Sculpture Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 240

ART 310 Advanced Studio I: New Forms Level II (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 245

ART 320 Cityscape Drawing Abroad (4) Variable topics course. Introduction to visual thinking and process in art through a studio art experience in drawing, specifically as it applies to the art and architecture of a major art center. May be repeated for credit to different destinations. Travel component required. Corequisite(s): ART321.

ART 321 Art & Architecture Abroad (4) Variable topics course. An intensive seminar in the art history of a region outside the United States. Travel component required. May be repeated for credit to different destinations. Corequisite(s): ART320.

ART 396 Special Topics in Art (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

ART 397 Internship in Art (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

ART 398 Readings in Art History (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ART 399 Independent Project in Art (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ART 401 Advanced Studio III (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 302.

ART 402 Advanced Studio IV (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 401.

ART 403 Advanced Studio V (4) An advanced cross media studio art experience where students further develop their unique artistic voice through series. Experimentation is strongly encouraged and supported. Prerequisite(s): ART 402.

ART 410 Art Capstone: Professionalism (4) Structured experiences centered on the profession of being an artist: digital documentation of artworks, portfolio and resume preparation, discussions with art professionals, and learning techniques for mounting an exhibition. Substantial writing component. Prerequisite(s): Junior or senior class standing.

ART 420 Art History Capstone: Historiography (4) This intensive course introduces the history, philosophy, and practice of the field of art history from antiquity to the present, reflecting on how different theoretical approaches shape thinking and writing about art.

Biochemistry and Molecular Biology

Timothy Henshaw, Ph.D., Program Director

Jennifer Hess, Ph.D., Rebecca Flaherty, Ph.D.

The Biochemistry and Molecular Biology (BMB) program is an interdisciplinary major sponsored by the Departments of Biology and Chemistry and is intended to train students to approach scientific problems from both a biological and physical perspective. Students will be well prepared for entry-level positions in biomedical/biochemical research; graduate studies in biological and chemical fields; as well professional training in doctoral-level health care fields.

Mission Statement. The Aquinas College biochemistry and molecular biology (BMB) major challenges students' perceptions of the interworking of life around them by integrating their biological knowledge with fundamental chemical and physical principles.

Student Learning Outcomes.

1. Students will demonstrate knowledge of biochemistry and molecular biology.
2. Students will demonstrate competence in basic laboratory techniques (apply the scientific method in the design and conduct of experiments, operate commonly-used laboratory equipment, analyze and interpret data).
3. Students will demonstrate competence in scientific communication (access and critically evaluate scientific information, organize and convey biological and chemical information in a written form, organize and convey biological and chemical information in an oral form).

Biochemistry & Molecular Biology Major

Bachelor of Science

2025-2026

Major Requirements: Seventy-two (72) semester hours.

At least thirty-six (36) semester hours must be taken at Aquinas.

All majors must attend at least eight (8) seminars approved by the Department Chairs and successfully complete the major field tests in Biology and Chemistry.

Major not available to Biology or Chemistry majors or minors.

A GPA of 2.0 must be maintained with no more than one C-.

A minimum of a C is required in BIO 170 & BIO 171.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	BIO 170 Introduction to Organisms	4.0	_____
_____	BIO 171 Introduction to Cells	4.0	_____
_____	BIO 205 Genetics (WI)	4.0	BIO 170, BIO 171, CHEM 121* *may be a corequisite
_____	BIO 320 Cell Biology	4.0	BIO 170, BIO 171
_____	CHEM 121 General Chemistry I	4.0	MAT 120 (may be corequisite)
_____	CHEM 122 General Chemistry II	4.0	CHEM 121 (C- or above)
_____	CHEM 221 Organic Chemistry I	4.0	CHEM 122 (C- or above)
_____	CHEM 222 Organic Chemistry II	4.0	CHEM 221 (C- or above)
_____	CHEM 250 Methods of Analytical Chemistry	4.0	CHEM 122 (C- or above)
_____	CHEM 301 Fundamental Physical Chemistry	4.0	CHEM 122, MAT 121, PHYS 211* (C- or above)
_____	CHEM 325 Biochemistry	4.0	*may be a corequisite
_____	CHEM 401 Chemistry Project Development (SC w/CHEM402)	2.0	CHEM 222 (C- or above)
_____	CHEM 402 Chemistry Practicum (SC w/CHEM401)	2.0	Senior Status, Department Chair Approval
_____	BCMB 305 Biochemical & Genetic Disease Mechanisms	4.0	CHEM 401 (C- or above), Department Chair Approval
_____	BCMB 315 Molecular Techniques	4.0	CHEM 325
_____	PHYS 211 Gen Physics w/Calculus: Mechanics	4.0	CHEM 325
_____	PHYS 212 Gen Physics w/Calculus: Electricity	4.0	MAT 121
_____	MAT 121 Calculus I	4.0	PHYS 211
_____			MAT 120 or placement score
Choose a minimum of four (4) semester hours from the following:			
_____	BIO 210 Microbiology	4.0	BIO 171
_____	BIO 310 Physiology	4.0	BIO 170, BIO 171, CHEM 122
_____	BIO 315 Immunology	4.0	BIO 170, BIO 171
_____	BIO 325 Evolution	4.0	BIO 170, BIO 171, BIO 205
_____	CHEM 322 Advanced Inorganic Chemistry	4.0	CHEM 122 (C- or above)
Recommended Courses:			
_____	MAT 122 Calculus II	4.0	MAT 121
_____	MAT 221 Multivariate Calculus	4.0	MAT 122
_____	MAT 205 Statistics	4.0	MAT 120 or above

Optional Concentration: Genetic Counseling Preparatory

Concentration Requirements: Twenty-eight (26) semester hours.

At least sixteen (14) semester hours of coursework must be taken at Aquinas.

A GPA of at least 2.0 must be maintained in the minor coursework taken at Aquinas.

Only courses with a grade of C- or better will count toward the minor.

_____	BIO 330 Advanced Human Genetics	4.0	_____	BIO 205 w/C or above
_____	BIO 394 Genetic Counseling Internship	2.0	_____	BIO 205 w/C or above, declared Genetic Counseling Prep concentration
_____	CHEM 222 Organic Chemistry II	4.0	_____	CHEM 221 w/C- or above
_____	CHEM 325 Biochemistry	4.0	_____	CHEM 222 w/C- or above
_____	PSY 100 Introduction to Psychology	4.0	_____	
_____	PSY 315 Counseling Psychology	4.0	_____	PSY 100

Choose one (1) of the following:

_____	MAT 205 Statistics	4.0	_____	MAT 120 or higher
_____	PSY 105 Statistics for Psychology	4.0	_____	

Course Descriptions:

BCMB 305 Biochemical & Genetic Disease Mechanisms (4) This course offers in-depth coverage of membrane dynamics, signal transduction, intermediate metabolism, and genetic mechanisms. Other topics may include nucleic acid synthesis, processing, expression, cellular utilization, and DNA repair mechanisms. Enzymatic mechanisms of each of these processes will be emphasized. The consequences of genetic mutations in human pathophysiology will also be discussed. Prerequisite(s): CHEM 325.

BCMB 315 Molecular Techniques (4) This course will combine lecture and project-based laboratory research to introduce students to techniques that are commonly used in modern biochemistry and molecular biology research. Methods such as Western Blotting, protein purification, enzyme kinetics, DNA electrophoresis, DNA sequencing, reverse transcriptase- and quantitative-polymerase chain reaction, site-directed mutagenesis, nucleic acid hybridization techniques, ELISA, and immunofluorescence microscopy will be discussed and/or utilized directly in a laboratory setting. Prerequisite(s): CHEM 325.

Biology and Health Science

Jennifer Hess, Ph.D., Chair

Thomas Bahl, Ph.D.; Robb Bajema, Ph.D.; Rebecca Flaherty, Ph.D.; Rebecca Humphrey, Ph.D.; Natalia Hubbs, Ph.D.; Rebecca Loret De Mola, D.O.

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

Student Learning Outcomes.

1. Students will gain content knowledge in the areas of:
 - molecular biology and genetics
 - cellular structure, function and energetics
 - taxonomy, systematics and biological diversity
 - ecology and evolution
2. Students will gain experience with essential macro- and micro-biological laboratory techniques
3. Students will practice disciplinary communication skills, including:
 - Scientific writing
 - Peer review
 - Oral presentation

BIOLOGY MAJOR

Bachelor of Science
2025-2026

Major Requirements: Fifty-two (52) semester hours.

At least twenty (20) semester hours of Biology must be taken at Aquinas.

All majors must attend at least twelve (12) science division presentations, complete six (6) hours of biology-related service learning, and successfully complete the Major Field Test.

Major not available to Biochemistry/Molecular Biology or Health Science majors.

A GPA of at least 2.0 must be maintained in Biology courses taken at Aquinas.

Only courses with a grade of C- or better will count toward the major (BIO 170 and BIO 171 require a C or better).

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	BIO 170 Introduction to Organisms (C or above)	4.0	_____
_____	BIO 171 Introduction to Cells (C or above)	4.0	_____
_____	BIO 205 Genetics (WI)	4.0	BIO 170 & BIO 171 w/C or above, CHEM 121 (co- or pre-req.)
_____	BIO 325 Evolution	4.0	BIO 170 & BIO 171 w/C or above, BIO 205
Senior Seminar: Choose one option			
_____	BIO 401 AND BIO 402 Biology Research Seminar I & II (SC)	4.0	Both require Senior status and Instructor Consent. BIO 402 also requires BIO 401 with C or above.
_____	BIO 405 Senior Seminar (SC)	4.0	Senior Status, Instructor Consent
Ecology & Biodiversity coursework: Choose one (1) course			
_____	BIO 215 Ornithology	4.0	BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	BIO 170 w/C or above
_____	BIO 305 Ecology	4.0	BIO 170 & BIO 171 w/C or above
Organismal Biology coursework: Choose one (1) course			
_____	BIO 220 Plant Biology	4.0	BIO 170 w/C or above
_____	BIO 300 Neuroscience	4.0	BIO 115 or BIO 171 w/C or above, Sophomore Status, Instructor Consent
_____	BIO 310 Physiology	4.0	BIO 170 & BIO 171 w/C or above, CHEM 122
Cellular & Molecular coursework: Choose one (1) course			
_____	BIO 210 Microbiology	4.0	BIO 171 w/C or above
_____	BIO 300 Neuroscience	4.0	BIO 115 or BIO 171 w/C or above, Sophomore Status, Instructor Consent
_____	BIO 315 Immunology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 320 Cell Biology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 330 Advanced Human Genetics	4.0	BIO 205 w/C or above
Biology coursework: Choose one (1) course			
_____	BIO 210 Microbiology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 215 Ornithology	4.0	BIO 170 w/C or above
_____	BIO 220 Plant Biology	4.0	BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	BIO 170 w/C or above
_____	BIO 300 Neuroscience	4.0	BIO 115 or BIO 171 w/C or above, Soph. Status, Instructor Permission
_____	BIO 305 Ecology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 310 Physiology	4.0	BIO 170 & BIO 171 w/C or above, CHEM 122
_____	BIO 315 Immunology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 320 Cell Biology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 330 Advanced Human Genetics	4.0	BIO 205 w/C or above
Chemistry coursework			
_____	CHEM 121 General Chemistry I	4.0	MAT 120 or above (may be a coreq.)
_____	CHEM 122 General Chemistry II	4.0	CHEM 121 w/C- or above
_____	CHEM 221 Organic Chemistry I	4.0	CHEM 122 w/C- or above

Mathematics coursework: Choose one (1)

_____	MAT 120 Precalculus	4.0	_____	MAT 110
_____	MAT 121 Calculus I	4.0	_____	MAT 120
_____	MAT 122 Calculus II	4.0	_____	MAT 121

Optional Concentration: Genetic Counseling Preparatory

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

At least sixteen (14) semester hours of coursework must be taken at Aquinas.

A GPA of at least 2.0 must be maintained in the minor coursework taken at Aquinas.

Only courses with a grade of C- or better will count toward the minor.

_____	BIO 330 Advanced Human Genetics	4.0	_____	BIO 205 w/C or above
_____	BIO 394 Genetic Counseling Internship	2.0	_____	BIO 205 w/C or above, declared Genetic Counseling Prep concentration
_____	CHEM 222 Organic Chemistry II	4.0	_____	CHEM 221 w/C- or above
_____	CHEM 325 Biochemistry	4.0	_____	CHEM 222 w/C- or above
_____	PSY 100 Introduction to Psychology	4.0	_____	
_____	PSY 315 Counseling Psychology	4.0	_____	PSY 100

Choose one (1) of the following:

_____	MAT 205 Statistics	4.0	_____	MAT 120 or higher
_____	PSY 105 Statistics for Psychology	4.0	_____	

HEALTH SCIENCE MAJOR

Bachelor of Science
2025-2026

Major Requirements: Sixty-four (64) semester hours.

At least thirty-two (32) semester hours of health science course work must be taken at Aquinas.

All majors must attend at least twelve (12) science division presentations, complete six (6) hours of biology-related service learning, and successfully complete the Major Field Test.

Major not available to Biology majors or minors.

A GPA of at least 2.0 must be maintained in math and science courses taken at Aquinas. Only courses with a grade of C- or better will count toward the major (BIO 155, BIO 170, and BIO 171 require a C or better).

AQUINAS REQUIREMENTS:		GRADE	PREREQUISITES
Biology coursework			
_____	BIO 155 Human Anatomy & Physiology I (C or above)	4.0	_____
_____	BIO 156 Human Anatomy & Physiology II	4.0	_____ BIO 155 w/C or above
_____	BIO 170 Introduction to Organisms (C or above)	4.0	_____
_____	BIO 171 Introduction to Cells (C or above)	4.0	_____
_____	BIO 205 Genetics (WI)	4.0	_____ BIO 170 & BIO 171 w/C or above, CHEM 121 (co- or pre-req.)
_____	BIO 405 Senior Seminar (SC)	4.0	_____ Senior Status, Instructor Consent
Chemistry coursework			
_____	CHEM 121 General Chemistry I	4.0	_____ MAT 120 or above (may be a coreq.)
_____	CHEM 122 General Chemistry II	4.0	_____ CHEM 121 w/C- or above
_____	CHEM 221 Organic Chemistry I	4.0	_____ CHEM 122 w/C- or above
_____	CHEM 222 Organic Chemistry II	4.0	_____ CHEM 221 w/C- or above
_____	CHEM 325 Biochemistry	4.0	_____ CHEM 222 w/C- or above
Mathematics coursework: Choose one (1)			
_____	MAT 120 Precalculus	4.0	_____ MAT 110
_____	MAT 121 Calculus I	4.0	_____ MAT 120
_____	MAT 122 Calculus II	4.0	_____ MAT 121
Physics coursework: Choose one (1) course			
_____	PHYS 201 General Physics: Mechanics, Sound, Heat	4.0	_____
_____	PHYS 211 General Physics w/Calculus: Mechanics	4.0	_____ MAT 121
Physics or Mathematics coursework: Choose one (1) course			
_____	PHYS 202 General Physics: Elect., Magnetism, Light	4.0	_____ PHYS 201
_____	PHYS 212 General Physics w/Calculus: Electricity	4.0	_____ PHYS 211
_____	MAT 205 Statistics	4.0	_____ MAT 120 or higher
Biology coursework: Choose two (2) courses, one (1) at the 200 level			
_____	BIO 210 Microbiology	4.0	_____ BIO 171 w/C or above
_____	BIO 215 Ornithology	4.0	_____ BIO 170 w/C or above
_____	BIO 220 Plant Biology	4.0	_____ BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	_____ BIO 170 w/C or above
_____	BIO 300 Neuroscience	4.0	_____ BIO 115 or BIO 171 w/C or above, Sophomore Status, Instructor Consent
_____	BIO 305 Ecology	4.0	_____ BIO 170 & BIO 171 w/C or above
_____	BIO 310 Physiology	4.0	_____ BIO 170 & BIO 171 w/C or above, CHEM 122
_____	BIO 315 Immunology	4.0	_____ BIO 170 & BIO 171 w/C or above
_____	BIO 320 Cell Biology	4.0	_____ BIO 170 & BIO 171 w/C or above
_____	BIO 325 Evolution	4.0	_____ BIO 170 & BIO 171 w/C or above, BIO 205

Health Science Major, continued.

Optional Concentration: Genetic Counseling Preparatory, Twenty-six (26) semester hours.

At least sixteen (16) semester hours of coursework must be taken at Aquinas.

A GPA of at least 2.0 must be maintained in the minor coursework taken at Aquinas.

Only courses with a grade of C- or better will count toward the minor.

_____	BIO 330 Advanced Human Genetics	4.0	_____	BIO 205 w/C or above
_____	BIO 394 Genetic Counseling Internship	2.0	_____	BIO 205 w/C or above, declared Genetic Counseling Prep concentration
_____	CHEM 222 Organic Chemistry II	4.0	_____	CHEM 221 w/C- or above
_____	CHEM 325 Biochemistry	4.0	_____	CHEM 222 w/C- or above
_____	PSY 100 Introduction to Psychology	4.0	_____	
_____	PSY 315 Counseling Psychology	4.0	_____	PSY 100
Choose one (1) of the following:				
_____	MAT 205 Statistics	4.0	_____	MAT 120 or higher
_____	PSY 105 Statistics for the Psychology	4.0	_____	

BIOLOGY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least eight (8) semester hours must be selected from field/elective courses at or above the 200 level.

At least twelve (12) semester hours of biology coursework must be taken at Aquinas.

A GPA of at least 2.0 must be maintained in biology courses taken at Aquinas.

Minor not available to Biochemistry/Molecular Biology or Health Science majors.

Only courses with a grade of C- or better will count toward the minor (BIO 170 & BIO 171 require a C or better).

Only grades of C or better will count toward secondary education certification.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	BIO 170 Introduction to Organisms (C or above)	4.0	_____
_____	BIO 171 Introduction to Cells (C or above)	4.0	_____
Choose one (1) course in Ecology & Biodiversity:			
_____	BIO 105 Environmental Biology	4.0	_____
_____	BIO 110 Tropical Ecology (study away)	4.0	_____
_____	BIO 215 Ornithology	4.0	BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	BIO 170 w/C or above
_____	BIO 305 Ecology	4.0	BIO 170 & BIO 171 w/C or above
Choose two (2) courses from the following:			
_____	BIO 105 Environmental Biology	4.0	_____
_____	BIO 115 Human Biology	4.0	_____
_____	BIO 205 Genetics (WI)	4.0	BIO 170 & BIO 171 w/C or above, CHEM 121 (co- or pre-req.)
_____	BIO 210 Microbiology	4.0	BIO 171 w/C or above
_____	BIO 215 Ornithology	4.0	BIO 170 w/C or above
_____	BIO 220 Plant Biology	4.0	BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	BIO 170 w/C or above
_____	BIO 300 Neuroscience	4.0	BIO 115 or BIO 171 w/C or above, Sophomore Status, Instructor Consent
_____	BIO 305 Ecology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 310 Physiology	4.0	BIO 170 & BIO 171 w/C or above, CHEM 122
_____	BIO 315 Immunology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 320 Cell Biology	4.0	BIO 170 & BIO 171 w/C or above
_____	BIO 325 Evolution	4.0	BIO 170 & BIO 171 w/C or above, BIO 205

Course Descriptions:

BIO 100 Concepts of Biology (4) This course explores a broad overview of basic biological concepts including cell structure and function, genetics, ecology, evolution and biological diversity. Not applicable toward majors or minors.

BIO 105 Environmental Biology (4) This course is an introduction to aquatic and terrestrial ecosystems, with emphasis on human influences. Field experience based labs. Corequisite(s): BIO 105L.

BIO 110 Introduction to Tropical Ecology (4) This course is an introduction to the ecology and biodiversity of the tropics, with a focus on the tropics of Costa Rica. We will observe how the variations in mean annual temperature and mean annual precipitation of an area influence the terrestrial ecosystem of that area. We will explore and observe differences among various ecosystems found in Costa Rica. We will also consider how human activities influence the biodiversity and ecology of tropical ecosystems. Not applicable toward the biology major or minor.

BIO 115 Human Biology (4) This course explores a systems approach to the study of basic human anatomy and physiology designed for non-biology majors. Not applicable toward the major. Not applicable toward the minor for students having successfully completed the biology majors-level course Physiology. Corequisite(s): BIO 115L.

BIO 155 Human Anatomy and Physiology I (4) This course is an introduction to human anatomy and physiology for nursing, health science and biology and clinical exercise science majors. Not applicable toward the biology major or minor. Corequisite(s): BIO 155L

BIO 156 Human Anatomy and Physiology II (4) This course is a continuation of BIO 155, the study of human anatomy and physiology for nursing, health science and clinical exercise science majors. Not applicable toward the biology major or minor. Prerequisite(s): BIO 155 with C or above. Corequisite(s): BIO 156L.

BIO 170 Introduction to Organisms (4) This course will combine lecture and laboratory to introduce students to evolution, organismal diversity, and ecology. Key areas of focus will include evolutionary processes, plant and animal diversity within a phylogenetic context, interactions between species and their environments, and ecosystem-level processes. An additional goal is to develop critical analytical skills through case studies, interactive lab protocols, and hands-on observations of plant and animal specimens. Corequisite(s): BIO 170L.

BIO 171 Introduction to Cells (4) This course will combine lecture and laboratory to introduce students to the structure and function of cells. Key areas of focus will include basic chemistry and the molecular origin of cells, an examination of cellular structures and organelles, cellular metabolism, cell division, basic principles of genetics, DNA replication, transcription, and translation. An additional goal is to develop critical analytical skills through case studies, and a project-based laboratory experience centered on exploration such as the categorization of soil microbes and antibiotic discovery. Corequisite(s): BIO 171L.

BIO 200 Microbiology for Nursing Students (4) Open to students enrolled in the UDM nursing program only. This course will combine lecture, laboratory, and other interactive and project-based activities to allow students to explore the morphology, taxonomy, and physiology of bacteria and other microorganisms. Key areas of focus will include microbial genetics, environmental and industrial significance of microorganisms, infectious diseases caused by microbes, and common techniques for visualizing, culturing, and identifying microbes in a laboratory setting. Prerequisite(s): BIO 156 with C or above and enrollment in UDM nursing program. Corequisite(s): BIO 200L.

BIO 205 Genetics (4) Open to declared biology, health science, and biochemistry and molecular biology majors. This course explores Mendelian, population, and molecular genetics, with an emphasis on recent advances. Prerequisite(s): BIO 170 and BIO 171 with C or above. Corequisite(s): BIO 205L.

BIO 210 Microbiology (4) This course will combine lecture, laboratory, and project-based activities to allow students to explore the morphology, taxonomy, and physiology of bacteria and other microorganisms. Key areas of focus will include microbial genetics, environmental and industrial significance of microorganisms, infectious diseases caused by microbes, and common techniques for visualizing, culturing, and identifying microbes in a laboratory setting. Prerequisite(s): BIO 171 with C or above. Corequisite(s): BIO 210L.

BIO 215 Ornithology (4) This course is an introduction to the study of birds, anatomy, physiology, behavior, natural history, and taxonomic classification. Prerequisite(s): BIO 170 with C or above.

BIO 220 Plant Biology (4) This course explores the structure, function, reproductive adaptations, and taxonomic classification of the major phyla of land plants. Emphasis on laboratory observations of micro- and macroscopic features and specialized terminology. Prerequisite(s): BIO 170 with C or above. Corequisite(s): BIO 220L.

BIO 225 Aquatic Biology (4) This course explores aquatic systems and organisms, their functions, origins and interactions. Field oriented labs with training in limnological equipment and analysis. Prerequisite(s): BIO 170 with C or above. Corequisite(s): BIO 225L.

BIO 300 Neuroscience (4) This course explores topics such as 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 will be discussed. Prerequisite(s): BIO 115 BIO 155 or BIO 171 with C or above and sophomore class standing. Corequisite(s): BIO 300L.

BIO 305 Ecology (4) This course examines interrelationships between individuals and their abiotic environment as well as population-and community-level interactions. General principles will be applied to a range of organisms, including plants, animals, microorganisms, and humans. Labs will vary in structure and will emphasize the collection and evaluation of numerical data to test hypotheses. Prerequisite(s): BIO 170 and BIO 171 with C or above. Corequisite(s): BIO 305L.

BIO 310 Physiology (4) Open to declared biology, health science, and biochemistry and molecular biology majors. This course explores basic physiology of human body systems; neural and neuroendocrine integration and control. Prerequisite(s): BIO 170 with C or above and CHEM 122. Pre or Corequisite: BIO 171 with a C or above. Corequisite(s): BIO 310L.

BIO 315 Immunology (4) This course explores molecular, cellular and organism-level immunology in health and disease. Foundational topics include: innate immunity, lymphocyte development, B and T cell immunity, and antigen presentation. Introductions to clinical immunology include: vaccines, autoimmunity, allergies, immunodeficiency and tumor immunology. Some current tools in immunological research will be discussed. Prerequisite(s): BIO 170 and BIO 171 with C or above.

BIO 320 Cell Biology (4) Open to declared biology, health science, and biochemistry and molecular biology majors. This course uses lecture and student-led analysis of primary literature to provide an in-depth study of cellular structure and function. Key topics include cellular ultrastructure and organelle function, macromolecule synthesis and trafficking, membrane dynamics, bioenergetics, cell signaling, the cell cycle, programmed cell death, and common research methods for visualizing and analyzing cells. Prerequisite(s): BIO 170 and BIO 171 with C or above.

BIO 325 Evolution (4) Open to declared biology, health science, or biochemistry and molecular biology majors. This course will focus on developing a deeper understanding of two key concepts in biological evolution: how natural selection operates and how evolutionary lineages change and diversify. Particular emphasis will be placed on interpretation of data and development of communication skills using both scholarly and popular press literature. Proficiency with algebra will be assumed. Prerequisite(s): BIO 170 and BIO 171 with C or above and BIO 205.

BIO 330 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. Prerequisite(s): BIO 205 with C or above.

BIO 394 Genetic Counseling Internship (2) Students will complete an internship with practicing genetic counselors and clinical geneticists. A written and oral report will be produced at the conclusions of the internship. Prerequisite(s): BIO 205 with C or above and declared Genetic Counseling Preparatory concentration.

BIO 396 Special Topics in Biology (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

BIO 397 Internship in Biology (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

BIO 398 Readings in Biology (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

BIO 399 Independent Project in Biology (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

BIO 401 Biology Research Seminar I (2) Concentrated study of a single topic resulting in a research proposal. Student proposals are expected to provide a detailed plan for conducting laboratory-based scientific research. Prerequisite(s): Senior class standing and instructor permission.

BIO 402 Biology Research Seminar II (2) Concentrated study of a single topic in a laboratory setting. Laboratory research, a written report detailing the research description, methods, and results obtained, as well as a formal oral presentation is required of all participants. Students will be expected to attend all presentations of their seminar topic. Prerequisite(s): BIO 401 with C or above, senior class standing, and instructor permission.

BIO 405 Biology Seminar (4) Concentrated study of a single topic. Students will conduct independent literature-based research and prepare a written review paper and formal oral presentation focusing on their chosen topic. Students will be expected to attend all presentations of their seminar topic. Prerequisite(s): Senior class standing and instructor permission.

Business Administration

Brian DiVita M.S., M.M., Chair

Bill Foley M.M.; Jason Good, Ph.D., Linda Hagan, Ph.D., Kerri Orders, M.M.; Mark O'Toole, M.M.

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 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.

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.

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.

Student Learning Outcomes.

1. Students will be able to integrate functional business knowledge by evaluating various business conditions and identifying their relevant economic associations that benefit society in a local, national, and global environment.
2. Students will be able to identify key qualitative and quantitative variables affecting organizational decision-making by utilizing relevant information to solve complex problems and pursue opportunities.
3. Students will be able to effectively apply business law, economics, finance, management and marketing principles to develop strategic planning and competitive advantages for organizations.
4. Students will be able to identify, evaluate and implement strategic decision-making that supports organizational goals with an emphasis on the allocation of human and financial resources within an organization.
5. Students will be able to integrate a principled perspective to various business scenarios, by incorporating a core-value approach that is grounded in personal integrity, and prioritizes ethical decision-making.

BUSINESS ADMINISTRATION MAJOR

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

2025-2026

Major Requirements: Forty-nine (49) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

If students are pursuing a business concentration with this degree, the courses in the concentration may NOT count towards the electives required for the Business Administration major.

A GPA of 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____
_____	ECON 200 Economics for the Citizen	4.0	_____
_____	CIS 111 Spreadsheets	1.0	_____
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	BUS 300 The Legal Environment of Business	4.0	_____
_____	BUS 331 International Business	4.0	_____
_____	BUS 401 Financial Management	4.0	_____
_____	BUS 405 Business Ethics and Social Responsibility	4.0	_____
_____	BUS 410 Cases in Business Policy (SC)	4.0	_____
Mathematics coursework: Choose one course			
_____	MAT 115 Elementary Statistics	4.0	_____
_____	MAT 205 Statistics	4.0	_____
_____	MAT 412 Mathematical Statistics	4.0	_____
Business coursework: Choose eight (8) elective credits			
_____	_____	4.0	_____
_____	_____	4.0	_____

Concentrations

The concentrations are designed to provide the student with professional preparation in the fields of either International Business, Marketing, and Management. Concentrations are elective specializations within a business or dual business major. They require understanding developed in the business core curriculum and, therefore, cannot be declared without also declaring a BSBA major. Courses taken in a concentration are considered as business electives in the context of the requirements of the BSBA.

Concentration Requirements: Sixteen (16) semester hours.

These are specializations and can only be declared with a Business Administration, BSBA/Communication, BSBA/Sport Management majors.

Students pursuing a business concentration may NOT use these courses to fulfill BSBA electives.

Students pursuing multiple concentrations may not overlap any courses between concentrations.

At least eight (8) semester hours must be taken at Aquinas.

A GPA of 2.0 must be maintained.

Only courses with a grade of C- or better will count.

CONCENTRATIONS AVAILABLE:		GRADE	PREREQUISITES
INTERNATIONAL BUSINESS			
Choose sixteen (16) credits from the following:			
<input type="checkbox"/>	BUS 215 International Marketing	4.0	BUS 205
<input type="checkbox"/>	BUS 332 Culture in International Business	4.0	BUS 331
<input type="checkbox"/>	BUS 397 International Business Internship	4.0	Department Chair Approval
<input type="checkbox"/>	BUS 412 Sustainable Supply Chain Management	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 423 Business Research Methods	4.0	BUS 200, BUS 205, MAT 115
<input type="checkbox"/>	BUS 431 Cases in International Business	4.0	BUS 200, BUS 205, BUS 331
<input type="checkbox"/>	BUS 432 Study Away Business Experience	4.0	
<input type="checkbox"/>	CIS 420 Project Management	4.0	Junior or Senior Status
<input type="checkbox"/>	ECON 310 International Economics	4.0	
MANAGEMENT			
Choose sixteen (16) credits from the following:			
<input type="checkbox"/>	BUS 312 Organizational Leadership	4.0	BUS 200
<input type="checkbox"/>	BUS 313 Negotiations	4.0	
<input type="checkbox"/>	BUS 314 Operations Management	4.0	BUS 200
<input type="checkbox"/>	BUS 315 Entrepreneurship & Small Business Mgmt.	4.0	BUS 200
<input type="checkbox"/>	BUS 397 Management Internship	4.0	Department Chair Approval
<input type="checkbox"/>	BUS 411 Human Resources	4.0	BUS 200
<input type="checkbox"/>	BUS 412 Sustainable Supply Chain Management	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 421 Sales Management	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 423 Business Research Methods	4.0	BUS 200, BUS 205, MAT 115
<input type="checkbox"/>	CIS 420 Project Management	4.0	Junior or Senior Status
MARKETING			
Choose sixteen (16) credits from the following:			
<input type="checkbox"/>	BUS 215 International Marketing	4.0	BUS 205
<input type="checkbox"/>	BUS 321 Advertising	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 322 Digital Marketing	4.0	BUS 205
<input type="checkbox"/>	BUS 323 Consumer Behavior	4.0	BUS 205
<input type="checkbox"/>	BUS 325 Strategic Business Communication (WI)	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 397 Marketing Internship	4.0	Department Chair Approval
<input type="checkbox"/>	BUS 412 Sustainable Supply Chain Management	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 421 Sales Management	4.0	BUS 200, BUS 205
<input type="checkbox"/>	BUS 422 Marketing Strategy	4.0	BUS 205
<input type="checkbox"/>	BUS 423 Business Research Methods	4.0	BUS 200, BUS 205, MAT 115
<input type="checkbox"/>	CIS 420 Project Management	4.0	Junior or Senior Status

BUSINESS ADMINISTRATION & COMMUNICATION DUAL MAJOR

Bachelor of Science in Business Administration

2025-2026

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

At least twenty-eight (28) semester hours must be taken at Aquinas.

Business concentrations in International Business, Management, and Marketing are options that may be added to the dual major.

A 2.0 GPA must be maintained.

Only COM courses with a C or better and C- or better for all other courses will count toward the dual major.

Students may take a course twice to obtain the requisite C or C- grade.

REQUIREMENTS	GRADE	PREREQUISITES
ACC 201 Introduction to Acct. & Financial Analysis	4.0	CS 111 (may be corequisite)
ECON 200 Economics for the Citizen	4.0	
BUS 200 Principles of Management (SS)	4.0	
BUS 205 Principles of Marketing	4.0	
BUS 300 The Legal Environment of Business	4.0	
BUS 401 Financial Management	4.0	ACC 201, ECON 200, CIS 111, MAT 115
BUS 405 Business Ethics and Social Responsibility	4.0	Junior or Senior Status
BUS 410 Cases in Business Policy (SC)	4.0	BUS 200, BUS 205, BUS 401*
CIS 111 Spreadsheets	1.0	*may be corequisite
CIS 211 Advanced Spreadsheets	1.0	CIS 111
COM 200 Public Speaking (SS)	4.0	
COM 210 Interpersonal Communication (SS)	4.0	
COM 300 Advanced Public Speaking	4.0	COM 200
COM 305 Group Communication & Leadership	4.0	COM 200
COM 310 Intercultural Communication (GP)	4.0	
Statistics: Choose one (1) course		
MAT 115 Elementary Statistics	4.0	MAT 100 or higher
PSY 105 Statistics for Psychology	4.0	
Choose one (1) course from the following:		
COM 315 (Un)ethical Communication (WI)	4.0	
COM 320 Principles of Persuasion	4.0	
COM 325 Conflict, Mediation & Negotiation	4.0	

BUSINESS ADMINISTRATION AND SPORT MANAGEMENT DUAL MAJOR

Bachelor of Science in Business Administration

2025-2026

Major Requirements: Sixty-four (64) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

Only courses with a grade of C- or better will count toward the major.

Minimum GPA Requirement of 2.0 for the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
Accounting Coursework			
_____	ACC 201 Intro to Accounting & Financial Analysis	4.0	_____ CIS 111 (may be corequisite)
Business Coursework			
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	BUS 401 Financial Management	4.0	_____ ACC 201, CIS 111, ECON 200, MAT 115
_____	BUS 405 Business Ethics & Social Responsibility	4.0	_____ Junior or Senior Status
_____	BUS 410 Cases in Business Policy (SC)	4.0	_____ BUS 200, BUS 205, BUS 401*
			*may be corequisite
Choose one (1) Communication course			
_____	COM 200 Public Speaking	4.0	_____
_____	COM 320 Principles of Persuasion	4.0	_____
Computer Science Coursework			
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 211 Advanced Spreadsheets	1.0	_____ CIS 111
Economics Coursework			
_____	ECON 200 Economics for the Citizen	4.0	_____
Kinesiology Coursework			
_____	KIN 305 Sport Facility & Event Management	4.0	_____
_____	KIN 400 Sales & Funding in Sport	4.0	_____
_____	KIN 405 Marketing & Promoting Sport	4.0	_____
_____	KIN 410 Sport Law	4.0	_____
_____	KIN 397 Internship	3.0	_____ Department Chair Approval
_____	KIN 397 Internship	3.0	_____ Department Chair Approval
Choose one (1) Statistics course			
_____	MAT 115 Elementary Statistics	4.0	_____ MAT 100 or higher
_____	MAT 205 Statistics	4.0	_____ MAT 120 or higher
Choose one (1) Writing Intensive course			
_____	HIST 220 History of American Sports (WI)	4.0	_____
_____	COM 315 (Un)ethical Communication (WI)	4.0	_____

BUSINESS ADMINISTRATION MINOR

2025-2026

Minor Requirements: Twenty-five (25) semester hours.

- At least thirteen (13) semester hours must be taken at Aquinas.
- A GPA of 2.0 must be maintained
- Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____ CIS 111 (may be a corequisite)
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	BUS 300 The Legal Environment of Business	4.0	_____
_____	BUS 405 Business Ethics and Social Responsibility	4.0	_____ Junior or Senior Status
_____	CIS 111 Spreadsheets	1.0	_____
_____	ECON 200 Economics for Citizens	4.0	_____

Course Descriptions:

BUS 200 Principles of Management (4) 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 include planning, leading, organizing, and controlling to managing organizations.

BUS 205 Principles of Marketing (4) An introduction to marketing concepts, including marketing strategy, pricing, promotional activities, research, product development, brand positioning, consumer behavior, and supply chain development. Significant time will be spent studying and learning to manage the marketing mix.

BUS 210 Personal Finance and Investments (4) Serves as a practical guide toward individual money planning and management. Subjects covered include budgeting, housing, asset investments, purchasing a car and home, time value of money, stocks, mutual funds, and taxes, insurance, consumer decisions, and retirement planning.

BUS 215 International Marketing (4) 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 organization. Prerequisite(s): BUS 205.

BUS 220 Sustainable Business (4) The course introduces the conceptual and practical tools that needed to competitively engage sustainable business. Content includes: An overview of 'old school' sustainability; 'new school' sustainability; application of learning to real world cases; identification of harmful value loss in the local business community and solutions to transform issues into beneficial economic gains.

BUS 300 The Legal Environment of Business (4) 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. Additionally, emphasis is placed on specialized areas of the law as they relate to business such as: property including real property, landlord and tenant relationships, personal property, 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.

BUS 312 Organizational Leadership (4) Focuses on the process of influencing individuals and groups toward organizational goals, including such topics as the evolution of leadership theory, leadership effectiveness, transformational and situational leadership. Prerequisite(s): BUS 200.

BUS 313 Negotiations (4) The course will highlight the principles of effective negotiation and teach students to analyze their behavior in negotiations. The course will be partially experiential. Students will learn both by doing exercises and also engaging with the relevant theory to provide a framework for understanding their experiential lessons. The course touches on topics related to psychology and behavioral economics.

BUS 314 Operations Management (4) Covers the managerial decisions involved in plant location, internal factory organization, plant operation and control, planning, scheduling, routing, purchasing, cost control, and inventory control. Prerequisite(s): BUS 200.

BUS 315 Entrepreneurship & Small Business Management (4) 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(s): BUS 200.

BUS 321 Advertising (4) Examines the role of advertising in marketing strategy, with a secondary emphasis on specific skills and techniques involved in the advertising process. Open to juniors and seniors only. This course is not accepted for the Social Science Distribution requirement. Prerequisite(s): BUS 200 and BUS 205.

BUS 322 Digital Marketing (4) This course provides a theoretical and practical foundation to understand how digital platforms have become part of a marketing strategy. Consequently, connecting these technologies platforms to achieve Integrated Marketing Communications (IMC). Prerequisite(s): BUS 205.

BUS 323 Consumer Behavior (4) Analysis of the complex process of buying behavior through systematic development of a behavior model utilizing concepts from psychology, sociology, and social psychology. Sophomore status required. Prerequisite(s): BUS 205.

BUS 325 Strategic Business Communication (4) A study of the principles and practices of strategic communication between organizations and their stakeholders in a global society and marketplace. The course will focus on analyzing target audiences, developing key messages, and utilizing various channels to achieve and manage organizational goals and objectives, along with building and maintaining an organization's reputation. Business case studies involving crisis management and ethical issues, along with practical applications of public relations techniques, will be examined. Prerequisite(s): BUS 200 and BUS 205

BUS 331 International Business (4) An introduction to international business theory and practice. The balance of trade, balance of payments, international business strategy options, exchange rates and the various modes of conducting international trade are included. Prerequisite(s): BUS 200.

BUS 332 Culture in International Business (4) Explores such complex elements as language and communication, cultural and pragmatic disparities of background, and other issues critical to successful international business relations. Prerequisite(s): BUS 331.

BUS 396 Special Topics in Business (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

BUS 397 Internship in Business (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

BUS 398 Readings in Business (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

BUS 399 Independent Project in Business (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

BUS 401 Financial Management (4) 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(s): ACC 201, ECON 200, CIS 111, and MAT 115.

BUS 402 Advanced Finance (4) The course covers advanced concepts and techniques underlying effective decision making related to investment and financing decisions of organizations. Some topics include financial projections, cash flow analysis, capital markets, and analysis of risk, valuation of financial assets and discounting techniques and business valuation. Prerequisite(s): BUS 401.

BUS 405 Business Ethics & Social Responsibility (4) 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. This class also examines the social responsibility of both corporations, executive leadership, managers, and their employees. Open to juniors and seniors only.

BUS 410 Cases in Business Policy (4) A case-oriented course focusing on organizational strategy, development and strategy execution within the confines of understanding the Task, Internal, and General environments. Open to juniors and seniors only. Prerequisite(s): BUS 200, BUS 205, and BUS 401. Corequisite(s): BUS 401 if not taken previously.

BUS 411 Human Resources (4) An examination of human resource management, including strategic thinking, staffing, employee development, retention, labor relations, remuneration, security, and performance evaluation. Prerequisite(s): BUS 200.

BUS 412 Sustainable Supply Chain Management (4) Reviews the nature and organization of supply chain management, including all components involved in the movement from raw materials to finished goods to end-user. Prerequisite(s): BUS 200 and BUS 205.

BUS 421 Sales Management (4) Examines 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. Prerequisite(s): BUS 200 and BUS 205.

BUS 422 Marketing Strategy (4) This course develops an understanding of the organization's market niche through a detailed examination of resource allocation as it affects competitive advantage. Multiple models guiding strategic choice are reviewed. Internal processes for the formulation, coordination, and application of strategy are studied. Realistic applications are then considered. Open to juniors and seniors only. Prerequisite(s): BUS 205.

BUS 423 Business Research and Methodology (4) 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. Prerequisite(s): BUS 200, BUS 205, and MAT 115.

BUS 431 Cases in International Business (4) 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. Open to juniors and seniors only. Prerequisite(s): BUS 200, BUS 205, and BUS 331.

BUS 432 Study Away Business Experience (4) This experiential learning, short-term study away course provides students with an overview of business in the selected country/countries, specifically focusing on business practices, culture, entrepreneurship, and innovation.

Chemistry

Timothy Henshaw, Ph.D. Chair

Kevin Boyd, Ph.D.; Anthony Allen, Ph.D.

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

The curriculum and course requirements are designed for the degree of Bachelor of Science (BS) in chemistry following the recommendations of the Committee on Professional Training of the American Chemical Society. A student completing the BS in Chemistry will be prepared for these options and many others: 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.

Student Learning Outcomes.

1. Students will demonstrate knowledge of chemistry and its major subdisciplines.
2. Students will propose and carry out a chemical research project.
3. Students will communicate chemical concepts appropriately to a variety of audiences.

CHEMICAL PHYSICS MAJOR

Bachelor of Science

2025-2026

Major Requirements: Sixty (60) semester hours.

At least twenty-six (26) semester hours must be taken at Aquinas.

All majors must attend at least eight (8) seminars sponsored by the Chemistry Department or Physics Department.

Major not available to Biochemistry/Molecular Biology majors.

A GPA of 2.0 must be maintained. C- or better is required for courses to count toward the major.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
CHEM 121 General Chemistry I	4.0	MAT 120 (may be corequisite)
CHEM 122 General Chemistry II	4.0	CHEM 121 (C- or above)
CHEM 250 Methods of Analytical Chemistry	4.0	CHEM 122 (C- or above)
CHEM 301 Fundamental Physical Chemistry	4.0	CHEM 122, MAT 121, PHYS 211* (C- or above) *may be a coreq.
CHEM 302 Intermediate Physical Chemistry	4.0	CHEM 301, MAT 122, PHYS 212* (C- or above) *may be a corequisite
CHEM 322 Advanced Inorganic Chemistry	4.0	CHEM 122 (C- or above)
CHEM 401 Chemistry Project Development (SC w/CHEM402)	2.0	Senior Status, Dept. Chair Approval
CHEM 402 Chemistry Practicum (SC w/CHEM401)	2.0	CHEM 401 (C- or above), Dept. Chair Approval
MAT 121 Calculus I	4.0	MAT 120 or placement score
MAT 122 Calculus II	4.0	MAT 121
MAT 221 Multivariate Calculus	4.0	MAT 122
MAT 235 Differential Equations	4.0	MAT 221
PHYS 211 Gen Physics w/Calculus: Mechanics	4.0	MAT 121
PHYS 212 Gen Physics w/Calculus: Electricity	4.0	PHYS 211
PHYS 215 Modern Physics	4.0	PHYS 212
PHYS 400 Experimental Investigation & Design	4.0	PHYS 212

CHEMISTRY MAJOR

Bachelor of Science

2025-2026

Major Requirements: Fifty-two (52) semester hours.

At least sixteen (16) semester hours of Chemistry must be taken at Aquinas.

All majors must attend at least ten (10) seminars sponsored by the Chemistry Department.

Major not available to Biochemistry/Molecular Biology majors.

Majors are required to successfully complete the Major Field Test in Chemistry.

A GPA of 2.0 must be maintained. C- or better is required for courses to count toward the major.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
CHEM 121 General Chemistry I	4.0	MAT 120 (may be corequisite)
CHEM 122 General Chemistry II	4.0	CHEM 121 (C- or above)
CHEM 221 Organic Chemistry I	4.0	CHEM 122 (C- or above)
CHEM 222 Organic Chemistry II	4.0	CHEM 221 (C- or above)
CHEM 250 Methods of Analytical Chemistry	4.0	CHEM 122 (C- or above)
CHEM 301 Fundamental Physical Chemistry	4.0	CHEM 122, MAT 121, PHYS 211* (C- or above) *may be a corequisite
CHEM 302 Intermediate Physical Chemistry	4.0	CHEM 301, MAT 122, PHYS 212* (C- or above) *may be a corequisite
CHEM 401 Chemistry Project Development (SC w/CHEM402)	2.0	Senior Status, Dept. Chair Approval
CHEM 402 Chemistry Practicum (SC w/CHEM401)	2.0	CHEM 401 (C- or above), Dept. Chair Approval
MAT 121 Calculus I	4.0	MAT 120 or placement score
MAT 122 Calculus II	4.0	MAT 121
PHYS 211 Gen Physics w/Calculus: Mechanics	4.0	MAT 121
PHYS 212 Gen Physics w/Calculus: Electricity	4.0	PHYS 211
Choose one course		
CHEM 321 Advanced Organic Chemistry	4.0	CHEM 222 (C- or above)
CHEM 322 Advanced Inorganic Chemistry	4.0	CHEM 122 (C- or above)
Recommended Courses		
CHEM 325 Biochemistry	4.0	CHEM 222 (C- or above)
MAT 221 Multivariate Calculus	4.0	MAT 122
MAT 230 Linear Algebra	4.0	MAT 122
MAT 235 Differential Equations	4.0	MAT 221
MAT 315 Abstract Algebra (WI)	4.0	MAT 230

CHEMISTRY MINOR

2025-2026

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

At least twelve (12) semester hours of Chemistry must be taken at Aquinas.

Minor not available to Biochemistry/Molecular Biology majors.

Minors are required to attend six (6) seminars sponsored by the Chemistry Department.

A GPA of 2.0 must be maintained. C- or better is required for courses to count toward the major.

Secondary Education Teacher Certification (in addition to the above requirements):

This minor must be combined with the Secondary Professional Preparation courses required for teacher certification.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	CHEM 121 General Chemistry I	4.0	_____	MAT 120 (may be corequisite)
_____	CHEM 122 General Chemistry II	4.0	_____	CHEM 121 (C- or above)
_____	CHEM 221 Organic Chemistry I	4.0	_____	CHEM 122 (C- or above)
_____	CHEM 222 Organic Chemistry II	4.0	_____	CHEM 221 (C- or above)
_____	CHEM 250 Methods of Analytical Chemistry	4.0	_____	CHEM 122 (C- or above)
Choose at least one (1) course from the following:				
_____	CHEM 301 Fundamental Physical Chemistry	4.0	_____	CHEM 122, MAT 121, PHYS 211* (C- or above) *may be a corequisite
_____	CHEM 321 Advanced Organic Chemistry	4.0	_____	CHEM 222 (C- or above)
_____	CHEM 322 Advanced Inorganic Chemistry	4.0	_____	CHEM 122 (C- or above)
_____	CHEM 325 Biochemistry	4.0	_____	CHEM 222 (C- or above)

Course Descriptions:

CHEM 100 Preliminary Chemistry (4) An introductory survey of elementary inorganic chemistry for students who need preparation for General Chemistry. Topics include measurement, nomenclature, the structures of atoms and molecules, states of matter, stoichiometry, and acid-base theory. This course is not accepted for the Natural World Physical Science requirement.

CHEM 105 Environmental Chemistry (4) Application of chemical concepts to ecosystems; implications of chemical technology to the social and physical environment. High school chemistry and algebra recommended. Corequisite(s): CHEM 105L.

CHEM 110 Chemistry for Non-majors (4) Applications of the basic principles of chemistry to contemporary situations. Fundamental chemical principles such as acid-base theory, oxidation-reduction reactions, radioactivity, and toxicity may be illustrated with common substances. The presentation of topics may vary depending on the instructor's perspective. Chemistry may be related to other disciplines, the economy, and/or the future well-being of humans and the natural environment. Includes laboratory component. Corequisite(s): CHEM 110L.

CHEM 121 General Chemistry I (4) An introduction to college chemistry designed for science majors. Topics include atomic structure, models of chemical bonding, molecular structure, properties of gases, liquids, and solids, stoichiometry, and thermochemistry. Includes laboratory component. Prerequisite(s): MAT 120 with C or above or appropriate placement test score. Corequisite(s): MAT 120 with C or above and CHEM 121L.

CHEM 122 General Chemistry II (4) Continued introduction to college chemistry concepts. Topics include coordination chemistry, descriptive inorganic chemistry, electrochemistry, chemical equilibrium, kinetics, nuclear chemistry, and thermodynamics. Includes laboratory component. Prerequisite(s): CHEM 121 with C or above. Corequisite(s): CHEM 122L.

CHEM 140 General, Organic, and Biochemistry (3) This is a one-semester survey of chemistry open to students in the UDM nursing program. It will introduce students to atomic and molecular structure, energy, gases, solutions, chemical quantities and reactions, acid-base theory, nuclear chemistry, biologically relevant organic compounds, the structure and function of biological molecules, and the metabolic pathways involved in energy production. Three hours of lecture and one hour of recitation per week. This course is not accepted for the Natural World Physical Science requirement. Corequisite(s): MAT 120.

CHEM 200 Secondary Science Practicum (4) This course provides the student with an opportunity to work in an introductory laboratory classroom as an assistant to the supervising instructor. Assistants will help the instructor with set up and take down of lab activities, preparation of lab materials, and teaching/tutoring during the class period. Practicum students will also meet for lectures and/or discussions on a variety of topics relevant to the job duties of a secondary science teacher. Participants will keep journals and perform research on appropriate laboratory exercises for secondary students. Prerequisite(s): CHEM 122 with C or above; declared Integrated Science major and Secondary Education major.

CHEM 221 Organic Chemistry I (4) This is the first semester of a year-long course in organic chemistry for science majors. Topics include bonding, reaction mechanisms, structure, stereochemistry, and synthesis and reactions of alkyl halides. The correlation of molecular structure to physical properties and the use of instrumentation to determine molecular structure are introduced. Prerequisite(s): CHEM 122 with C- or above. Corequisite(s): CHEM 221L.

CHEM 222 Organic Chemistry II (4) This course is a continuation of Organic Chemistry I. Topics include synthesis and reactions of alcohols and carbonyl compounds, aromaticity and reactions of aromatic compounds, and the application of instrumental methods (e.g. NMR, IR and MS) in the identification of molecular structure. Prerequisite(s): CHEM 221 with C- or above Corequisite(s): CHEM 222L.

CHEM 250 Methods of Analytical Chemistry (2) Topics include wet chemical analysis techniques and applications of chemical instrumentation to analytical questions. Statistical analysis methods of small data sets and pooled data sets and mathematical methods of analysis and samplings methods will be learned via applications to experimental data. Chemical equilibrium will be discussed as it applies to analytical methods and sample preparations. 6 hours of lab and 2 hours of lecture per week. Prerequisites(s): CHEM 122 with C- or above. Corequisites: CHEM 250L.

CHEM 301 Fundamental Physical Chemistry (4) A survey of physical chemistry. Topics include classical chemical thermodynamics, exactly solvable quantum mechanics relevant to chemistry and spectroscopy, and single- and multistep chemical kinetics. Biochemical applications are featured. Laboratory methods of classical thermodynamics, spectroscopy, and kinetics. Prerequisite(s): CHEM 122 with C- or above, PHYS 211 with C- or above, and MAT 121 with C- or above. Corequisite(s): PHYS 211, if not completed previously. CHEM 301L.

CHEM 302 Intermediate Physical Chemistry (4) A more in-depth treatment of topics introduced in Fundamental Physical Chemistry. Statistical thermodynamics of chemical systems, approximate quantum methods relevant to chemistry and spectroscopy, and numerical methods of kinetic analysis. Laboratory methods in spectroscopy and kinetics, with an emphasis on the quantum mechanical basis for measurements. Prerequisite(s): CHEM 301 with C- or above, PHYS 212 with C- or above, and MAT 122 with C- or above. Corequisite(s): PHYS 212, if not completed previously. CHEM 302L.

CHEM 321 Advanced Organic Chemistry (4) The lecture portion of this course emphasizes writing reasonable organic mechanisms for several classes of reactions. The laboratory component focuses on carrying reactions through the entire process of reaction, purification and characterization. Multistep synthesis and green metrics are also introduced in the laboratory section. Prerequisite(s): CHEM 222 with C- or above. Corequisite(s): CHEM 321L.

CHEM 322 Advanced Inorganic Chemistry (4) Principles of inorganic chemistry including molecular orbital theory, structures of solids, acid-base theory, oxidation-reduction reactions, coordination compounds, organometallics, and systematic chemistry of the elements. The laboratory will focus on the synthesis and characterization of inorganic compounds. Offered spring semester of even-numbered years. Prerequisite(s): CHEM 122 with C- or above. Corequisite(s): CHEM 322L.

CHEM 325 Biochemistry (4) A first course in biochemistry for science majors. Topics include structure and function of biomolecules, enzyme kinetics and mechanism, and pathways of central metabolism. Prerequisite(s): CHEM 222 with C- or above. Corequisite(s): CHEM 325L.

CHEM 396 Special Topics in Chemistry (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

CHEM 397 Internship in Chemistry (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

CHEM 398 Readings in Chemistry (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

CHEM 399 Independent Project in Chemistry (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

CHEM 401 Chemistry Project Development (SC) (2) Students will develop of an individual research project culminating in a written proposal. Chemical Abstracts and other databases will be used to survey the scientific literature for information on the theory and methods needed for the project. Considerations of laboratory safety will be included. Prerequisite(s): Senior class standing and approval of chairperson.

CHEM 402 Chemistry Practicum (SC) (2) After completion of Chemistry Project Development, students will perform laboratory or other practical work and data analysis with the guidance of a faculty mentor. Scientific communication skills will be developed through a seminar presentation and written report on the results of the project, as well as other assignments. Prerequisite(s): CHEM 401 with C- or above, senior class standing, and approval of chairperson.

Communication

Penny Avery, Ph.D., Chair

Ian Borton, Ph.D.; Scott Harman, M.A.; Kyle Hull, Ph.D.; David Weinandy, Ph.D.

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

Student Learning Outcomes.

1. Students will produce theoretically-informed competent communication in multiple contexts (e.g., interpersonal, public, group, organizational).
2. Students will evaluate communication competency in multiple contexts (e.g., interpersonal, public, group, organizational).
3. Students will analyze scholarly communication literature and contemporary texts.
4. Students will design and execute theoretically informed original communication research.

Departmental Policies.

- All Communication courses applied to the described majors or minor must be completed with a grade of C or better. Students may only take a course twice to obtain the requisite grades for any of the Communication majors or minor. Each prerequisite must be completed with a grade of C or better before taking an additional course requiring that prerequisite course.
- In order to declare a Communication Major, Communication Major with Theatre Emphasis, or Communication minor, students must have an overall college grade point average of 2.0. Students falling below the 2.0 overall grade point average may be removed as a major or minor at the department's discretion.
- Students may take a TOTAL of eight (8) semester hours from among COM397, COM398, COM399, and Prior Learning credit. Students are strongly encouraged to complete an internship (COM397) 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. The Communication with Theatre Emphasis Major is recommended. A link to the Speech secondary education endorsement preparation materials can be found on the Communication web page: aquinas.edu/communication/degrees

BUSINESS ADMINISTRATION & COMMUNICATION DUAL MAJOR

Bachelor of Science in Business Administration

2025-2026

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

At least twenty-eight (28) semester hours must be taken at Aquinas.

Business concentrations in International Business, Management, and Marketing are options that may be added to the dual major.

A 2.0 GPA must be maintained.

Only COM courses with a C or better and C- or better for all other courses will count toward the dual major.

REQUIREMENTS	GRADE	PREREQUISITES
_____ ACC 201 Introduction to Acct. & Financial Analysis	4.0 _____	_____ CS 111 (may be corequisite)
_____ ECON 200 Economics for the Citizen	4.0 _____	_____
_____ BUS 200 Principles of Management (SS)	4.0 _____	_____
_____ BUS 205 Principles of Marketing	4.0 _____	_____
_____ BUS 300 The Legal Environment of Business	4.0 _____	_____
_____ BUS 401 Financial Management	4.0 _____	_____ ACC 201, ECON 200, CIS 111, MAT 115
_____ BUS 405 Business Ethics and Social Responsibility	4.0 _____	_____ Junior or Senior Status
_____ BUS 410 Cases in Business Policy (SC)	4.0 _____	_____ BUS 200, BUS 205, BUS 401*
_____ CIS 111 Spreadsheets	1.0 _____	_____ *may be corequisite
_____ CIS 211 Advanced Spreadsheets	1.0 _____	_____ CIS 111
_____ COM 200 Public Speaking (SS)	4.0 _____	_____
_____ COM 210 Interpersonal Communication (SS)	4.0 _____	_____
_____ COM 300 Advanced Public Speaking	4.0 _____	_____ COM 200
_____ COM 305 Group Communication & Leadership	4.0 _____	_____ COM 200
_____ COM 310 Intercultural Communication (GP)	4.0 _____	_____
Statistics: Choose one course		
_____ MAT 115 Elementary Statistics	4.0 _____	_____ MAT 100 or higher
_____ PSY 105 Statistics for Psychology	4.0 _____	_____
Choose one (1) course from the following:		
_____ COM 315 (Un)ethical Communication (WI)	4.0 _____	_____
_____ COM 320 Principles of Persuasion	4.0 _____	_____
_____ COM 325 Conflict, Mediation & Negotiation	4.0 _____	_____

COMMUNICATION MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

Students may take a total of eight (8) semester hours from COM 397, COM 398, COM 399, and Prior Learning Credit.

Students are strongly encouraged to complete an Internship.

A 2.0 overall GPA is required to maintain a Communication major.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	COM 200 Public Speaking (SS)	4.0	_____	_____
_____	COM 210 Interpersonal Communication (SS)	4.0	_____	_____
_____	COM 300 Advanced Public Speaking	4.0	_____	COM 200
_____	COM 305 Group Communication & Leadership	4.0	_____	COM 200
_____	COM 401 Communication Theory (SC)	4.0	_____	COM 200, COM 210, COM 305
_____	COM 402 Research Methods (WI)	4.0	_____	COM 401
Choose four (4) courses from the following:				
_____	COM 100 Becoming an Effective Communicator (SS)	4.0	_____	_____
_____	COM 111 Podcast Production & Introduction to Radio (SS)	4.0	_____	_____
_____	COM 120 Social Media (SS)	4.0	_____	_____
_____	COM 220 Mass Media History & Effects (SS)	4.0	_____	_____
_____	COM 310 Intercultural Communication (GP)	4.0	_____	_____
_____	COM 315 (Un)ethical Communication (WI)	4.0	_____	_____
_____	COM 320 Principles of Persuasion	4.0	_____	_____
_____	COM 325 Conflict, Mediation & Negotiation	4.0	_____	_____
_____	COM 330 Comm. Lab Theory/Practice	4.0	_____	COM 200, COM 300* *may be corequisite
_____	COM 335 Communication Lab Facilitation	1- 4.0	_____	COM 300, COM 330, Instructor Approval
_____	COM 396 Special Topics in Communication	4.0	_____	_____
_____	COM 397 Field Experience in Communication	4.0	_____	Department Chair Approval
_____	COM 398 Readings in Communication	4.0	_____	Department Chair Approval
_____	COM 399 Independent Project	4.0	_____	Department Chair Approval
_____	PSY 105 Statistics for Psychology	4.0	_____	_____
_____	WGS 210 Language & Gender (SS)	4.0	_____	_____

COMMUNICATION MAJOR WITH A THEATRE EMPHASIS

Bachelor of Arts

2025-2026

Major Requirements: Forty-one to Forty-three (41-43) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the major.

A GPA of 2.0 must be maintained.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	COM 100 Becoming an Effective Communicator (SS)	4.0	_____
_____	COM 200 Public Speaking (SS)	4.0	_____
_____	COM 210 Interpersonal Communication (SS)	4.0	_____
_____	COM 220 Mass Media History & Effects (SS)	4.0	_____
_____	COM 305 Group Communication & Leadership	4.0	COM 200
_____	THTR 111 Acting I (FA)	4.0	_____
_____	THTR 220 Directing & Dramaturgy I: Realism	4.0	THTR 111
_____	THTR 300 Drama for Youth & Education	4.0	THTR 111 or Instructor Consent
_____	THTR 401 Senior Capstone in Theatre (SC)	1-3	Senior Status
Theatre Design coursework: Choose one (1)			
_____	THTR 101 Introduction to Theatre Design (FA)	4.0	_____
_____	THTR 102 Stagecraft (FA)	4.0	_____
Theatre History coursework: Choose one (1)			
_____	THTR 205 Theatre History & Theory I: Golden Ages (HUM/WI)	4.0	_____
_____	THTR 206 Theatre History & Theory II: Theatres of Resistance (HUM/WI)	4.0	_____

COMMUNICATION MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Students may take a total of eight (8) semester hours from COM 397, COM 398, COM 399, and Prior Learning Credit.

Students are strongly encouraged to complete an Internship.

A GPA of 2.0 must be maintained.

Only courses with a grade of C or better will count toward the minor.

Students may take a course twice to obtain the requisite C grade.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

Choose twenty (20) semester hours from the following:

_____	COM 100 Becoming an Effective Communicator (SS)	4.0	_____	_____
_____	COM 111 Podcast Production & Introduction to Radio (SS)	4.0	_____	_____
_____	COM 120 Social Media (SS)	4.0	_____	_____
_____	COM 200 Public Speaking (SS)	4.0	_____	_____
_____	COM 210 Interpersonal Communication (SS)	4.0	_____	_____
_____	COM 220 Mass Media History & Effects (SS)	4.0	_____	_____
_____	COM 300 Advanced Public Speaking	4.0	_____	COM 200
_____	COM 305 Group Communication & Leadership	4.0	_____	COM 200
_____	COM 310 Intercultural Communication (GP)	4.0	_____	_____
_____	COM 315 (Un)ethical Communication (WI)	4.0	_____	_____
_____	COM 320 Principles of Persuasion	4.0	_____	_____
_____	COM 325 Conflict, Mediation & Negotiation	4.0	_____	_____
_____	COM 330 Comm. Lab Theory/Practice	4.0	_____	COM 200, COM 300 (may be corequisite)
_____	COM 335 Communication Lab Facilitation	1-4.0	_____	COM 300, COM 330, Instructor Approval
_____	COM 396 Special Topics in Communication	4.0	_____	_____
_____	COM 397 Field Experience in Communication	variable	_____	Department Chair Approval
_____	COM 398 Readings in Communication	variable	_____	Department Chair Approval
_____	COM 399 Independent Project	variable	_____	Department Chair Approval
_____	COM 401 Communication Theory (SC)	4.0	_____	COM 200, COM 210, COM 305
_____	COM 402 Research Methods (WI)	4.0	_____	COM 401
_____	WGS 210 Language & Gender	4.0	_____	_____

Course Descriptions:

COM 100 Becoming an Effective Communicator (4) Theory and methods of intrapersonal, interpersonal, small group, organizational, public, intercultural, and mass communication.

COM 111 Podcast Production & Introduction to Radio (4) Students will learn podcasting techniques, resulting in podcast content, as well as explore the industry of radio.

COM 120 Social Media (4) Social media services are a newer class of communication platform which quickly interweave the interpersonal with the public. This course highlights the advent, development, and use of these communication technologies and their implications in personal relationships, culture, organizations, and ethics.

COM 200 Public Speaking (4) Basic skills for effective informational, persuasive and special occasion public speaking including voice, movement, composition, organization, ethical implications and audience analysis.

COM 210 Interpersonal Communication (4) Principles underlying communication behavior, focusing on feedback, nonverbal communication, decision making, listening, communication barriers and breakdowns, persuasion, and conflict.

COM 220 Mass Media History & Effects (4) Analysis of historical mass media milestones and the cultural effects and influences of those milestones on society with an emphasis on ethics and media literacy.

COM 300 Advanced Public Speaking (4) Advanced theory and skills for effective informative and persuasive public speaking including audience adaptation, research, composition, organization, support, voice and movement. Prerequisite(s): COM 200.

COM 305 Group Communication & Leadership (4) Principles and perspectives of communication in small groups including development, roles, norms, conflict, leadership, language and nonverbal communication; techniques of decision making and problem solving, information sharing and public presentations. Prerequisite(s): COM 200.

COM 310 Intercultural Communication (4) The analysis of human communication within/between (co-)cultural groups at a global scale, emphasizing how the traditions, beliefs, values, and social structures of world cultures manifest in, and are influenced by, communication.

COM 315 (Un)ethical Communication (4) 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.

COM 320 Principles of Persuasion (4) Theory and methods of changing, modifying, and reinforcing attitudes and behaviors through communication.

COM 325 Conflict, Mediation & Negotiation (4) Introduces theoretical concepts related to interpersonal conflict, conflict styles, conflict mediation and negotiation, tactics, power, and relationships through conflict theory, research, observation and practice.

COM 330 Communication Lab Theory & Practice (4) Theory and practical application of the communication lab facilitation process. Designed to highlight the applied role of communication in the facilitation of client interaction, with an emphasis on, but not limited to: facilitation methods, facilitator-client relationship, lab functioning/climate, and constructive feedback design. Prerequisite to acting as a facilitator within the communication lab. Prerequisite(s): COM 200 and COM 300. Corequisite(s): COM 300 if not completed prior.

COM 335 Communication Lab Facilitation (4) Facilitators will assist clients with honing communicative and public speaking related activities, including but not limited to: topic generation, organization, audience analysis, self-presentation, and verbal/nonverbal delivery across varying contexts. Only available for Credit/Fail. Prerequisite(s): COM 200, COM 300, COM 330, and instructor approval.

COM 396 Special Topics in Communication (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

COM 397 Internship in Communication (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

COM 398 Readings in Communication (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

COM 399 Independent Project in Communication (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

COM 401 Communication Theory (4) Survey of principal communication theories; an introduction to theory building through a variety of theoretical lenses and perspectives. Prerequisite(s): COM 200, COM 210, and COM 305.

COM 402 Research Methods (4) Quantitative and qualitative methods applied to communication; practicum in research methods; presentation of the research project. Prerequisite(s): COM 401.

Computer Information Systems

Richard Latimer, M.S., Chair

The Computer Information Systems program offers courses leading to majors in Computer Information Systems (CIS) and Management Information Systems (MIS). The program also offers minors that can be used to complement other disciplines.

Mission Statement. To prepare students for careers in information technology.

Student Learning Outcomes.

1. Students will gain a solid experience in the use of current software applications and technology to solve business and information problems.
2. Students will demonstrate basic software development, testing, and debugging skills in current leading programming language environments.
3. Students will exhibit a fundamental understanding of IT infrastructure (networks, operating systems, standard components, security/infrastructure configuration).
4. Students will be able to accurately design a relational data model and administer its implementation (normalization, physical design, structured query language).
5. Students will be able to successfully apply knowledge of data structures, logic algorithms, and analysis techniques to solve business and information problems.
6. Students will develop strong communication skills: written, verbal, and interpersonal.

All students taking any CIS course are required to have an Electronic Login Manager (ELM) account before the first meeting.

COMPUTER INFORMATION SYSTEMS MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty-eight (48) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

A maximum of six (6) semester hours of Independent Study, Life Experience, & Field Experience.

All courses must be taken as letter grades except CIS 397 (this may be taken as Credit/F grade).

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	CIS 110 Word Processing	1.0	_____	_____
_____	CIS 111 Spreadsheets	1.0	_____	_____
_____	CIS 112 Presentation Graphics	1.0	_____	_____
_____	CIS 120 Principles of Operating Systems	4.0	_____	Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	_____	Co-req of CIS 120 recommended
_____	CIS 130 Data Structures with C#	4.0	_____	CIS 125
_____	CIS 211 Advanced Spreadsheets	1.0	_____	CIS 111
_____	CIS 220 Database Theory	4.0	_____	CIS 120, CIS 125
_____	CIS 225 Web Programming with Databases	4.0	_____	CIS 220
_____	CIS 320 Managing & Maintaining a Windows Environment	4.0	_____	CIS 120
_____	CIS 325 Design, Implement, & Manage Secure Networks	4.0	_____	CIS 320
_____	CIS 330 Systems Analysis	4.0	_____	CIS 110, CIS 111, CIS 120, CIS 125
_____	CIS 397 CIS Internship	4.0	_____	Junior or Senior Status
_____	CIS 420 Project Management	4.0	_____	Junior or Senior Status
_____	CIS 425 Systems Design (SC)	4.0	_____	CIS 112, CIS 330, CIS 420

MANAGEMENT INFORMATION SYSTEMS MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

A maximum of six (6) semester hours of Independent Study, Life Experience, & Field Experience.

All courses must be taken as letter grades.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____ CIS 111 (may be corequisite)
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	CIS 110 Word Processing	1.0	_____
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 112 Presentation Graphics	1.0	_____
_____	CIS 120 Principles of Operating Systems	4.0	_____ Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	_____ Co-req of CIS 120 recommended
_____	CIS 211 Advanced Spreadsheets	1.0	_____ CIS 111
_____	CIS 220 Database Theory	4.0	_____ CIS 120, CIS 125
_____	CIS 330 Systems Analysis	4.0	_____ CIS 110, CIS 111, CIS 120, CIS 125
_____	CIS 420 Project Management	4.0	_____ Junior or Senior Status
_____	CIS 425 Systems Design (SC)	4.0	_____ CIS 112, CIS 330, CIS 420
_____			_____

COMPUTER INFORMATION SYSTEMS ANALYST MINOR

2025-2026

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

At least twelve (12) semester hours must be taken at Aquinas.

No more than six (6) combined semester hours of Independent Study or Life Experience.

For a CIS minor to be declared in conjunction w/another major or minor, no more than two (2) courses or a maximum of eight (8) semester hours may overlap.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	CIS 110 Word Processing	1.0	_____
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 112 Presentation Graphics	1.0	_____
_____	CIS 120 Principles of Operating Systems	4.0	Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	Co-req of CIS 120 recommended
_____	CIS 211 Advanced Spreadsheets	1.0	CIS 111
_____	CIS 330 Systems Analysis	4.0	CIS 110, CIS 111, CIS 120, CIS 125
_____	CIS 420 Project Management	4.0	Junior or Senior Status
_____	CIS 425 Systems Design (SC)	4.0	CIS 112, CIS 330, CIS 420

COMPUTER INFORMATION SYSTEMS NETWORKING MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

No more than six (6) combined semester hours of Independent Study or Life Experience.

For a CIS minor to be declared in conjunction w/another major or minor, no more than two (2) courses or a maximum of eight (8) semester hours may overlap.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	CIS 120 Principles of Operating Systems	4.0	Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	Co-req of CIS 120 recommended
_____	CIS 220 Database Theory	4.0	CIS 120, CIS 125
_____	CIS 320 Managing & Maintaining a Windows Environment	4.0	CIS 120
_____	CIS 325 Design, Implement, & Manage Secure Networks	4.0	CIS 320

COMPUTER INFORMATION SYSTEMS WEB DESIGN MINOR

2025-2026

Minor Requirements: Twenty-two (22) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

No more than six (6) combined semester hours of Independent Study or Life Experience.

For a CIS minor to be declared in conjunction w/another major or minor, no more than two (2) courses or a maximum of eight (8) semester hours may overlap.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	CIS 114 Web Page Design	1.0	_____
_____	CIS 120 Principles of Operating Systems	4.0	_____ Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	_____ Co-req of CIS 120 recommended
_____	CIS 130 Data Structures with C#	4.0	_____ CIS 125
_____	CIS 214 Advanced Web Page Design	1.0	_____ CIS 114
_____	CIS 220 Database Theory	4.0	_____ CIS 120, CIS 125
_____	CIS 225 Web Programming with Databases	4.0	_____ CIS 220

MANAGEMENT INFORMATION SYSTEMS MINOR

2025-2026

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

At least twelve (12) semester hours must be taken at Aquinas.

No more than six (6) combined semester hours of Independent Study and/or Life Experience credit.

For a CIS minor to be declared in conjunction w/another major or minor, no more than two (2) courses or a maximum of eight (8) semester hours may overlap.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ACC 201 Introduction to Acct. & Financial Analysis	4.0	_____ CIS 111 (may be corequisite)
_____	BUS 200 Principles of Management	4.0	_____
_____	CIS 110 Word Processing	1.0	_____
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 112 Presentation Graphics	1.0	_____
_____	CIS 120 Principles of Operating Systems	4.0	_____ Co-req of CIS 125 recommended
_____	CIS 125 Structure and Logic	4.0	_____ Co-req of CIS 120 recommended
_____	CIS 211 Advanced Spreadsheets	1.0	_____ CIS 111
_____	CIS 330 Systems Analysis	4.0	_____ CIS 110, CIS 111, CIS 120, CIS 125

Course Descriptions:

CIS 110 Word Processing (1) 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.

CIS 111 Spreadsheets (1) This hands-on lab course covers basic spreadsheet functions such as simple formulas, formatting, and print layout using Microsoft Excel. Course projects introduce skills using a variety of formulas and basic functions, charts, and absolute addressing. This course would be beneficial to any students with a desire to analyze numerical data, manage finances, perform simple statistics, or generate charts and graphs.

CIS 112 Presentation Graphics (1) 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

CIS 113 Database (1) This hands-on lab course covers basic database and file management functions using Microsoft Access. It is a software application class, not a programming course, and introduces skills such as creating reports, setting up input forms, and looking up database information. Database software packages are used to create and manage data files such as employee records, inventory files, names and addresses, and business contact lists. This course would be beneficial to students of all backgrounds.

CIS 114 Web Page Design (1) This hands-on lab course covers web page design using Adobe Dreamweaver. Basic HTML coding is introduced, but programming experience is not a prerequisite. Some prior experience with computers and the Internet, however, is presumed. Students must have access to the Internet and an email account outside of class. (Aquinas student accounts are available.) Course projects introduce skills such as using templates, integrating graphics and images, forms, and frames.

CIS 120 Principles of Operating Systems (4) 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.

CIS 125 Structure and Logic (4) Fundamental concepts in structured object-oriented programming. Structures include sequence, selection, repetition, writing, and the use of methods and objects. Programs will be designed conforming to diagramming tools. Designs will be coded, debugged, and tested using a programming language.

CIS 130 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. Prerequisite(s): CIS 125.

CIS 211 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(s): CIS 111.

CIS 214 Advanced Web Page Design (1) This course is the second of two courses in web design. It is designed to teach advanced topics such as XHTML formatting, Dreamweaver, Image Editing, JavaScript, dynamic HTML and animation. Prerequisite(s): CIS 114.

CIS 215 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. Prerequisite(s): ACC 202.

CIS 220 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. Prerequisite(s): CIS 120 and CIS 125.

CIS 225 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. Prerequisite(s): CIS 220.

CIS 320 Managing and Maintaining a Windows Environment (4) An introduction to a Windows desktop and server environment. Students will be required to install, configure, and maintain Windows desktop and server operating systems. Students will study the Client-Server model, 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(s): CIS 120.

CIS 325 Design, Implement, & Manage Secure Networks (4) Students will learn the underlying network protocols, servers, and technologies that power a modern computing 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. 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(s): CIS 320.

CIS 330 Systems Analysis (4) 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. It also includes 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. Prerequisite(s): CIS 110, CIS 111, CIS 120, and CIS 125.

CIS 396 Special Topics in CIS (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

CIS 397 Internship in CIS (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

CIS 398 Readings in CIS (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

CIS 399 Independent Project in CIS (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

CIS 420 Project Management (4) 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. Prerequisite(s): Junior or senior class standing.

CIS 425 Systems Design (4) This course implements the logical models created in Systems Analysis. Topics include data analysis, event analysis, interface design and prototyping, and post-implementation and support. Practical application involves implementation of specific process analysis and design including physical network architecture modeling, input and output graphical user interface design prototyping, program design, and documentation and presentation of design to an audience. Prerequisite(s): CIS 112, CIS 330, and CIS 420.

Data Science

Joseph Fox, Ph.D.; Program Director

Data science is the process of reviewing (possibly extremely large) sets of raw data, preparing it for analysis, using mathematical and statistical techniques combined with programming and software applications to spot trends and other behavior, and presenting the analysis in a way that allows for actionable forecasting and assessment. This is an interdisciplinary field that combines statistics, mathematics, computer programming, and information technology.

Student Learning Outcomes.

1. Students will have a breadth and depth of mathematics and statistics skills necessary to apply high-level analytical thinking to data analysis problems.
2. Students will have an exposure to the basics of computer programming and analytics software use and, thus, the ability to quickly acquire technological know-how demanded on the job.
3. Students will have the chance to practice data science techniques on real-world data sets and to compile a project portfolio to show potential employers.

DATA SCIENCE MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty-four (44) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

An internship in Data Analytics and an Economics minor are strongly recommended.

A cumulative GPA of 2.3 is required for the major.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES	
	CIS 120 Principles of Operating Systems	4.0			CIS 125 recommended as coreq.
	CIS 125 Structure and Logic	4.0			CIS 120 recommended as coreq.
	CIS 130 Data Structures with C#	4.0			CIS 125
	CIS 220 Database Theory	4.0			CIS 120, CIS 125
	MAT 121 Calculus I	4.0			MAT 120
	MAT 122 Calculus II	4.0			MAT 121
	MAT 205 Statistics	4.0			MAT 120 or higher
	MAT 210 Data Analysis with R	4.0			
	MAT 230 Linear Algebra	4.0			MAT 122
	MAT 320 Linear Regression	4.0			MAT 230, MAT 205 or MAT 412
	MAT 410 Applied Data Science (SC)	4.0			MAT 205 or MAT 412

DATA SCIENCE MINOR

2025-2026

Minor Requirements: Twenty-two (22) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

A cumulative GPA of 2.3 is required for the minor.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	BUS 200 Principles of Management	4.0	_____	_____
_____	CIS 111 Spreadsheets	1.0	_____	_____
_____	CIS 125 Structure and Logic	4.0	_____	_____
_____	CIS 211 Advanced Spreadsheets	1.0	_____	CIS 111
_____	MAT 205 Statistics	4.0	_____	MAT 120 or higher
_____	MAT 210 Data Analysis with R	4.0	_____	_____
Choose one (1) course from the following:				
_____	MAT 120 Precalculus	4.0	_____	MAT 110
_____	MAT 121 Calculus I	4.0	_____	MAT 120

Economics

Michael Curry, MA, Chair

Mission Statement. The mission of the Economics Department is to provide an understanding of human behavior through the lens of economics. We do this by studying the choices that individuals make, the institutions within which those choices are made, and the incentives and constraints that individuals and societies face.

Student Learning Outcomes.

1. Students will be able to explain the function of markets and prices as a means of allocating scarce resources.
2. Students will understand and demonstrate knowledge of key economic concepts and leading economic indicators as they pertain to decisions made at the individual, commercial, and political levels of society.
3. Students will be able to assess economic situations and concerns related to ethics and sustainability using appropriate analytical tools to arrive at morally defensible choices.
4. Students will understand how economic ideas and market processes give rise to developed economies and enable human flourishing.
5. Students will be able to effectively present and communicate findings to a wide variety of audiences.

ECONOMICS MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of B- or better will count toward the minor.

A GPA of 2.5 must be maintained.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ECON 200 Economics for the Citizen	4.0	_____
_____	ECON 301 Intermediate Microeconomics OR		
_____	ECON 302 Intermediate Macroeconomics	4.0	ECON 200
Choose three (3) courses in Economics:			
_____	ECON 301 Intermediate Microeconomics	4.0	ECON 200
_____	ECON 302 Intermediate Macroeconomics	4.0	ECON 200
_____	ECON 305 Money and Banking	4.0	ECON 200
_____	ECON 310 International Economics	4.0	ECON 200
_____	ECON 315 Environmental Economics	4.0	ECON 200
_____	ECON 320 Labor Economics	4.0	ECON 200
_____	ECON 325 Public Choice	4.0	ECON 200
_____	ECON 396 Special Topics in Economics	4.0	
_____	ECON 398 Readings in Economics	4.0	Department Chair Approval
_____	ECON 399 Independent Project in Economics	4.0	Department Chair Approval
_____	ECON 400 Development Economics	4.0	ECON 200
_____	ECON 405 Econometrics	4.0	ECON 200, MAT 115

Course Descriptions:

ECON 200 Economics for the Citizen (4) This course is a survey of broad economic principles and how they can help us better understand the world around us. Topics include market structures (competitive vs. monopolist), the effects of taxation on consumers and producers, national income accounting, and aggregate demand management.

ECON 301 Intermediate Microeconomics (4) 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(s): ECON 200.

ECON 302 Intermediate Macroeconomics (4) Study of the development and history of the theoretical models used to understand business cycles and inflation and to evaluate fiscal and monetary policy Prerequisite(s): ECON 200.

ECON 305 Money & Banking (4) A study of financial institutions and markets and of monetary theory. Prerequisite(s): ECON 200.

ECON 310 International Economics (4) A study of the fundamental principles of international economic relations. Subjects covered include the economic basis for international specialization and trade, the economic gains from trade, trade policies, economic blocs, and the international financial system. Prerequisite(s): ECON 200.

ECON 315 Environmental Economics (4) 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. Prerequisite(s): ECON 200.

ECON 320 Labor Economics (4) Reviews the historical development of Labor and Management Relations in the United States. Explores the key aspects of today's management/labor/government interactions. Topics include understanding the labor-leisure tradeoff and the role of entrepreneurship in developing labor markets. Prerequisite(s): ECON 200.

ECON 325 Public Choice (4) Public Choice is the study of government policies and procedures through the lens of economics. Beginning with a treatment of the median-voter model and utility maximization, the course charts a robust discussion of the interaction between government and citizen as taxes are collected, revenues are spent, and the efficiencies/inefficiencies of these mechanisms are uncovered. The course will focus on both the theoretical foundations of public choice and what the empirical research has to say about theory. Prerequisite(s): ECON 200.

ECON 396 Special Topics in Economics (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

ECON 398 Readings in Economics (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ECON 399 Independent Project in Economics (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ECON 400 Development Economics (4) 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(s): ECON 200.

ECON 405 Econometrics (4) Introduction to Econometrics offers a general introduction to econometric methodology. The course begins with the classical linear regression model. After analyzing the properties of the simple and multivariate regression models, we will delve into a richer class of models to deal with endogeneity, such as IV-regression, and 2SLS-regression. At this point, we will switch gears, and learn basic techniques of time-series data. All topics in the class will be analyzed in two contexts: theory and application. That is, after analyzing the theoretic properties of estimators, we will then apply them to real-life examples and data sets, with emphasis on both visualization and interpretation. The semester will conclude with group projects Prerequisite(s): ECON 200 and MAT 115.

Education

Justine Kane, O.P., Ph.D.; Dean of the School of Education

Michelle Anderson, Ed. D; Briana Asmus, Ph.D., Amy Barto, M.Ed.; Stefani Boutelier, Ph.D.; Stacy Slomski, M.A.; Linda Keway, Ed.D.

Aquinas College education students may choose to pursue elementary teacher certification, secondary teacher certification, or PK-12 teacher certification (in Music or Spanish). They may also choose from a range of major/minor options associated with teachable endorsements approved by the Michigan Department of Education (MDE). As MDE certification requirements are subject to change, consult an education department advisor for the most current information on program completion and MDE certification requirements. Aquinas College can only recommend students for teacher certification in Michigan, but we are able to assist students navigate the certification process for other states.

Mission Statement. The mission of the Aquinas College School of Education is to facilitate the development of competent, compassionate, and committed educators of integrity.

Student Learning Outcomes

Upon completing a major in education, a student will be able to:

- Appropriately engage with learners across developmental stages with insight and skill regarding learning differences.
- Construct learning environments that engage all learners with equity and inclusion.
- Demonstrate knowledge and skill in a variety of instructional practices, approaches to assessment monitoring and decision-making, and planning for instruction.
- Effectively integrate technology into their instruction as well as a student's construction of knowledge across content areas.
- Demonstrate knowledge and skill regarding discipline-specific tools of inquiry and the structure of the disciplines they teach, and create learning experiences that make learning the discipline accessible and meaningful to students to ensure content mastery.
- Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.
- Engage in ongoing professional learning using evidence to continually evaluate their practice and the effects of their choices and actions on others in the learning community, including clinical experiences and college classroom spaces.
- Collaborate as a professional with learners, families, and colleagues to ensure learner growth and advance the profession.

Academic Expectations. Students must maintain a 2.5 minimum GPA to remain in the education program and must earn a "C" or better in all courses counting toward certification and program endorsements. A limited number of education courses (never more than 50% of a major/minor) can be transferred from other institutions.

Initial admission into the teacher certification program requires:

- Minimum 2.5 college cumulative GPA
- Evidence of basic mathematics and literacy competencies. Acceptable scores for education program admission are **SAT:** Reading/Writing = 480 or above, and Mathematics = 530 or above; **ACT:** 22 or above; **AQ Math Placement** score of 15 or above; **Grade of C or better** in either GEN-100, ENGL-201, or ENGL-202 and MAT-105 or a higher-level math course.

Aquinas College education students may choose to pursue elementary teacher certification, secondary teacher certification, or PK-12 teacher certification in Music and Spanish. They may also choose from a range of major/minor

options associated with teachable endorsements approved by the Michigan Department of Education (MDE). As MDE certification requirements are subject to change, consult an education department advisor for the most current information on program completion and MDE certification requirements. Aquinas College can only recommend students for teacher certification in Michigan, but we are able to assist students navigate the certification process for other states.

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

Clinical Placements. Students pursuing degrees in education will be expected to obtain a minimum of 600 clinical hours throughout their education coursework per Michigan Department of Education regulations. Major clinical assignments will be determined and secured by the School of Education faculty. Because there are few PK-12 school partners within walking distance of Aquinas College, education candidates will likely need to utilize personal transportation to access and fulfill all clinical placement requirements.

Student Teaching Internship. After successful completion of all coursework and program requirements, students will complete a one-semester, full-time student teaching internship placement. Students must apply to student teach 2 full semesters prior to the student teaching internship. Because the internship is demanding, students are ordinarily not permitted to take other coursework, compete in a sport, or hold a job during this semester. Before being recommended for certification, students must also take and pass any associated Michigan Teacher Test for Certification (MTTC) exams and submit a comprehensive program portfolio. Contact the School of Education for additional information about the program and MDE certification requirements.

Disclosure of Civil and Criminal Infractions. The State of Michigan regulates and determines the legal acceptability of teacher certification candidates. A Michigan criminal background (ICHAT), National Sex Offender check, and fingerprint check will need to be completed upon entry into the education program and again at the time of program completion. From admission through recommendation for certification, students must accurately disclose to the college all criminal infractions. Falsification of records or failure to disclose criminal infractions will result in dismissal from the education program. Students are responsible for fees associated with Michigan and FBI background checks that may be required by clinical placement school districts.

Program Options. Students will select either an elementary, a secondary, or a PK-12 teacher certification program in addition to majors/minors that lead to MDE subject-area endorsement(s). The Education Minor is not a pathway to teacher certification.

Elementary Teacher Certification Endorsement Options.

Students pursuing elementary teacher certification will complete a series of professional preparation courses and clinical placements included in the PK-3 and grades 3-6 grade bands. Upon completion of the program, elementary candidates may choose to be certified in either Lower Elementary (PK-3) or Upper Elementary (3-6), or both and will be qualified to teach Literacy, Mathematics, Science, and Social Studies. Elementary education candidates should plan to take MAT 214 Mathematics for Elementary Teachers as their general education math requirement. Consult an education advisor for additional details.

ELEMENTARY EDUCATION MAJOR

Bachelor of Arts - Teacher Certification
2025-2026

Major Requirements: Seventy-two (72) semester hours.
At least thirty (30) semester hours must be taken at Aquinas.
These Elementary Professional Preparation courses, along with the General Education requirements, are required for teacher certification.
Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
	EDUC 200 Introduction to Education	4.0		SOE approval
	EDUC 202 Engaging Diverse Learners	4.0		EDUC 200
	EDUC 204 Inclusion & Co-Teaching	4.0		EDUC 200
	EDUC 210 Assessment of Student Learning	4.0		EDUC 200
	EDUC 212 Elementary Curriculum & Methods	4.0		EDUC 200
	EDUC 214 PK-6 Learners & Learning for the 21st Century	4.0		EDUC 200 or PSY 110 (Child Life Majors only)
	EDUC 301 Early Literacy	4.0		EDUC 200
	EDUC 302 Lower Elementary Literacy	4.0		EDUC 301
	EDUC 303 Upper Elementary Literacy	4.0		EDUC 301
	EDUC 310 Social Studies Methods for PK-6	4.0		EDUC 200
	EDUC 312 Science Methods for PK-6	4.0		EDUC 200
	MAT 214 Math for Elementary Teachers	4.0		MAT 100 or sufficient placement score
	EDUC 314 Math Methods for PK-6	4.0		MAT 214 & EDUC 200
	EDUC 400 Foundational Topics in Education (WI)	4.0		EDUC 200 & Junior/Senior Status
	EDUC 480 Teaching Apprenticeship & Seminar (SC)	4.0		EDUC 200 & Junior/Senior Status
	EDUC 490 Student Teaching Internship Seminar	4.0		SOE approval/Co-req. EDUC 491
	EDUC 491 Student Teaching Internship	8.0		SOE approval/CO-req. EDUC 490

Secondary Teacher Certification Endorsement Options.

Students pursuing secondary teacher certification will complete a series of professional preparation courses and clinical placements in the grades 5-9 and 7-12 grade bands. In addition, secondary candidates must choose one content major from the list below. Content minors are optional. Upon completion of the program, secondary candidates may choose to be certified in either Middle Grades (5-9) or High School (7-12), or both in their chosen content area. Be sure to consult with an education advisor regarding restrictions related to majors and/or minors.

Major/Minor Notifications. As MDE certification requirements are subject to change, consult an education department advisor for the most current information on program completion and MDE certification requirements.

Secondary Certification Majors

English

- Consult the English department for course expectations under the English with Literature Emphasis (Teaching) major.

Integrated Science

- Consult with the Education department for a contact regarding the Integrated Science courses and major expectations.

Mathematics

- Consult with the Math department for course expectations under the Secondary Mathematics Education major.

Social Studies

- Consult with the Education department for a contact regarding the Social Studies courses and major expectations.

Speech

- Consult the Communication department for course expectations under the Communication with Theatre Emphasis Major.

Secondary Certification Minors (Minors are optional)

Biology

- Consult the Biology department for course and minor expectations.

Chemistry

- Consult the Chemistry department for course and minor expectations.

English

- Consult the English department for course and minor expectations.

History

- Consult the History department for course expectations.

Mathematics

- Consult the Mathematics department for course and minor expectations.

Physics

- Consult the Physics department for course and minor expectations.

PK-12 Teacher Certification Endorsement Options.

Students pursuing Music Education or Spanish teacher certification must complete a series of professional preparation courses and clinical placements in the PK-12 grade band. Upon completion of the program, PK-12 candidates will be certified to teach their chosen content area in grades prekindergarten through 12th grade. Be sure to consult with an education advisor regarding restrictions related to PK-12 majors.

Music (Note: Music Education certification is K-12 only)

- Consult the Music department for course and major expectations.

Spanish

- Consult the World Languages department for course and major expectations. In addition, education students must complete EDUC 424 as their method elective.
- Endorsement candidates must receive a score of “advanced low” or better on the Oral Proficiency Interview (OPI) exam.

SECONDARY EDUCATION MAJOR

Bachelor of Arts - Teacher Certification
2025-2026

Major Requirements: Forty-eight (48) semester hours.
At least twenty-one (21) semester hours must be taken at Aquinas.
These Secondary Professional Preparation courses, along with the General Education requirements, are required for teacher certification.
These courses must be combined with one of the secondary content area majors.
A Methods course must be completed for each content area major.
Only courses with a grade of C or better will count toward the major and/or minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	EDUC 200 Introduction to Education	4.0	_____	SOE Approval
_____	EDUC 202 Engaging Diverse Learners	4.0	_____	EDUC 200
_____	EDUC 204 Inclusion & Co-Teaching	4.0	_____	EDUC 200
_____	EDUC 220 Grades 5-12 Learners & Learning for the 21st Century	4.0	_____	EDUC 200 or PSY 110 (Child Life Majors only)
_____	EDUC 400 Foundational Topics in Education (WI)	4.0	_____	EDUC 200 & Junior/Senior status
_____	EDUC 410 Literacy & Methods in the Disciplines	4.0	_____	EDUC 200
_____	EDUC 412 Secondary Curriculum, Planning, & Assessment	4.0	_____	EDUC 200
_____	EDUC 480 Teaching Apprenticeship & Seminar (SC)	4.0	_____	EDUC 200 & Junior/Senior status
_____	EDUC 490 Student Teaching Internship Seminar	4.0	_____	SOE Approval/Co-req. EDUC 491
_____	EDUC 491 Student Teaching Internship	8.0	_____	SOE Approval/Co-req. EDUC 490
Choose one (1) content area methods course:				
_____	EDUC 420 Methods of Secondary Social Studies	2.0	_____	EDUC 412
_____	EDUC 422 Methods of Secondary Science	2.0	_____	EDUC 412
_____	EDUC 424 Methods of World Language	2.0	_____	EDUC 412 and SPA 302
_____	EDUC 426 Methods of Secondary English Language Arts	2.0	_____	EDUC 412
_____	EDUC 428 Methods of Secondary Mathematics	2.0	_____	EDUC 412

Secondary Certification Majors

- English
 - Integrated Science
- Mathematics
 - Social Studies
- Speech

Secondary Certification Minors

- Biology
 - Chemistry
- English
 - History
- Mathematics
 - Physics

INTEGRATED SCIENCE MAJOR - SECONDARY EDUCATION

Bachelor of Science - Teacher Certification

2025-2026

Major Requirements: Sixty (60) semester hours.

At least thirty-two (32) semester hours must be taken at Aquinas.

This major must be combined with the Secondary Education Major.

Only courses with a grade of C or better will count toward the major and a C is required for all prerequisite courses.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
BIO 170 Introduction to Organisms	4.0	
BIO 171 Introduction to Cells	4.0	
BIO 305 Ecology	4.0	BIO 170, BIO 171
CHEM 121 General Chemistry I	4.0	MAT 120 or higher (may be coreq.)
CHEM 122 General Chemistry II	4.0	CHEM 121
CHEM 200 Secondary Science Practicum	4.0	CHEM 122, declared major in Integrated Science and Secondary Education
CHEM 221 Organic Chemistry I	4.0	CHEM 122
CHEM 222 Organic Chemistry II	4.0	CHEM 221
MAT 121 Calculus I	4.0	MAT 120 or higher
PHYS 105 Observational Astronomy	4.0	
PHYS 211 Gen Phy w/Calc: Mechanics, Sound, and Heat	4.0	MAT 121
PHYS 212 Gen Phy w/ Calc: Elec., Mag., Light, Nuc Physics	4.0	PHYS 211
GEO 110 Earth Systems	4.0	
Choose one Writing Intensive Course		
BIO 205 Genetics (WI)	4.0	BIO 170, BIO 171, CHEM 121*
GEO 210 Biogeography (WI)	4.0	*may be corequisite
Choose one Senior Capstone option		
BIO 405 Biology Seminar	4.0	Senior Status, Instructor Consent
CHEM 401 Chemistry Project Development AND	2.0	Senior Status, Dept. Chair Consent
CHEM 402 Chemistry Practicum	2.0	CHEM 401, Dept. Chair Consent

SOCIAL STUDIES MAJOR - TEACHER CERTIFICATION ONLY

Bachelor of Arts
2025-2026

Major Requirements: Sixty (60) semester hours.
At least twenty-four (24) semester hours must be taken at Aquinas.
This major **must** be combined with the Secondary Professional Preparation courses required for teacher certification.
Students are strongly encouraged to take GEO 115-Michigan Geography as their General Education Natural World non-lab course.
Only courses with a C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	ECON 200 Economics for the Citizen	4.0	
	GEO 120 Human Geography	4.0	
	GEO 130 World Regional Geography	4.0	
	GEO 220 Urban Geography	4.0	
	GEO 230 Geography of U.S. and Canada	4.0	
	HIST 101 American History to 1877	4.0	
	HIST 102 American History since 1877	4.0	
	HIST 152 World History since 1500	4.0	
			Twelve (12) semester hours of History coursework
	HIST 300 Historiography	4.0	Instructor Consent
	HIST 400 Senior Research Seminar (SC)	4.0	
	POL 110 Struggle for American Democracy	4.0	
	POL 180 The World in Crisis	4.0	
	POL 210 U.S. Political Institutions & Policy	4.0	
	POL 380 American Foreign Policy	4.0	
Four (4) semester hours of World or European History (HIST 151 or HIST 222 Recommended):			
	HIST 151 World History to 1500	4.0	
	HIST 222 Ancient History	4.0	
	HIST 224 The Middle Ages (WI)	4.0	
	HIST 226 History of Christianity	4.0	
	HIST 228 History of Russia	4.0	HIST 152 recommended
	HIST 230 Ireland: A History at Europe's Edge	4.0	
	HIST 232 History of Science & Medicine	4.0	
	HIST 234 History of World Religions	4.0	
	HIST 236 Environmental History	4.0	
	HIST 238 Latin American History	4.0	
	HIST 302 History of Britain (WI)	4.0	
	HIST 304 History of China, Japan, & Korea	4.0	
	HIST 306 History of India	4.0	
	HIST 314 Variable Topics: European History	4.0	
	HIST 316 Variable Topics: Non-Western History	4.0	

EDUCATION MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

A GPA of 2.5 must be maintained in the education department.

Minor not available to Elementary or Secondary Education majors.

Minor is not a pathway to teacher certification.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	EDUC 200 Introduction to Education	4.0	_____	SOE Approval
_____	EDUC 202 Engaging Diverse Learners	4.0	_____	EDUC 200
_____	EDUC 204 Inclusion & Co-Teaching	4.0	_____	EDUC 200
_____	EDUC 400 Foundational Topics in Education (WI)	4.0	_____	EDUC 200 and Junior/Senior Status
Choose one (1) course from the following:				
_____	EDUC 214 PK-6 Learners & Learning for the 21 st Century	4.0	_____	EDUC 200 or PSY 110 (Child Life Majors only)
_____	EDUC 220 5-12 Learners & Learning for the 21 st Century	4.0	_____	EDUC 200 or PSY 110 (Child Life Majors only)

Course Descriptions:

EDUC 200 Introduction to Education (4) This is an exploratory survey course about teaching as a career in PK-12 schools. Students are required to observe and assist in a supervised PK-12 school setting observing and serving as a teacher aide with K-12 children 3-4 hours per week over the course at logging at least 20 hours of a semester and participating in 4-8 different school site visits. Students will also attend seminar class sessions, engaging in reading and writing assignments and class activities and discussions. Completion of Virtus training required. Students will create detailed unit and lesson plans applying the Understanding by Design (UbD) framework and principles. Requires School of Education approval with background check. Field Component: 20 exploratory hours as assigned. Prerequisite(s): SOE approval.

EDUC 202 Engaging Diverse Learners (4) This course establishes a framework for instructional planning and the creation of a classroom environment that supports students from diverse linguistic, social, cultural, and socioeconomic backgrounds. This includes the tools, strategies, and theories to successfully manage PK-12 classrooms by creating a collaborative classroom community. Emphasis is given to application of global, inclusive, anti-bias perspectives and intersectional diversity including student-oriented conflict-management systems. Topics such as classicism, racism, sexism, bias and discrimination are explored with a goal of developing culturally responsive educators. Critical pedagogy, social justice, and CRT are used as lenses for examining and constructing supportive classroom practices. Through effective and engaging curriculum planning, pre-service teachers will develop a holistic philosophy of inclusive and engaging teaching practices. Fieldwork requirement: 10 hours in a culturally/linguistically diverse setting. Working with instructional coaches to develop inclusive lesson plans. Prerequisite(s): EDUC 200.

EDUC 204 Inclusion & Co-Teaching (4) This course provides an overview and introduction to special education, how it came to be and how special education students are served by schools. Topics covered include special education law, inclusion, eligibility categories for services as identified under IDEA, and the IEP process. The purpose of this course is to assist both current and future teachers in understanding their roles and responsibilities in educating students with disabilities in the general education classroom. Field Component: 15 hours. Prerequisite(s): EDUC 200.

EDUC 210 Assessment of Student Learning (4) This course develops conceptual and technical skills connected to the practices and strategies used when assessing and advancing student learning. Topics addressed include authentic assessment practices, interpretation of standardized test results, the use of developmental screenings, formative and summative assessments, systematic observation and documentation, communication and positive partnerships with families and other professionals, how to use assessment data to guide instructional decisions, and assessing learners with special needs and those from linguistically and culturally different backgrounds. Field Component: 15 hours. Prerequisite(s): EDUC 200.

EDUC 212 Elementary Curriculum & Methods (4) This course provides teacher candidates with the tools, strategies, and theories to successfully manage K-6 classrooms. Coursework introduces the student to the integration and synthesis of curriculum and methods at the elementary level focusing on planning, teaching strategies, management, differentiation, and some assessment/evaluation. Participants will learn to create collaborative classroom communities that intertwine with effective teaching and academic success through course activities that are linked to observations in K-6 classrooms. Topics addressed include curriculum mapping, classroom procedures, foundational instructional methods/techniques, planning and executing interdisciplinary units/lessons, and developing educational partnerships (field trips, speakers). Participants learn how to create both student-oriented conflict management systems based on concepts of social justice and positive support plans for students with specific behavioral needs. Participants explore a variety of organizational and instructional strategies and then connect concepts of effective, engaging lesson and curriculum planning to create a holistic successful classroom management philosophy. Field Component: 15 hours at PK-3 and 3-6. Requires participation in co-planning with classroom teacher and teacher teams at various grade levels. Prerequisite(s): EDUC 200.

EDUC 214 PK-6 Learners & Learning for the 21st Century (4) This course is designed to equip teachers to better understand the needs and development of children at each of the following grades: PK-K, 1-2, and 3-6. Each grade band will be explored individually and in connection to learners learning in a classroom. Topics addressed include brain & physical development, social-emotional needs, cultural awareness, developmentally/age-appropriate instructional methods, and family-parent-home-school relationships. In addition, this course will integrate effective technology modeling, design, and digital citizen practices for each grade band. Fieldwork Component: 5 hours of observation at each of the following grade levels: PK-K, 1-2, and 3-6 to equal 15 hours. Prerequisite(s): EDUC 200 or PSY 110 for Child Life Majors.

EDUC 220 5-12 Learners & Learning for the 21st Century (4) This course is designed to equip teachers to better understand the needs and development of children at each of the following grade bands: 5-6, 7-8, 9-10, 11-12. Each grade band will be explored individually and in connection to learners learning in a classroom. Topics addressed include brain & physical development, social-emotional needs, cultural awareness, developmentally/age-appropriate instructional methods, and family-parent-home-school relationships. In addition, this course will integrate effective technology modeling, design, and digital citizen practices for each grade band. Fieldwork Component: 5 hours of observation at three of the following grade bands: 5-6, 7-8, 9-10, 11-12 to equal 15 hours. Prerequisite(s): EDUC 200 or PSY 110 for Child Life Majors.

EDUC 301 Early Literacy (4) This course focuses on essential topics in early literacy development in prekindergarten and kindergarten children, including print concepts, phonological awareness, spelling, letter and word recognition, vocabulary, handwriting, comprehension, and composition, and addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs. This course addresses diverse learners within an engaged learning environment as well as curricular resources and design, assessment tools and interventions, and instructional approaches and technology. Field Component: 15 hours in a PK or K classroom. Prerequisite(s): EDUC 200.

EDUC 302 Lower Elementary Literacy (4) This course focuses on essential topics in literacy development in first through third-grade children, including phonics, spelling, word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, and composition, and addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs. This course addresses diverse learners within an engaged learning environment as well as curricular resources and design, assessment tools and interventions, instructional approaches, and technology. Field Component: 15 hours in grades 1-3. Prerequisite(s): EDUC 301.

EDUC 303 Upper Elementary Literacy (4) This course focuses on essential topics in literacy development in fourth through sixth-grade children, including spelling, syntax, fluency, vocabulary, comprehension, composition, and speaking and listening, and addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs. This course addresses diverse learners within an engaged learning environment as well as curricular resources and design, assessment tools and interventions, instructional approaches, and technology. Field Component: 15 hours in grades 4-6. Prerequisite(s): EDUC 301.

EDUC 310 Social Studies Methods for PK-6 (4) Students will demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry for the field (i.e., developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence; and communicating conclusions and taking informed action). Additionally, they will demonstrate content knowledge of the social studies disciplines including the integrated study of history, geography, political science and economics, to promote all elementary learners' abilities to make informed decisions as engaged citizens to enact change in a culturally diverse, democratic society and interdependent world. Fieldwork Component: 15 hours in a grade 3-6 classroom. Prerequisite(s): EDUC 200.

EDUC 312 Science Methods for PK-6 (4) This course prepares elementary teacher candidates to design and direct science learning experiences that engage PK-6 learners in complex and age-appropriate problems and the investigation of natural and designed phenomena. Play and exploration are emphasized with early learners. Current best practices and resources, including the Framework for K-12 Science Education, NAEYC and National Science Teaching Association early childhood guidelines, and Next Generation Science Standards are covered and practiced. Field Component: 15 hours in a grade 3-6 classroom. Prerequisite(s): EDUC 200.

EDUC 314 Math Methods for PK-6 (4) This course prepares elementary teacher candidates to apply concepts and modes of inquiry in mathematics with PK-6 learners. Candidates will be expected to plan and deliver learning experiences that engage learners in hands-on, manipulative-rich, problem-solving experiences that foster the development of foundational math concepts and an awareness of math in real-life contexts. Play and exploration are emphasized with early learners. Fieldwork Component: 15 hours in a PK-3 or 3-6 classroom. Prerequisite(s): EDUC 200 and MAT 214.

EDUC 396 Special Topics in Education (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

EDUC 398 Readings in Education (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

EDUC 399 Independent Project in Education (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

EDUC 400 Foundational Topics in Education (4) This course will examine the historical, philosophical, sociocultural, and political foundations of education in order to understand the relationship between schooling and society, how schooling is shaped and often constrained by social forces, and the role of critical theory and advocacy in advancing social justice for all learners. Prerequisite(s): EDUC 200 and junior or senior class standing.

EDUC 410 Literacy & Methods in the Disciplines (4) Study of approaches to secondary teaching during the adolescent phase of human development, listening, observing, and teaching skills. This course examines literacy in content material across the curriculum for students in grades 5-12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. Field Component: 20 hours. Prerequisite(s): EDUC 200.

EDUC 412 Secondary Curriculum, Planning, and Assessment (4) This course explores curriculum theory and curriculum in endorsement areas. The implementation of curriculum will connect to the Universal Design for Learning (UDL), the Danielson Framework, assessments, classroom management practices, and Michigan secondary curriculum expectations (including graduation requirements, teacher contact hours, and professional development mandates). Students will understand current trends in the delivery methods for inclusion and differentiation (e.g., special education and English Language Learner). Learners will develop a curriculum map, including sequential days of detailed lesson design and appropriate assessments. Field component: 20 hours in the target grade band. Prerequisite(s): EDUC 200.

EDUC 420 Methods of Secondary Social Studies (2) Social studies methods meetings will be held with a mentor social studies teacher at the target grade level (grade 5-9 or 7-12). Social Studies methods, curriculum, and instructional resources will be considered and utilized. Prerequisite(s): EDUC 412.

EDUC 422 Methods of Secondary Science (2) Science methods meetings will be held with a mentor science teacher at the target grade level (grade 5-9 or 7-12). Science methods, curriculum, and instructional resources will be considered and utilized. Prerequisite(s): EDUC 412.

EDUC 424 Methods of World Language (2) World language majors only. Required of all students seeking a Michigan teacher endorsement for teaching a world language. This is an education methodology course and does not count toward the foreign language major. This course dives deeply into the specific theories and methodologies for teaching a world language including Second Language Acquisition, thematic and intercultural curriculum design, teaching in the target language, performance-based assessment, and developing intercultural competence. This course will also integrate computer-assisted language learning and inclusive teaching practices for PK-12. Pre-service teachers will focus on the ACTFL standards while creating a 10-day unit plan and teaching three mini-lessons. Fieldwork Component: 20 hours of direct work with world language learners in a classroom setting. Prerequisite(s): EDUC 412 and SPA 302.

EDUC 426 Secondary Methods of English Language Arts (2) This course prepares teacher candidates to teach English Language Arts in grades 5-9 and 7-12. Content addresses: the purpose and mission of the discipline, content standards, standards for the teaching profession, and strategies for integrating reading and writing. Emphasis is placed on application of teaching strategies that help the adolescent learner engage in inquiry-based learning, integrating literacy

skills into the learning process, and content to enhance student understanding and critical thinking.

EDUC 428 Secondary Methods in Mathematics (2) This course prepares teacher candidates to teach Math in grade bands 5-9 and 7-12. Content addresses: the purpose and mission of each disciplinary area, content standards, and standards for the teaching profession. Emphasis is placed on application of teaching strategies that help the adolescent learner engage in inquiry-based learning, integrating problem solving into the learning process, providing evidential support, and content to enhance student understanding and critical thinking. Fieldwork Component: 20 hours of directed work in a math classroom setting. Prerequisite: EDUC-412

EDUC 480 Teaching Apprenticeship and Seminar (4) The apprenticeship is taken just before the student teaching internship when most major requirements are completed and the teacher candidate is ready to put them into practice for an extended length of time. It includes supervised clinical experience applying professional preparation knowledge and skills, weekly seminars, and an in-depth research project. Fieldwork Component: 70+ hours as needed to fulfill requirements of candidate's program. Prerequisites: EDUC-200 and Junior/Senior status.

EDUC 490 Student Teaching Internship Seminar (4) Concurrent enrollment in this seminar course is required of education students during their student teaching semester. Seminar sessions will provide support and professional development to teacher certification candidates. Candidates will complete a senior capstone project of assessment-informed instructional design documented through a written paper and an infographic poster. Education portfolios must be completed and approved prior to completion of this course including demonstration of current Adult/Child CPR First aid certification and disclosure of any civil or criminal infractions. Prerequisite(s): SOE approval. Corequisite(s): EDUC 491.

EDUC 491 Student Teaching Internship (8) The student teaching internship entails a full-time placement in the target grade band under the direct supervision of an approved mentor teacher. Concurrent enrollment in the Student Teaching Internship Seminars is required; all other coursework must be completed prior to the start of this internship placement. Teacher candidates will be expected to submit detailed lesson plans, complete reflective journals, and attend all seminar sessions and events. Prerequisite(s): SOE approval. Corequisite(s): EDUC 490.

MAT 214 Mathematics for Elementary Teachers (4) A mathematics content course for prospective elementary school teachers. Students will acquire content knowledge necessary to teach PreK-6 mathematics. Topics include problem solving, number theory, rational numbers and their operations, geometry, measurement, probability, statistics, and algebra. Prerequisite(s): MAT 100 or sufficient placement score.

English

Amy Dunham Strand, Ph.D, Chair

Erika Gotfredson, Ph.D.; Gretchen Rumohr, Ph.D.

Mission Statement: The English Department serves the students, campus, and community through the study of literature, writing, language, and theory. The Department prepares students for graduate programs and for careers in fields such as teaching, journalism, advertising, public relations, law, business, library science, professional writing, and editing for publications.

We hope to provide students with a broad knowledge of the history and development of literature in English, as well as to develop their reading, writing, speaking, critical and analytical skills to prepare them for graduate studies and careers. We also hope to instill in students an appreciation for literature as a means of understanding human experience.

Student Learning Outcomes.

1. Students will have a broad and a detailed knowledge of the British, American, and World literary traditions;
2. Students will have a facility with language that will enable them to express themselves effectively in persuasive, creative, and analytical modes of writing and speaking;
3. Students will have an ability in critical and analytical thinking that will transfer to competency in a variety of professional careers;
4. Students will have an ability to articulate an appreciation of literature as an art form, and its value for promoting personal growth, professional expertise, and social justice
5. Students will have a commitment to lifelong literary appreciation dedicated to the pursuit of truth and the common good.

A student must earn at least a C (2.0) in a course in order to count it toward the major or minors.

ENGLISH MAJOR WITH LITERATURE EMPHASIS

Bachelor of Arts

2025-2026

Major Requirements: Thirty-four (34) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

All majors must submit a portfolio of their work to the English Department for approval prior to graduation.

Guidelines are available from English Department faculty or on the English Department website.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ENGL 250 Introduction to Literary Studies	4.0	_____
_____	ENGL 397 English Internship	2.0	_____ Department Chair Approval
Choose four (4) semester hours of 200 level writing			
_____	ENGL 201 Advanced Composition (WI)	4.0	_____ GEN 100
_____	ENGL 202 Creative Writing (WI)	4.0	_____
_____	ENGL 203 Writing Center Theory & Practice (WI)	4.0	_____ Instructor Consent
_____	ENGL 205 Introduction to Journalism (WI)	4.0	_____
_____	ENGL 225 Grammar of Modern English	4.0	_____
Choose eight (8) semester hours of 200 level literature			
_____	ENGL 252 Modern & Contemporary Poetry	4.0	_____
_____	ENGL 254 World Literature in English	4.0	_____
_____	ENGL 256 Dramatic Literature	4.0	_____
_____	ENGL 258 Literature & Motion Pictures	4.0	_____
_____	ENGL 260 Catholic Writers	4.0	_____
_____	ENGL 262 Women Writers	4.0	_____
_____	ENGL 264 Irish Literature	4.0	_____
_____	ENGL 266 Studies in English Literature	4.0	_____
_____	ENGL 268 Studies in American Literature	4.0	_____
_____	ENGL 270 African-American Literature	4.0	_____
Choose eight (8) semester hours of 300 level literature, one must be before 1900			
_____	ENGL 350 Early British Literature	4.0	_____ ENGL 250
_____	ENGL 351 British Literature: 17th & 18th Centuries	4.0	_____ ENGL 250
_____	ENGL 352 British Literature: 19th Century	4.0	_____ ENGL 250
_____	ENGL 353 20th Century British & Irish Literature	4.0	_____ ENGL 250
_____	ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	_____ ENGL 250
_____	ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	_____ ENGL 250
_____	ENGL 362 American Lit III: 20th Century-Present	4.0	_____ ENGL 250
_____	ENGL 370 Studies in Diversity	4.0	_____
_____	ENGL 373 Young Adult Literature	4.0	_____ ENGL 250 (recommended)
_____	ENGL 396 Special Topics in English	4.0	_____
Choose one (1) Senior Capstone			
_____	ENGL 401 Major Authors Seminar (SC)	4.0	_____ ENGL 250
_____	ENGL 402 Literary Theory (SC)	4.0	_____ ENGL 250 & 12 credits of literature courses
_____	ENGL 400 Writing Emphasis Capstone (SC)	4.0	_____ ENGL 200 with a C or better

ENGLISH MAJOR WITH LITERATURE EMPHASIS (TEACHING)

Bachelor of Arts

2025-2026

Major Requirements: Forty (40) semester hours.

At least eighteen (20) semester hours must be taken at Aquinas.

All majors must submit a portfolio of their work to the English Department for approval prior to graduation.

Guidelines are available from English Department faculty or on the English Department website.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ENGL 203 Writing Center Theory & Practice (WI)	4.0	_____ Instructor Consent
_____	ENGL 225 Grammar of Modern English	4.0	_____
_____	ENGL 250 Introduction to Literary Studies	4.0	_____
_____	ENGL 373 Young Adult Literature	4.0	_____ ENGL 250 (recommended)
_____	ENGL 374 Teaching Writing	4.0	_____
Choose eight (8) semester hours of 200 level literature			
_____	ENGL 252 Modern & Contemporary Poetry	4.0	_____
_____	ENGL 254 World Literature in English	4.0	_____
_____	ENGL 256 Dramatic Literature	4.0	_____
_____	ENGL 258 Literature & Motion Pictures	4.0	_____
_____	ENGL 260 Catholic Writers	4.0	_____
_____	ENGL 262 Women Writers	4.0	_____
_____	ENGL 264 Irish Literature	4.0	_____
_____	ENGL 266 Studies in English Literature	4.0	_____
_____	ENGL 268 Studies in American Literature	4.0	_____
_____	ENGL 270 African-American Literature	4.0	_____
Choose eight (8) semester hours of 300 level literature, one must be before 1900			
_____	ENGL 350 Early British Literature	4.0	_____ ENGL 250
_____	ENGL 351 British Literature: 17th & 18th Centuries	4.0	_____ ENGL 250
_____	ENGL 352 British Literature: 19th Century	4.0	_____ ENGL 250
_____	ENGL 353 20th Century British & Irish Literature	4.0	_____ ENGL 250
_____	ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	_____ ENGL 250
_____	ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	_____ ENGL 250
_____	ENGL 362 American Lit III: 20th Century-Present	4.0	_____ ENGL 250
_____	ENGL 370 Studies in Diversity	4.0	_____
_____	ENGL 396 Special Topics in English	4.0	_____
Choose one (1) Senior Capstone			
_____	ENGL 401 Major Authors Seminar (SC)	4.0	_____ ENGL 250
_____	ENGL 402 Literary Theory (SC)	4.0	_____ ENGL 250 & 12 credits of literature courses

ENGLISH MAJOR WITH WRITING EMPHASIS

Bachelor of Arts

2025-2026

Major Requirements: Thirty-four (34) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

All students must submit a portfolio of their work to the English Department for approval prior to graduation.

Guidelines are available from English Department faculty or on the English Department website.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	ENGL 202 Creative Writing (WI)	4.0	_____	_____
_____	ENGL 250 Introduction to Literary Studies	4.0	_____	_____
_____	ENGL 397 English Internship	2.0	_____	Department Chair Approval
Choose four (4) semester hours of writing				
_____	ENGL 200 Writing for Business (WI)	4.0	_____	_____
_____	ENGL 201 Advanced Composition (WI)	4.0	_____	GEN 100
_____	ENGL 203 Writing Center Theory & Practice (WI)	4.0	_____	Instructor Consent
_____	ENGL 205 Introduction to Journalism (WI)	4.0	_____	_____
_____	ENGL 225 Grammar of Modern English	4.0	_____	_____
Choose eight (8) semester hours of upper-level writing				
_____	ENGL 210 Advanced Journalism	4.0	_____	ENGL 205 or Instructor Consent
_____	ENGL 302 Fiction Writing	4.0	_____	ENGL 202
_____	ENGL 304 Creative Nonfiction Writing	4.0	_____	ENGL 202
_____	ENGL 306 Script Writing	4.0	_____	ENGL 202 or any THTR 100 level course
_____	ENGL 308 Studies in Writing	4.0	_____	_____
_____	ENGL 310 Poetry Writing	4.0	_____	ENGL 202
_____	ENGL 312 Grant Writing	4.0	_____	_____
Choose eight (8) semester hours of 200, 300, or 400 level literature. Maximum of 4 hours at the 200 level.				
_____	ENGL 252 Modern & Contemporary Poetry	4.0	_____	_____
_____	ENGL 254 World Literature in English	4.0	_____	_____
_____	ENGL 256 Dramatic Literature	4.0	_____	_____
_____	ENGL 258 Literature & Motion Pictures	4.0	_____	_____
_____	ENGL 260 Catholic Writers	4.0	_____	_____
_____	ENGL 262 Women Writers	4.0	_____	_____
_____	ENGL 264 Irish Literature	4.0	_____	_____
_____	ENGL 266 Studies in English Literature	4.0	_____	_____
_____	ENGL 268 Studies in American Literature	4.0	_____	_____
_____	ENGL 270 African-American Literature	4.0	_____	_____
_____	ENGL 350 Early British Literature	4.0	_____	ENGL 250
_____	ENGL 351 British Literature: 17th & 18th Centuries	4.0	_____	ENGL 250
_____	ENGL 352 British Literature: 19th Century	4.0	_____	ENGL 250
_____	ENGL 353 20th Century British & Irish Literature	4.0	_____	ENGL 250
_____	ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	_____	ENGL 250
_____	ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	_____	ENGL 250
_____	ENGL 362 American Lit III: 20th Century-Present	4.0	_____	ENGL 250
_____	ENGL 370 Studies in Diversity	4.0	_____	_____
_____	ENGL 373 Young Adult Literature	4.0	_____	ENGL 250 (recommended)
_____	ENGL 396 Special Topics in English Literature	4.0	_____	_____

Choose one (1) Senior Capstone

_____	ENGL 400 Senior Capstone: Writing Emphasis (SC)	4.0	_____	ENGL 250
_____	ENGL 401 Major Authors Seminar (SC)	4.0	_____	ENGL 250
_____	ENGL 402 Literary Theory (SC)	4.0	_____	ENGL 250 & 12 credits of literature courses

The state of Michigan does not consider writing a teachable major. English with Writing Emphasis is not an option for students pursuing teacher certification.

ENGLISH MINOR WITH LITERATURE EMPHASIS

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
ENGL 250 Introduction to Literary Studies	4.0	
Choose four (4) semester hours of 200 level literature		
ENGL 252 Modern & Contemporary Poetry	4.0	
ENGL 254 World Literature in English	4.0	
ENGL 256 Dramatic Literature	4.0	
ENGL 258 Literature & Motion Pictures	4.0	
ENGL 260 Catholic Writers	4.0	
ENGL 262 Women Writers	4.0	
ENGL 264 Irish Literature	4.0	
ENGL 266 Studies in English Literature	4.0	
ENGL 268 Studies in American Literature	4.0	
ENGL 270 African-American Literature	4.0	
Choose eight (8) semester hours of 300 level literature		
ENGL 350 Early British Literature	4.0	ENGL 250
ENGL 351 British Literature: 17th & 18th Centuries	4.0	ENGL 250
ENGL 352 British Literature: 19th Century	4.0	ENGL 250
ENGL 353 20th Century British & Irish Literature	4.0	ENGL 250
ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	ENGL 250
ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	ENGL 250
ENGL 362 American Lit III: 20th Century	4.0	ENGL 250
ENGL 370 Studies in Diversity	4.0	
ENGL 373 Young Adult Literature	4.0	ENGL 250 (recommended)
ENGL 396 Special Topics in English	4.0	
ENGL 401 Major Authors Seminar (SC)	4.0	ENGL 250
ENGL 402 Literary Theory (SC)	4.0	ENGL 250 & 12 credits of literature courses
Choose four (4) semester hours of any level literature elective		
	4.0	

ENGLISH MINOR WITH LITERATURE EMPHASIS (TEACHING)

2025-2026

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

At least twelve (16) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
<input type="checkbox"/>	ENGL 203 Writing Center Theory & Practice (WI)	4.0	<input type="checkbox"/> Instructor Consent
<input type="checkbox"/>	ENGL 225 Grammar of Modern English	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 250 Introduction to Literary Studies	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 373 Young Adult Literature	4.0	<input type="checkbox"/> ENGL 250 (recommended)
<input type="checkbox"/>	ENGL 374 Teaching Writing	4.0	<input type="checkbox"/>
Choose four (4) semester hours of any 200 or 300 level literature courses			
<input type="checkbox"/>	ENGL 252 Modern & Contemporary Poetry	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 254 World Literature in English	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 256 Dramatic Literature	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 258 Literature & Motion Pictures	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 260 Catholic Writers	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 262 Women Writers	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 264 Irish Literature	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 266 Studies in English Literature	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 268 Studies in American Literature	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 270 African-American Literature	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 350 Early British Literature	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 351 British Literature: 17th & 18th Centuries	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 352 British Literature: 19th Century	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 353 20th Century British & Irish Literature	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 362 American Lit III: 20th Century	4.0	<input type="checkbox"/> ENGL 250
<input type="checkbox"/>	ENGL 370 Studies in Diversity	4.0	<input type="checkbox"/>
<input type="checkbox"/>	ENGL 396 Special Topics in English	4.0	<input type="checkbox"/>

ENGLISH MINOR WITH WRITING EMPHASIS

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	ENGL 202 Creative Writing (WI)	4.0	_____	_____
Choose four (4) semester hours of writing				
_____	ENGL 200 Writing for Business (WI)	4.0	_____	_____
_____	ENGL 201 Advanced Composition (WI)	4.0	_____	GEN 100
_____	ENGL 203 Writing Center Theory & Practice (WI)	4.0	_____	Instructor Consent
_____	ENGL 205 Introduction to Journalism (WI)	4.0	_____	_____
_____	ENGL 225 Grammar of Modern English	4.0	_____	_____
Choose eight (8) semester hours of upper-level writing				
_____	ENGL 210 Advanced Journalism	4.0	_____	_____
_____	ENGL 302 Fiction Writing	4.0	_____	ENGL 202
_____	ENGL 304 Creative Nonfiction Writing	4.0	_____	ENGL 202
_____	ENGL 306 Script Writing	4.0	_____	ENGL 202 or any THTR 100 level course
_____	ENGL 308 Studies in Writing	4.0	_____	_____
_____	ENGL 310 Poetry Writing	4.0	_____	ENGL 202
_____	ENGL 312 Grant Writing	4.0	_____	_____
Choose four (4) semester hours of 200, 300, or 400 level literature				
_____	ENGL 252 Modern & Contemporary Poetry	4.0	_____	_____
_____	ENGL 254 World Literature in English	4.0	_____	_____
_____	ENGL 256 Dramatic Literature	4.0	_____	_____
_____	ENGL 258 Literature & Motion Pictures	4.0	_____	_____
_____	ENGL 260 Catholic Writers	4.0	_____	_____
_____	ENGL 262 Women Writers	4.0	_____	_____
_____	ENGL 264 Irish Literature	4.0	_____	_____
_____	ENGL 266 Studies in English Literature	4.0	_____	_____
_____	ENGL 268 Studies in American Literature	4.0	_____	_____
_____	ENGL 270 African-American Literature	4.0	_____	_____
_____	ENGL 350 Early British Literature	4.0	_____	ENGL 250
_____	ENGL 351 British Literature: 17th & 18th Centuries	4.0	_____	ENGL 250
_____	ENGL 352 British Literature: 19th Century	4.0	_____	ENGL 250
_____	ENGL 353 20th Century British & Irish Literature	4.0	_____	ENGL 250
_____	ENGL 360 American Lit I: Colonial - Early Federal Period	4.0	_____	ENGL 250
_____	ENGL 361 American Lit II: 19th & Early 20th Centuries	4.0	_____	ENGL 250
_____	ENGL 362 American Lit III: 20th Century-Present	4.0	_____	ENGL 250
_____	ENGL 370 Studies in Diversity	4.0	_____	_____
_____	ENGL 373 Young Adult Literature	4.0	_____	ENGL 250 (recommended)
_____	ENGL 396 Special Topics in English	4.0	_____	_____
_____	ENGL 401 Major Authors Seminar (SC)	4.0	_____	ENGL 250

Course Descriptions:

ENGL 100 Basic College Writing (4) Introduces basic writing skills needed to achieve success in First Year Seminar, as well as other college-level writing. Not to be taken concurrently with First Year Seminar.

ENGL 105 College Writing Support (2) Serves as a companion course to GEN 100 First Year Seminar for Aquinas Bridge Program. Supports writing skills needed to achieve success in college-level writing.

ENGL 110 Understanding & Appreciating Literature (4) Introduces genres such as fiction, poetry, creative nonfiction, and drama. A diversity of authors and time periods will be explored through the literature, arranged thematically or according to genre.

ENGL 200 Writing for Business (4) Introduces students to effective listening, writing, and presenting skills for business and other professional activities.

ENGL 201 Advanced Composition (4) Develops students' writing processes and college level expository writing skills. Students will explore a range of rhetorical strategies with attention to developing style, grammar, and discipline-specific formatting styles. Prerequisite(s): GEN 100 and sophomore class standing.

ENGL 202 Creative Writing (4) Introduction to reading and writing original poetry, fiction, creative nonfiction, and/or drama, at the instructor's discretion. Students will recognize and use discipline-specific craft elements for each genre studied.

ENGL 203 Writing Center Theory and Practice (4) Utilizes writing theory and technique to train students to be student consultants for the Aquinas College Writing Center. Instructor permission required. Prerequisite(s): Instructor approval.

ENGL 205 Introduction to Journalism (4) Writing course focusing on basic practices and principles of reporting and writing news articles and features.

ENGL 210 Advanced Journalism (4) Writing course that reviews news and features reporting and writing, with additional attention to practices and principles of editing, editorial writing, and multi-media writing and reporting. Prerequisite(s): ENGL 205.

ENGL 215 Publication Practicum (1) Writing, reporting and/or editing for the campus newspaper. Prerequisite(s): Instructor approval.

ENGL 220 Advanced Publication Practicum (1) Additional writing, reporting and/or editing for campus newspaper. Prerequisite(s): ENGL 215 and instructor approval.

ENGL 225 Grammar of Modern English (4) Analysis of the language through traditional, structural, and transformational grammar.

ENGL 250 Introduction to Literary Studies (4) Study of principles of literary prose and verse; structures, techniques, devices of various literary types. Introduction to literary theory and literary research methods.

ENGL 252 Modern and Contemporary Poetry (4) Study of representative poems by 20th and 21st-century poets as well as relevant literary criticisms and movements.

ENGL 254 World Literature in English (4) Introduction to 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, Ireland, Nigeria or other countries where English serves as a first or common language.

ENGL 256 Dramatic Literature (4) Study of the elements of drama through close readings of works from various literary periods and countries.

ENGL 258 Literature and Motion Pictures (4) Comparative study of fiction and drama and the feature motion pictures inspired by them.

ENGL 260 Catholic Writers (4) Explores the intersection of art and faith in fiction written by Catholic writers through the analysis and discussion of representative texts.

ENGL 262 Women Writers (4) Introduces selected texts in English by female-identifying authors. Selections are drawn from all genres and periods, and interpreted through feminist literary theory.

ENGL 264 Irish Literature (4) A survey of selected readings in Irish poetry, prose, and drama. Students will explore how such a relatively small country has produced such a richly comic and consistently tragic literary tradition.

ENGL 266 Studies in English Literature (4) Focused study of literature to be determined by instructor. Semester hours may be earned under different specific titles.

ENGL 268 Studies in American Literature (4) Intensive study of American Literature focused on a specific genre, literary movement, or historical period. Specific examples include: Science Fiction, Transcendentalism, and Comics and Graphic Novels. Semester hours may be earned under different specific titles.

ENGL 270 African-American Literature (4) Survey of the influences, major authors, and developments in African-American literature. Students will explore how many of the most cogent contemporary discussions led by and centered on African Americans today can be traced through African-American literature.

ENGL 302 Fiction Writing (4) Workshop class focused on writing fiction and studying its forms and elements. Prerequisite(s): ENGL 202.

ENGL 303 Writing Center Practicum (1) Students utilize writing theory and technique as they work in the Aquinas College Writing Center. Prerequisite(s): ENGL 203.

ENGL 304 Creative Nonfiction Writing (4) Workshop class focused on writing creative nonfiction and studying its forms and elements. Prerequisite(s): ENGL 202.

ENGL 306 Script Writing (4) Writing of scripts for the stage and/or screen and the study of the elements of script writing. Prerequisite(s): ENGL 202.

ENGL 308 Studies in Writing (4) Variable topics course. Focused study of writing to be determined by the instructor. Credit may be earned under different specific titles.

ENGL 310 Poetry Writing (4) Workshop class focused on writing poetry and studying its forms and elements. Prerequisite(s): ENGL 202.

ENGL 312 Grant Writing (4) This course provides an introduction to grant research and grant writing. Through effective partnership with a nonprofit organization and hands-on experience, students will learn about the principles, practices, and strategies of fund development and write a complete grant proposal by the end of the course.

ENGL 350 Early British Literature (4) Major literary productions from Beowulf through the 16th century. Old and Middle English texts, with exception of Chaucer, studied in translation. Prerequisite(s): ENGL 250 with C or above.

ENGL 351 British Literature: 17th and 18th Century (4) Focuses on literature of the English 17th and 18th centuries. Prerequisite(s): ENGL 250 with C or above.

ENGL 352 British Literature: 19th Century (4) Survey of representative poetry, prose, and drama covering Romantic and Victorian authors to WWI. Prerequisite(s): ENGL 250 with C or above.

ENGL 353 20th Century British and Irish Lit (4) Selected readings from English and Irish poetry, drama, and prose from beginning of the 20th century to present. Prerequisite(s): ENGL 250 with C or above.

ENGL 360 American Lit I: Colonial to Early Fed (4) Survey of Early American Literature from “first contact” narratives through the early republic culminating in the study of 18th c. novels. Students will be urged to think critically about the terms: “early,” “American,” and “literature.” Prerequisite(s): ENGL 250 with C or above.

ENGL 361 American Lit II: 19th and Early 20th Century (4) Survey of American literature from early romanticism through realism and naturalism. Students will think critically about the term “American Renaissance” and how it has been expanded to include more diverse literary voices. Prerequisite(s): ENGL 250 with C or above.

ENGL 362 American Lit III: 20th Century to Present (4) Survey of American literature since World War I. Students will explore the connections between modernism and postmodernism culminating in a discussion of contemporary trends. Prerequisite(s): ENGL 250 with C or above.

ENGL 365 The Novel (4) Evolution of the novel in English from its origins to the present, using representative works from British and/or American writing.

ENGL 370 Studies in Diversity (4) Focused study of literary topics and/or authors determined by instructor. Semester hours may be earned under different specific titles.

ENGL 373 Young Adult Literature (4) Introduces significant young adult authors and their books as well as techniques and principles in the selection, evaluation, and promotion of young adult literature. Prerequisite(s): ENGL 250 with C or above.

ENGL 374 Teaching Writing (4) Education method elective for secondary certification major, particularly candidates interested in teaching middle school. 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. Field component: variable hours tutoring at Aquinas College or in middle or high school classroom (variable times).

ENGL 396 Special Topics in English Literature (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

ENGL 397 Internship in English (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

ENGL 398 Readings in English (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ENGL 399 Independent Project in English (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ENGL 400 Writing Emphasis Capstone (4) Capstone course for English Majors with Writing Emphasis. Students will divide their coursework between workshopping and editing their portfolios, completing a readings exam (a companion essay which reflects upon their writing process while citing specific texts/authors, and/or literary styles influential to their development), and researching professional opportunities related to their degree. Prerequisite(s): ENGL 202 with C or above.

ENGL 401 Major Authors Seminar (4) Intensive study of one or more authors including the important primary and secondary sources. Students will conduct a sustained research project using contemporary critical theory. Semester hours may be earned under different seminar titles. Prerequisite(s): ENGL 250 with C or above.

ENGL 402 Literary Theory (4) Advanced study of selected literary theories and their application to literary texts and appropriate cultural contexts. Prerequisite(s): ENGL 250 with C or above and at least 12 semester hours of literature courses.

Environmental Science

James Rasmussen, Ph.D., Chair

Richard E. McCluskey, Ph.D.

Environmental science is an interdisciplinary field that brings together numerous natural and social science disciplines in the study of environmental problems and human impacts on the environment. Each student will need to choose a concentration (ecology, earth science, or chemistry) in addition to the core major requirements. Since the environmental science major is an interdisciplinary major and requires a substantial number of credits from several different departments, those declaring the major during or after their sophomore year should meet with the Geography and Environmental Science Department chair to determine if the major can be completed in a timely manner.

Mission Statement. The mission of the Geography and Environmental Science Department at Aquinas College is to provide students with knowledge of geography and environmental science befitting their goals: for the general education students that they understand basic tenets of physical geography, human geography, and/or environmental studies; for the education certification students that they obtain the content knowledge necessary for their teaching careers; and for the geography and environmental studies majors that they possess the knowledge and skills necessary for them to succeed in their post-baccalaureate careers.

ENVIRONMENTAL SCIENCE MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty-one (41) semester hours.

At least eighteen (18) semester hours must be taken at Aquinas.

Students must complete core courses and at least one concentration.

Students may complete more than one concentration but may not overlap any courses within the concentrations.

Major not available to Geography majors or minors.

Only courses with a grade of C or higher will count toward the major.

AQUINAS CORE REQUIREMENTS			GRADE	PREREQUISITES
	GEO 110 Earth Systems	4.0		
	GEO 120 Human Geography	4.0		
	GEO 240 Cartography	4.0		
	GEO 340 Geographic Information Systems	4.0		GEO 240
	ENV 300 Environmental Problems and Solutions	4.0		GEO 110
	ENV 401 Research Methods in Environmental Science	4.0		GEO 110, GEO 120
	ENV 402 Environmental Science Research Seminar (SC)	1.0		ENV 401
Choose eight (8) semester hours from the following:				
	HIST 236 Environmental History	4.0		
	PHIL 235 Environmental Philosophy	4.0		
	THEO 225 Catholic Social Teaching	4.0		
	WGS 215 Women, Gender, & Environment	4.0		
CONCENTRATION 1: CHEMISTRY				
	CHEM 121 General Chemistry I	4.0		MAT 120 or above (may be corequisite)
	CHEM 122 General Chemistry II	4.0		CHEM 121
	CHEM 221 Organic Chemistry I	4.0		CHEM 122
	CHEM 250 Methods of Analytical Chemistry	4.0		CHEM 122
CONCENTRATION 2: EARTH SCIENCE				
	GEO 210 Biogeography (WI)	4.0		
	GEO 220 Urban Geography	4.0		
Choose twelve (12) semester hours from the following:				
	GEO 230 Geography of U.S. and Canada	4.0		
	GEO 312 Climatology & Weather	4.0		GEO 110
	GEO 313 Geomorphology	4.0		GEO 110
	GEO 341 Remote Sensing	4.0		GEO 110
	ECON 315 Environmental Economics & Policy	4.0		ECON 200
CONCENTRATION 3: ECOLOGY				
	BIO 170 Introduction to Organisms	4.0		
	BIO 171 Introduction to Cells	4.0		
	BIO 305 Ecology	4.0		BIO 170 & 171 w/C or above
Choose eight (8) semester hours from the following:				
	BIO 210 Microbiology	4.0		BIO 170 & 171 w/C or above
	BIO 215 Ornithology	4.0		BIO 170 w/C or above
	BIO 220 Plant Biology	4.0		BIO 170 w/C or above
	BIO 225 Aquatic Biology	4.0		BIO 170 w/C or above
	GEO 210 Biogeography (WI)	4.0		

ENVIRONMENTAL SCIENCE MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Minor not available to Geography majors or minors

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	GEO 110 Earth Systems	4.0	_____
_____	GEO 120 Human Geography	4.0	_____
_____	ENV 300 Environmental Problems and Solutions	4.0	GEO 110
Choose eight (8) semester hours of electives:			
_____	BIO 215 Ornithology	4.0	BIO 170 w/C or above
_____	BIO 220 Plant Biology	4.0	BIO 170 w/C or above
_____	BIO 225 Aquatic Biology	4.0	BIO 170 w/C or above
_____	BIO 305 Ecology	4.0	BIO 170 & BIO 171 w/C or above
_____	ECON 315 Environmental Economics & Policy	4.0	ECON 200
_____	GEO 210 Biogeography (WI)	4.0	_____
_____	GEO 220 Urban Geography	4.0	_____
_____	GEO 312 Climatology & Weather	4.0	GEO 110
_____	GEO 313 Geomorphology	4.0	GEO 110
_____	GEO 341 Remote Sensing	4.0	GEO 110
_____	HIST 236 Environmental History	4.0	_____
_____	PHIL 235 Environmental Philosophy	4.0	_____
_____	WGS 215 Women, Gender, & Environment	4.0	_____

Course Descriptions:

ENV 300 Environmental Problems and Solutions (4) A course in environmental problems: utilizes a project-based interdisciplinary and experiential format to explore the ecological, social, political and economic aspects of environmental problems at the local to global scale. Covers topics such as climate change, deforestation and habitat loss, soil erosion, water and air pollution. Each course will include a semester long collaborative project where students engage in environmental problem solving to create an actionable solution to a local environmental issue. Prerequisite(s): GEO 110.

ENV 396 Special Topics in Environmental Science (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

ENV 397 Internship in Environmental Science (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

ENV 398 Readings in Environmental Science (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ENV 399 Independent Project in Environ. Science (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

ENV 401 Research Methods in Environ. Science (4) Theory and application of research methods in geography. Topics include the history of geographical research and specific techniques used in both physical and human geographical analysis. The course culminates in the creation of an individualized research proposal that will be used as a guide for the student's capstone research project. Prerequisite(s): GEO 110 and GEO 120.

ENV 402 Environ. Science Research Seminar (1) Research seminar where students implement the skills obtained during their study of geography. The course requires the implantation of research methods and techniques appropriate to each student's self-defined project. Students are expected to design, implement, analyze and present their own research project culminating in a class presentation, research poster, and written thesis. Prerequisite(s): ENV 401.

General Education

Office of the Provost

GENERAL EDUCATION MAJOR

2025-2026

Minor Requirements: One hundred twenty (120) semester hours.

At least thirty (30) semester hours must be taken at Aquinas.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS

First Year Seminar	GRADE	PREREQUISITES
_____ GEN 100 First Year Seminar _____	4.0	_____
Theology: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
_____ _____	4.0	_____
Social Science: Chose two (2) courses from different disciplines from the approved list on page 47-48.		
_____ _____	4.0	_____
_____ _____	4.0	_____
Humanities: Choose two (2) courses from different disciples from the approved list on page 47-48.		
_____ _____	4.0	_____
_____ _____	4.0	_____
Fine Arts: Choose minimum four (4) credits from the approved list on page 47-48.		
_____ _____	4.0	_____
World Language: Choose one (1) second semester-level course.		
_____ FRE 102 Beginning French II: Language & Culture _____	4.0	_____ FRE 101
_____ GER 102 Beginning German II: Language & Culture _____	4.0	_____ GER 101
_____ SPA 102: Beginning Spanish II: Language & Culture _____	4.0	_____ SPA 101
Note: Students may need to complete a first semester in a World Language before completing the second semester. First semester proficiency will not fulfil the requirement.		
Natural Science Lab: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
Natural Science Non-Lab: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
Mathematics: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
Global Perspective: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
Writing Intensive: Choose one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____
Senior Capstone: Complete one (1) course from the approved list on page 47-48.		
_____ _____	4.0	_____

Electives: Complete open electives to reach a total of 120 credits.

Course Descriptions

GEN 100 First Year Seminar (4) Students develop writing, communication, and critical thinking skills through focused exploration of a topic selected by the instructor. Students become familiar with resources and strategies that promote academic success and cultivate a sense of community and connection to the Aquinas College mission.

GEN 105 Achieving Academic Success (2) 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.

GEN 110 Career and Self Awareness (1) This course will guide students with identifying skills, interests, abilities, goals, and values related to discovering a sense of purpose. Students will explore academic disciplines and career fields of interest and assess if these fields are personally a good fit. Exploration of self assessments and multiple intelligences will be used to map a career plan.

GEN 200 World Humanities (4) This variable topics course focuses on different contexts in the humanities. The course may consider social, political, artistic, environmental, or philosophical themes across disciplines. Students will learn and identify the intellectual currents in the texts under consideration, to engage in focused discussion and to probe the interrelation of history, culture, literature, the arts, and contexts.

GEN 210 Career and Life Planning (4) This class focuses on the theoretical and practical study of the career planning process as applied to interests, abilities, goals, academic discipline, and field of interest. Self-assessment techniques, development of a career and life plan, and projects related to personal career search and career management will be examined. This course will include a week-long job shadow experience.

GEN 310 Generation Swap Mentoring Program (4) This class is a springboard for students to build the skills necessary to transition from college to life after graduation and is anchored by 2 key features, in addition to readings, lectures, and class discussions: mentorship with an Osher Lifelong Learning Scholar and Generation Swap podcasting.

GEN 397 Internship (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

GEN 400 Senior Capstone (4) This research seminar explores the Aquinas College mission themes of lifelong learning, pursuit of truth, and concern for the common good. The course focuses on the study of selected major monuments in literature, art, and music (other disciplines such as psychology, philosophy, etc. could be included depending on the interests of students and expertise of the instructor). An advanced undergraduate level project that incorporates research, writing, and presentation components is required.

GEN 410 What's Next? Designing Your Best Life (2) Students will explore challenges and opportunities of transitioning to life after college; develop a personalized outline for achieving professional and personal goals rooted in individually espoused values; build a portfolio of tools and resources for navigating post-college life; and cultivate a supportive network of peers and mentors. The course includes financial management, health and wellness, career development, work-life balance, stress management, building community and civic engagement. Prerequisite(s): Sophomore status.

Geography

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

Geography is the study of both the physical and cultural characteristics of places and the spatial relationships that comprise our world. The origin of the discipline is traced back to the Greek tradition where geographers were tasked with providing descriptions of the world's people and places. Modern geography has evolved beyond mere description and attempts an understanding of how those places and characteristics are interrelated and change. Our departmental courses cover the major divisions within the discipline and offers courses in physical geography, human geography, and geospatial techniques.

Mission Statement. The mission of the Geography and Environmental Science Department at Aquinas College is to provide students with knowledge of geography and environmental studies befitting their goals: for the general education students that they understand basic tenets of physical geography, human geography, and/or environmental studies; for the education certification students that they obtain the content knowledge necessary for their teaching careers; and for the geography and environmental studies majors that they possess the knowledge and skills necessary for them to succeed in their post-baccalaureate careers.

GEOGRAPHY MAJOR

Bachelor of Science

2025-2026

Major Requirements: Thirty-seven (37) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

Students completing the Geography major may not declare an Environmental Science major or minor.

Only courses with a C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
<input type="checkbox"/>	GEO 110 Earth Systems	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 120 Human Geography	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 220 Urban Geography	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 240 Cartography	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 340 Geographic Information Systems	4.0	<input type="checkbox"/> GEO 240
<input type="checkbox"/>	GEO 401 Research Methods in Geography	4.0	<input type="checkbox"/> GEO 110, GEO 120
<input type="checkbox"/>	GEO 402 Geography Research Seminar (SC)	1.0	<input type="checkbox"/> GEO 401
Choose four (4) semester hours of Systematic Physical Geography:			
<input type="checkbox"/>	GEO 210 Biogeography (WI)	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 312 Climatology & Weather	4.0	<input type="checkbox"/> GEO 110
<input type="checkbox"/>	GEO 313 Geomorphology	4.0	<input type="checkbox"/> GEO 110
Choose eight (8) semester hours of Geography electives (may not overlap courses from Systematic Physical Geography):			
<input type="checkbox"/>	GEO 115 Michigan Geography	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 130 World Regional Geography	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 210 Biogeography (WI)	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 230 Geography of U.S. and Canada	4.0	<input type="checkbox"/>
<input type="checkbox"/>	GEO 312 Climatology & Weather	4.0	<input type="checkbox"/> GEO 110
<input type="checkbox"/>	GEO 313 Geomorphology	4.0	<input type="checkbox"/> GEO 110
<input type="checkbox"/>	GEO 341 Remote Sensing	4.0	<input type="checkbox"/> GEO 110

GEOGRAPHY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.
At least twelve (12) semester hours must be taken at Aquinas.
Minor not available to Environmental Science majors or minors.
Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
	GEO 110 Earth Systems	4.0		
	GEO 120 Human Geography	4.0		
	GEO 240 Cartography	4.0		
Choose eight (8) semester hours of Geography electives:				
	GEO 210 Biogeography (WI)	4.0		
	GEO 220 Urban Geography	4.0		
	GEO 230 Geography of U.S. and Canada	4.0		
	GEO 312 Climatology & Weather	4.0		GEO 110
	GEO 313 Geomorphology	4.0		GEO 110
	GEO 340 Geographic Information Systems	4.0		GEO 240
	GEO 341 Remote Sensing	4.0		GEO 110

Course Descriptions:

GEO 110 Earth Systems (4) An introduction to the science of Physical Geography using an Earth-systems approach. Course themes include atmospheric weather, global climates and climate change, hydrology and water resources, natural hazards, geomorphology, soils, and biogeography; with a focus on how these topics are applied to world environmental issues. Corequisite(s): GEO 110L.

GEO 115 Michigan Geography (4) An introduction to the physical geography of Michigan. The geology, geomorphology, climatology, and biogeography of Michigan are analyzed with emphasis on the relationships with the cultural geography and history of Michigan. Significant work outside of class is required in the form of data collection and analysis.

GEO 120 Human Geography (4) An introduction to the geographic subfield of human geography that analyzes the role of human beings as they are distributed across the surface of the earth. Systematic approaches using topics from population geography, human migration, economic geography, political geography, and the diffusion of language and religion are addressed in an analysis of spatial patterns and processes.

GEO 130 World Regional Geography (4) An introduction to the earth's human and physical geography using the tools and methods associated with the regional approach to geography. Fundamental geographical ideas and concepts are presented in different regional contexts from across the world.

GEO 210 Biogeography (4) The study of the distribution of plants and animals on the Earth's surface. It explores the ecological and physical processes that influence the range of individual species today. As well as the mechanisms of evolution, extinction and plate tectonics that control the diversity of life over geologic time. This course includes a substantial writing component.

GEO 220 Urban Geography (4) An analysis of urban places from economic, historical, social, and cultural landscape perspectives. Cities are used as the unit of analysis for an exploration into the human geography of urban areas. Emphasis is given to the processes that create and recreate urban environments. Examples are drawn from across the world but American urban patterns and practices are given particular attention. Significant work outside of class is required in the form of field studies, data collection, and analysis.

GEO 230 Geography of the US and Canada (4) The human and physical geography of the United States and Canada using a regional approach. Topics include the physical environment, distribution of humans and their activities, and the interrelationships between humans and the environment. The application of geographic principles and reasoning in an understanding of place and spatial relationships is emphasized.

GEO 240 Cartography (4) Cartographic design and analysis with an emphasis on developing the ability to communicate through the use of maps and graphics. Various techniques are used for the analysis, manipulation, and visualization of spatial data including cartographic generalization and symbolization, data classification, cartographic design, and thematic mapping. Corequisite(s): GEO 240L.

GEO 312 Climatology & Weather (4) A course on the Atmosphere. This course examines the climate system, specifically the atmosphere, oceans and cryosphere and how these features determine the variety of climates experienced worldwide, with a focus on climate stability and climate change. The study of weather, covering both synoptic and meso-scale systems along with the theories behind the development and movement of these phenomenon. This course includes a substantial observational and analytical component. Prerequisite(s): GEO 110.

GEO 313 Geomorphology (4) The study of landscapes and the processes that shape them. Utilizes a system's theory framework to examine the role of wind, water and ice as agents in the evolution of landforms over time. An applied course that includes empirical and field oriented science along with laboratory techniques and analysis. Prerequisite(s): GEO 110.

GEO 340 Geographic Information Systems (4) The technical and theoretical issues in the design, implementation, and use of geographic information systems (GIS). Concepts and applications of GIS in the acquisition, organization, and analysis of geographic data including visualizing and communicating geographic information. Prerequisite(s): GEO 240. Corequisite(s): GEO 340L.

GEO 341 Remote Sensing (4) The basics of electromagnetic energy and its value to remote sensing, fundamentals of visual interpretation of aerial and satellite imagery, and strategies for computer processing to extract information from aerial and satellite imagery. Prerequisite(s): GEO 110. Corequisite(s): GEO 341L.

GEO 396 Special Topics in Geography (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

GEO 397 Internship in Geography (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

GEO 398 Readings in Geography (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

GEO 399 Independent Project in Geography (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

GEO 401 Research Methods in Geography (4) Theory and application of research methods in geography. Topics include the history of geographical research and specific techniques used in both physical and human geographical analysis. The course culminates in the creation of an individualized research proposal that will be used as a guide for the student's capstone research project. Prerequisite(s): GEO 110 and GEO 120.

GEO 402 Geography Research Seminar (1) Research seminar where students implement the skills obtained during their study of geography. The course requires the implantation of research methods and techniques appropriate to each student's self-defined project. Students are expected to design, implement, analyze and present their own research project culminating in a class presentation, research poster, and written thesis. Prerequisite(s): GEO 401.

History

Charles D. Gunnoe, Jr., Ph.D, Chair

Jason K. Duncan, Ph.D, Bethany Kilcrease, Ph.D

Mission Statement. History is the foundation of a liberal arts education. The study of the past fosters knowledge of those virtues most necessary to the maintenance of democratic society. History provides an appreciation of the long struggle to achieve a social order and the need for vigilance to preserve it. By studying history, we deepen our understanding of the human person and our world's cultural variety, thus illuminating the relationship between individual and community.

The department of history seeks to develop students' general knowledge and analytical abilities, enhance their understanding of our contemporary socio-political situation, and refine their research and writing skills. The department aims for these outcomes through a varied curriculum, independent study, and internships that provide field experience. Rooted in the Catholic intellectual tradition, history classes are conducted as part of a search for Truth.

Student Learning Outcomes.

1. Students will have a broad knowledge of World, European, and American history.
2. Students will have a facility with language that will enable them to express themselves effectively in narrative and analytical modes of writing.
3. Students will have critical thinking skills honed by historical analysis that will transfer to other disciplines and professions.
4. Students will have the ability to classify and assess different types of historical literature.
5. Students will have a clear understanding of the role of interpretation in history and familiarity with the Western tradition of historical interpretation.
6. Students will refine and develop their research skills.

History Majors.

History majors who pass CLEP exams in American History may apply such credit toward the thirty-four (34) semester hours required for the major. Students who do so, however, should not register for the equivalent courses (HIST 100-110), but should instead elect 200 level courses or above. In no case will both the CLEP exam credit and equivalent course credit be counted as part of the history major. All courses are open to first year students unless otherwise noted in the registration schedule.

No more than six (6) hours of CLEP and/or AP credit can be applied to the history major or minor.

HISTORY MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Thirty-two (32) semester hours.

At least eighteen (18) semester hours must be taken at Aquinas.

A maximum of eight (8) semester hours of CLEP/AP credits may be applied toward the major.

A portfolio must be submitted to the Dept. Chair and approved by the History faculty prior to graduation. Guidelines are available at <https://sites.google.com/a/aquinas.edu/sample-history-department-portfolio/>

A GPA of at least 2.0 must be maintained. Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	HIST 300 Historiography	4.0	_____ Twelve (12) semester hours of HIST
_____	HIST 400 Senior Research Seminar (SC)	4.0	_____ Instructor Consent
Choose four (4) semester hours of American History:			
_____	HIST 202 Colonial & Revolutionary America	4.0	_____ HIST 101 recommended
_____	HIST 204 After Revolution: Early American Republic	4.0	_____
_____	HIST 206 Civil War and Reconstruction	4.0	_____
_____	HIST 208 African-American History	4.0	_____ HIST 102 recommended
_____	HIST 210 Gilded Age & Progressive Era	4.0	_____
_____	HIST 214 The United States & the Vietnam War	4.0	_____ HIST 102 recommended
_____	HIST 216 Women in American History	4.0	_____
_____	HIST 218 Saints & Sinners: American Catholics	4.0	_____
_____	HIST 220 History of American Sports	4.0	_____
_____	HIST 312 Variable Topics: American History	4.0	_____
Choose four (4) semester hours of European History:			
_____	HIST 222 Ancient History	4.0	_____
_____	HIST 224 The Middle Ages (WI)	4.0	_____
_____	HIST 226 History of Christianity	4.0	_____
_____	HIST 228 History of Russia	4.0	_____ HIST 152 recommended
_____	HIST 232 History of Science & Medicine	4.0	_____
_____	HIST 230 Ireland: A History at Europe's Edge	4.0	_____
_____	HIST 302 History of Britain (WI)	4.0	_____
_____	HIST 314 Variable Topics: European History	4.0	_____
Choose four (4) semester hours of Non-Western History:			
_____	HIST 234 History of World Religions	4.0	_____
_____	HIST 236 Environmental History	4.0	_____
_____	HIST 238 Latin American History	4.0	_____
_____	HIST 304 History of China, Japan, & Korea	4.0	_____
_____	HIST 306 History of India	4.0	_____
_____	HIST 316 Variable Topics: Non-Western History	4.0	_____
Choose twelve (12) semester hours of History electives:			
_____	_____	4.0	_____
_____	_____	4.0	_____
_____	_____	4.0	_____
Recommendation: Choose one (1) Experiential Learning option:			
_____	HIST 397 Internship in History	variable	_____
_____	Study Away	variable	_____
_____	HIST 399 Independent Project in History	variable	_____

HISTORY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

A maximum of eight (8) semester hours of CLEP/AP credits may be applied toward the minor.

A maximum of eight (8) semester hours of 100 level courses will be allowed to count towards the minor.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
Choose four (4) semester hours of American History:			
<input type="checkbox"/>	HIST 202 Colonial & Revolutionary America	4.0	HIST 101 recommended
<input type="checkbox"/>	HIST 204 After Revolution: Early American Republic	4.0	
<input type="checkbox"/>	HIST 206 Civil War and Reconstruction	4.0	
<input type="checkbox"/>	HIST 208 African-American History	4.0	HIST 102 recommended
<input type="checkbox"/>	HIST 210 Gilded Age & Progressive Era	4.0	
<input type="checkbox"/>	HIST 214 The United States & the Vietnam War	4.0	HIST 102 recommended
<input type="checkbox"/>	HIST 216 Women in American History	4.0	
<input type="checkbox"/>	HIST 218 Saints & Sinners: American Catholics	4.0	
<input type="checkbox"/>	HIST 220 History of American Sports (WI)	4.0	
<input type="checkbox"/>	HIST 312 Variable Topics: American History	4.0	
Choose four (4) semester hours of Non-Western History:			
<input type="checkbox"/>	HIST 234 History of World Religions	4.0	
<input type="checkbox"/>	HIST 236 Environmental History	4.0	
<input type="checkbox"/>	HIST 238 Latin American History	4.0	
<input type="checkbox"/>	HIST 304 History of China, Japan, & Korea	4.0	
<input type="checkbox"/>	HIST 306 History of India	4.0	
<input type="checkbox"/>	HIST 316 Variable Topics: Non-Western History	4.0	
Choose twelve (12) semester hours of History electives:			
<input type="checkbox"/>		4.0	
<input type="checkbox"/>		4.0	
<input type="checkbox"/>		4.0	

Course Descriptions:

HIST 101 American History to 1877 (4) An introduction to the history of the United States from its origins as European colonies to the end of Reconstruction with an emphasis on how Americans have forged various political traditions in pursuit of freedom, liberty and equality.

HIST 102 American History since 1877 (4) An introduction to the history of the United States from the end of the Civil War era to the present with an emphasis on how Americans have forged various political traditions in pursuit of freedom, liberty and equality.

HIST 110 European History (4) A thematic survey of European history from the impact of the Black Death in the 1300s to the present. Major topics will include Europe's place in the wider world, the Renaissance, the Reformations, the Scientific Revolution, the French Revolution and Napoleonic Wars, nationalism and state building, World Wars, the advent of communism and fascism, the fall of communism, and the rise of conservative populism.

HIST 151 World History to 1500 (4) Survey of World History from Prehistory to 1500. Major topics covered include prehistory, the development of complex societies, the emergence of the world's great religious and philosophical traditions, and the expansion of global trade and cultural exchange.

HIST 152 World History since 1500 (4) Survey of World History from 1500 to the present. Major topics covered include the development of the world's great religious and philosophical traditions, nascent globalization of the post-Columbian era, the rise and fall of colonial empires, modern ideologies and world wars, the post-war era and great acceleration.

HIST 202 Colonial and Revolutionary America (4) Course begins with Native America, the arrival of the Europeans, conflict between races and beginning of slavery, the establishment of colonies within competing European Empires and wars between those empires, and concludes with the War of the American Revolution in the late 18th century. Prerequisite(s): HIST 100 recommended.

HIST 204 After Revolution: Early Amer Republic (4) This course is a political history of the United States from the 1780s through 1815 that emphasizes the fragility of the new United States of America and the development of American identity.

HIST 206 Civil War and Reconstruction (4) Military, social and political history of the United States Civil War.

HIST 208 African-American History (4) A survey of the history of African Americans in the colonial era and the United States with an emphasis on African contributions to American culture and the country, the experience of slavery and segregation, and long struggle for justice and equality. Prerequisite(s): HIST 100 recommended.

HIST 210 Gilded Age and Progressive Era (4) This course examines the turbulent but prosperous era in United States history from 1880 to 1920. Special topics include the "Gilded Age," agrarian populists, urban Progressives, immigration, American imperialism, race relations, and World War I.

HIST 212 The Cold War: A Long Twilight Struggle (4) An international history of the conflict that defined the second half of the twentieth century, from its beginnings in the aftermath of World War II to its end in the 1990s and the post Cold War era that followed.

HIST 214 The United States & the Vietnam War (4) United States involvement in the Vietnam War in the context of the Cold War.

In addition to the military and diplomatic history, we will also investigate the impact of the Vietnam War on society, politics and culture in the United States States. Prerequisite(s): HIST 100 recommended.

HIST 216 Women in American History (4) 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.

HIST 218 Saints and Sinners: American Catholics (4) The story of American Catholics, from their beginnings as an outlawed minority in early America to their rise as a major force in the nation's society, culture and politics.

HIST 220 History of American Sports (4) An exploration of sports in America from their origins through the early 21st century. From their origins to their professionalization and arrival as a major cultural, social and economic force in the modern United States. A wide range of sports, and a diverse group of American participants in them, will also be explored, including the international aspect, especially U.S. participation in the Olympic movement.

HIST 222 Ancient History (4) An investigation of the political, social, and cultural history of Western Eurasia from the Bronze Age until Late Antiquity. Topics covered include the Ancient Near East, Classical Greek Civilization, the Hellenistic era, the evolution of Roman state and empire, the Pax Romana, the rise of Christianity, and the transformation of the ancient world in Late Antiquity. The class will likely utilize "Reacting to the Past" historical simulations.

HIST 224 The Middle Ages (4) 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. The class will likely utilize "Reacting to the Past" historical simulations.

HIST 226 History of Christianity (4) 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.

HIST 228 History of Russia (4) An introduction to Russian history, beginning with its origins in 9th century Kiev, the impact of the Mongol invasion, the rise of Muscovy, the establishment and expansion of the Russian Empire, the rise and fall of the Soviet Union, and the post-Soviet Era. Prerequisite(s): HIST 105 recommended.

HIST 230 Ireland: A History at Europe's Edge (4) A study of the island of Ireland from pre-historic times, focusing on its internal development and its relations with England, Europe and its place in the North Atlantic World.

HIST 232 History of Science and Medicine (4) This class offers a contextual survey of the history of science and medicine in the west from classical antiquity into the mid-twentieth century. Major topics covered include origins of science in antiquity, the Thomistic synthesis, the Scientific Revolution, the Chemical Revolution, the birth of modern medicine, Natural History and the theory of evolution, and modern physics & astronomy. The course is a vehicle for the integration of science and humanities, especially the question of the historical interaction of the scientific and philosophical/religious mentalities.

HIST 234 History of World Religions (4) This course surveys the development of major world religions and their impact on world history. Topics will include Judaism, Christianity, Islam, Buddhism, Jainism, Hinduism, Confucianism, Daoism, Shinto, and discussion of "secular religions." Students will learn about both the theological development of major religions as well as examine "lived religion" in the past. This course includes experiential components.

HIST 236 Environmental History (4) A survey course engaging the influence of the natural environment on world history (including climate, plants, animals, and microorganisms) as well as the impact of humans on the natural world. Topics will include early human environmental impacts, biological globalization and resource exploitation, accelerating environmental challenges of industrial and agricultural modernization, the emergence of conservationism and environmentalism, and the contemporary environmental crisis. The course may include a required field experience component visiting regional sites.

HIST 238 Latin American History (4) 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.

HIST 300 Historiography (4) An introduction to the history of historical writing with emphasis on major schools of interpretation in history. The course also offers an introduction to career trajectories for history majors and the development of skills and aptitudes needed to succeed in life after college. This course is not accepted for the General Education Humanities requirement. Prerequisite(s): Twelve (12) credit hours of history coursework.

HIST 302 History of Britain (4) Survey of British history from the Middle Ages until the present. This course emphasizes the modern periods. Topics covered include the relationships among the three nations of England, Scotland, and Ireland, the development of constitutionalism, religious conflict, the British Empire overseas, and Britain's role in the World Wars.

HIST 304 History of China, Japan, and Korea (4) A study of the cultural, political, and economic development of China, Japan, and Korea with emphasis on the 19th and 20th centuries. Special topics include Confucianism, Daoism, Buddhism, European imperialism, the Communist Revolution, and U.S.-East Asian relations.

HIST 306 History of India (4) This course survey's the history of the Indian subcontinent from the first Agricultural Revolution until the present day.

HIST 310 History of War (4) This is a variable topics course that will explore the history of different wars. Possible topics include, but are not limited to, the history of the Mexican-American War, the Boer War, WWI, and WWII.

HIST 312 Variable Topics: American History (4) Advanced history course engaging focused topics in American political, cultural, and/or cultural history. [Course can be repeated under a different topic.]

HIST 314 Variable Topics: European History (4) Advanced history course engaging focused topics in European political, cultural, and/or cultural history. [Course can be repeated under a different topic.]

HIST 316 Variable Topics: Non-Western History (4) Advanced history course engaging focused topics in non-Western political, cultural, and/or social history. [Course can be repeated under a different topic.]

HIST 396 Special Topics in History (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

HIST 397 Internship in History (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

HIST 398 Readings in History (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

HIST 399 Independent Project in History (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

HIST 400 Senior Research Seminar (4) Senior-level research seminar on selected problems in American, European or world history. The seminar is designed with the intention of cultivating and demonstrating skills in historical research, critical analysis, communication, and presentations. The chief product of the class will be a major research paper based on primary sources that displays awareness of the tradition of historical interpretation in its subject. This course is the history major capstone and therefore all students are required to complete it prior to graduation. Students may take the seminar more than once as long as the topic varies. Prerequisites: At least two history courses (including one from the 200 or 300 level) or the approval of the instructor. All non-majors must seek instructor approval before enrolling. This course is not accepted for the General Education Humanities requirement. Prerequisite(s): Instructor approval.

Insignis Program

Kyle Hull, Ph.D., Program Director

Insignis Program for Honors Students. The Insignis Program for Honors Students seeks to create an environment in which students of exceptional academic potential can interact with each other in intellectual and social pursuits. Incoming first year students with a 25 composite score on the ACT or with 1200 combined (or 80th percentile) on the SAT, and who have maintained at least a 3.5 grade point average (GPA) in their high-school academic courses are invited to join Insignis. Current Aquinas students who wish to participate may be nominated by faculty members or may seek membership by applying to the Director of the Insignis Program.

Insignis students work with instructors to design interdisciplinary seminar courses and they take honors-only sections of some of the General Education curriculum. Insignis students also take part in many on- and off-campus cultural events, and serve our community through various service learning opportunities. A limited number of competitive scholarships are available. For further information, contact the Director of the Insignis Program, Dr. Jennifer Hess, hessjen@aquinas.edu.

INSIGNIS

2025-2026

Program Requirements: Twenty-four (24) semester hours.

Open to Insignis Program members only. Non-Insignis students may be admitted to honors sections of Insignis general education courses by permission of the instructor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
___	INS 300 Insignis Interdisciplinary Seminar	4.0	_____
Choose four to six (4-6) semester hours from the following:			
___	INS 305 Insignis Independent Capstone	4 to 6	_____
___	INS 400 Insignis Assistantship	4 to 6	_____
Choose twelve to sixteen (12-16) semester hours of honors courses:			
___	_____	4.0	_____
___	_____	4.0	_____
___	_____	4.0	_____
___	_____	4.0	_____

Course Descriptions

INS 300 Insignis Interdisciplinary Seminar (4) This course will explore intersections between various academic disciplines at requested by the Insignis honors program student membership. Prerequisite(s): Membership in the Insignis Honors Program.

INS 305 Insignis Independent Capstone (4-6) Open to members of the Insignis Honors Program only. Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with the Registrar. Prerequisite(s): Membership in the Insignis Honors Program.

INS 400 Insignis Assistantship (4-6) Open to members of the Insignis Honors Program only. Individually-negotiated project of defined nature established by contract between instructor and student. Contracts filed with the Registrar. Prerequisite(s): Membership in the Insignis Honors Program.

International Studies

Roger Durham, Ph.D., Program Director

INTERNATIONAL STUDIES MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

A maximum of sixteen (16) semester hours can be taken in any one department.

A student that is double majoring in International Studies and Political Science may use a maximum of twelve (12) semester hours to fulfill both majors.

Other courses may be substituted to complete the major in advisement with the Director of International Studies.

Only courses with a grade of C or above will count toward the major.

AQUINAS REQUIREMENTS:		GRADE	PREREQUISITES
_____	HIST 152 World History Since 1500	4.0	_____
_____	POL 180 The World in Crisis	4.0	_____
_____	ECON 200 Economics for the Citizen	4.0	_____
_____	ECON 310 International Economics	4.0	ECON 200
_____	POL 380 American Foreign Policy	4.0	_____
_____	POL 480 International Relations (WI)	4.0	POL 180 or Instructor Consent
_____	INST 400 Senior Capstone in International Studies	4.0	Senior Standing
World Language Proficiency of 301 or higher			
_____	FRE 301 French Conversation & Composition I	4.0	FRE 202
_____	GER 301 Communicating across Differences	4.0	GER 202
_____	SPA 301 Spanish Composition	4.0	SPA 202
Choose one (1) Non-Western Comparative Politics Course:			
_____	POL 312 Politics of Developing Countries	4.0	POL 180 or Instructor Consent
_____	POL 314 Latin American Politics	4.0	POL 180 or Instructor Consent
_____	POL 316 Middle East Politics	4.0	POL 180 or Instructor Consent
_____	POL 318 Variable Topics: Comparative Area Studies	4.0	POL 180 or Instructor Consent
Choose eight (8) semester hours of electives from the following:			
_____	BUS 331 International Business	4.0	_____
_____	BUS 332 Culture in International Business	4.0	_____
_____	ECON 400 Development Economics	4.0	ECON 200
_____	ENGL 254 World Literature in English	4.0	_____
_____	GEO 120 Human Geography	4.0	_____
_____	GEO 130 World Regional Geography	4.0	_____
_____	HIST 212 The Cold War: A Long Twilight Struggle	4.0	_____
_____	HIST 228 History of Russia	4.0	HIST 152
_____	HIST 234 History of World Religions	4.0	_____
_____	HIST 238 Latin American History	4.0	_____
_____	HIST 304 History of China, Japan, & Korea	4.0	_____
_____	HIST 306 History of India	4.0	_____
_____	HIST 310 History of War	4.0	_____
_____	HIST 316 Variable Topics: Non-Western History	4.0	_____
_____	INST 397 Field Experience	variable	_____
_____	INST 398 Readings	variable	_____
_____	INST 399 Independent Project	variable	_____

Course Descriptions

INST 396 Special Topics in International Studies (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

INST 397 Internship in International Studies (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

INST 398 Readings in International Studies (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

INST 399 Independent Project in International Studies (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

INST 400 Senior Capstone in International Studies (4) This course is designed as a Senior Capstone for International Studies majors, and aims to pull together the threads of students' undergraduate educations and connect them to future professional possibilities. This is particularly important given the interdisciplinary nature of the IS major. This class is part academic, including an examination of academic disciplines, and identifying "What HAVE you been studying for the last four-ish years?" It is also part practical / professional including the creation of a LinkedIn account and updating resumes and CVs. It will include a critical examination and in-depth evaluation of the work produced in various required courses for the major. It will also require the redevelopment and oral defense of a major paper from prior coursework. Prerequisite(s): Senior class standing.

Irish Studies

Chad Gunnoe, Program Coordinator

Mission Statement. Built upon the high-impact learning activities of research, internships, and study abroad opportunities, interdisciplinary Irish Studies minor seeks to offer comprehensive understanding of Irish culture in both historical and contemporary contexts.

Student Learning Outcomes. Students who complete the Irish Studies minor will demonstrate or attain

1. a basic understanding of Irish culture as evolving expressions of Irish identities.
2. a grasp of Irish history, including literary history.
3. a basic understanding of social and political issues operant in Ireland today and in an international context.
4. cross-disciplinary training.
5. research, study abroad, and/or internship experience.
6. an academic preparation adequate to pursue Irish Studies at the graduate level.

IRISH STUDIES MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of C- or above will count toward the minor.

Students must maintain a minimum of 2.0 GPA in the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ENGL 264 Irish Literature	4.0	_____
_____	HIST 230 Ireland: A History at Europe's Edge	4.0	_____
Complete twelve (12) credits from one of the following:			
_____	Ireland Study Away: classes chosen from list below	12.0	
_____	IRST 205 Contemporary Social Issues in Ireland	4.0	_____
_____	IRST 210 Irish Culture & Identity	4.0	_____
_____	IRST 396 Special Topics in Irish Studies	4.0	_____
_____	IRST 397 Internship in Irish Studies	variable	Coordinator Approval
OR			
_____	IRST 397 Internship in Irish Studies	variable	Coordinator Approval
_____	IRST 398 Readings in Irish Studies	variable	Coordinator Approval
_____	IRST 399 Independent Project in Irish Studies	variable	Coordinator Approval
Students who do not participate in the Study Away option can fulfill the remaining 8 semester hours of electives from the following:			
_____	ENGL 353 20th Century British & Irish Literature	4.0	ENGL 250
_____	GEO 120 Human Geography	4.0	_____
_____	HIST 302 History of Britain	4.0	_____
_____	HIST 218 Saints & Sinners: American Catholics	4.0	_____
_____	IRST 200 History of Irish Sport	4.0	_____
Electives that require Department Chair approval:			
_____	CATH 396 Special Topics in Catholic Studies	4.0	_____
_____	ENGL 254 World Literature in English	4.0	_____
_____	ENGL 370 Studies in Diversity	4.0	_____
_____	ENGL 401 Major Authors Seminar	4.0	ENGL 250
_____	ECON 396 Special Topics in Economics	4.0	_____
_____	HIST 314 Variable Topics in European History	4.0	_____
_____	IRST 397 Internship in Irish Studies	variable	_____
_____	IRST 398 Readings in Irish Studies	variable	_____
_____	IRST 399 Independent Project in Irish Studies	variable	_____
_____	POL 310 Modern Political Problems Seminar	4.0	POL 180
_____	THEO 396 Special Topics in Theology	4.0	_____

Course Descriptions:

IRST 200 History of Irish Sport (4) This course introduces the history of sports in Ireland and its role in Irish culture from Tailteann Games to present day.

IRST 205 Contemporary Social Issues in Ireland (4) This course introduces students to current events and social issues that impact the lives of the Irish today. Special attention is paid to those issues with current topical or local relevance. Course formats include reading, lecture, discussion, research (interview/observation/analysis), film, and guest expertise. Excursions to pertinent sites as selected by the instructor are also included. Topics include identity, religion, nationalism, heritage, tourism, development, family, gender, education, and health. (offered in Ireland)

IRST 210 Irish Culture and Identity (4) This course introduces students to various ways Irish identity has been expressed in selected aspects of Irish culture, particularly folk culture and traditions, and how what it means to be Irish changes over time and across various groups. Special emphasis will be paid to the flowering of cultural and national identity as expressed in culture from the late 19th century to today. Excursions to pertinent sites as selected by the instructor are also included. (offered in Ireland)

IRST 396 Special Topics in Irish Studies (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

IRST 397 Internship in Irish Studies (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

IRST 398 Readings in Irish Studies (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

IRST 399 Independent Project in Irish Studies (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

Journalism

Amy Dunham Strand, Ph.D., Program Coordinator

JOURNALISM / PUBLICATIONS MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours in at least 3 different disciplines.
At least twelve (12) semester hours must be taken at Aquinas.
A maximum of six (6) semester hours of internship or field experience may be earned toward the minor with prior approval from the Program Coordinator.
Only courses with a grade of C- or above will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	ENGL 205 Introduction to Journalism (WI)	4.0	_____
_____	ENGL 210 Advanced Journalism	4.0	_____ ENGL 205 or Instructor Consent
_____	ENGL 215 Publication Practicum	1.0	_____ Instructor Consent
_____	ENGL 397 Field Experience in Journalism		
_____	OR ENGL 399 Independent Project	3.0	_____ Department Chair Approval
Choose eight (8) semester hours of electives from two different disciplines			
_____	ART 215 Darkroom Photography	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	BUS 321 Advertising	4.0	_____ BUS 200, BUS 205
_____	BUS 325 Strategic Business Communication (WI)	4.0	_____ BUS 200, BUS 205
_____	COM 100 Becoming an Effective Communicator	4.0	_____
_____	COM 111 Podcast Production & Introduction to Radio	4.0	_____
_____	COM 220 Mass Media History & Effects	4.0	_____
_____	COM 315 (Un)ethical Communication	4.0	_____
_____	POL 110 Struggle for American Democracy	4.0	_____
_____	POL 180 The World in Crisis	4.0	_____
_____	POL 214 News, Media, & Politics	4.0	_____

Course descriptions are found under departmental entries in this catalog.

Kinesiology

Heather Kesselring-Quakenbush, Ph.D., Chair

Duane Ambrose, Ed.D.; Scott Brown, Ph.D.; JoAnne Gorant, Ph.D., AT, ATC

Mission Statement. The mission of the Kinesiology Department, in support of the mission of Aquinas College and grounded in the liberal arts tradition, is to prepare each student for a career that promotes movement, activity, and lifelong learning, and the role these factors play in the development of a whole person.

The department of Kinesiology offers interdisciplinary undergraduate majors in the areas of Applied Sport and Exercise Science, Business Administration/Sport Management, and Clinical Exercise Science. Minors are also offered in the areas of Applied Sport and Exercise Science, Clinical Exercise Science, and Coaching.

Students are required to maintain a 2.0 G.P.A. in their major with a minimum requirement of C- in any required course in the major. No more than three (3) courses in the major and two (2) courses in the minor may be taken as independent study. Eligibility requirements for internships may be obtained from the department's coordinator of each program. Upon successful completion of requirements, students receive a Bachelor of Science in Business Administration or a Bachelor of Science depending on their major.

Applied Sport and Exercise Science (42 semester hours):

Completion of the Applied Sport and Exercise Science major will prepare students to work in the fitness industry as Exercise Physiologists, Strength and Conditioning Coaches or Personal Trainers, prepare take the National Strength and Conditioning Association's Strength and Conditioning Specialists exam, and/or further their education in graduate school in the area.

Student Learning Outcomes.

1. Students will be able to discuss metabolic pathways related to generating energy, interpret acute testing results, and analyze chronic training adaptations in physical activity, exercise, and sport.
2. Students will be able to apply sound theoretical knowledge by assessing functional movements, constructing training programs, evaluating progression, and measuring improvements in their clients/athletes.
3. Students will be able to formulate scientific rationale for exercise selection and decipher appropriate actions from available research, textbook, and social media outlets.
4. Students will be able to implement their coursework in real world settings to prepare them for national certifications, career advancement, and further education.

Business Administration and Sports Management Dual (64 semester hours):

Completion of the Business Administration/Sport Management major prepares students for entry level jobs in the sport industry including but not limited to; tickets sales or game day operations, sales and marketing, manager or coordinator for facilities and events, for all sport industries like professional sports and amateur sports, sport apparel, corporate sponsors and outdoor pursuits.

Student Learning Outcomes.

1. Students will be able to demonstrate competence in the sales processes of needs analysis, presenting solutions, overcoming objections, closing the sales, and after sales customer service needed for entry level positions in the sport industry.
2. Students will be able to demonstrate proficiency in sport event planning and management process including creative design, time framed sequential plans, and evaluation of event success.
3. Students will be able to apply fundamental marketing and promotion concepts to the sport industry and the unique aspects of the sport consumer and sport product markets.
4. Students will be able to identify and analyze risk management concerns in the sport setting and how to mitigate the risk to themselves and the organization.
5. Students will be able to apply the skills learned in their coursework in real world settings while developing their resumes to prepare them for career advancement.

Clinical Exercise Science (60 semester hours):

Completion of the Clinical Exercise Science major will prepare students to transition directly into graduate school in the areas of Athletic Training, Physical Therapy, Occupational Therapy, and other orthopedic allied health professions. Often, students work as exercise specialists at area physical therapy clinics while completing their degrees.

Student Learning Outcomes.

1. Students will be able to demonstrate advanced knowledge of human anatomy and the skills required for the assessment of the extremities as it applies to identification of common conditions in sport.
2. Students will be able to demonstrate the ability to plan and execute physical fitness programming for various populations and at various stages of injury.
3. Students will be able to exhibit effective communication skills and sound judgment when engaging with peers and clients in both verbal and written documentation.
4. Students will be able to excel in graduate study for the areas of Athletic Training, Physical Therapy, Occupational Therapy, and other orthopedic allied health professions.

APPLIED SPORT AND EXERCISE SCIENCE MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty-two (42) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

Only courses with a grade of C- or better will count toward the major.

A GPA of at least 2.0 must be maintained.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

	BIO 115 Human Biology or BIO 155 Anatomy & Physiology I	4.0		
	KIN 1020 Weight Training	2.0		
	KIN 201 Emergency Medical Response (First Aid/CPR)	2.0		
	KIN 225 Surface Anatomy	2.0		
	KIN 230 Nutrition for Sports Performance	4.0		
	KIN 235 Physiology of Exercise	4.0		BIO 115 OR BIO 155 w/C- or above (may be corequisite)
	KIN 240 Biomechanics	4.0		
	KIN 310 Motor Learning	2.0		
	KIN 320 Group Exercise Leadership	2.0		
	KIN 330 Social Media (Mis)Information (WI)	4.0		
	KIN 431 Basic Strength & Conditioning	2.0		
	KIN 432 Advanced Strength & Conditioning (SC)	2.0		KIN 1020*, KIN 201*, KIN 235*
	KIN 433 Exercise Prescription and Testing	2.0		KIN 431 *may be corequisite
	KIN 397 Internship (2 separate internships required)	3.0		KIN 432
	KIN 397 Internship (2 separate internships required)	3.0		Department Chair Approval
				Department Chair Approval

OPTIONAL CONCENTRATIONS:

At least eight (8) semester hours must be taken at Aquinas.

Minimum GPA Requirement of 2.0

Only courses with a grade of C- or better will count toward the concentration.

Pre-Exercise Physiology

26 Credits

	BIO 155 Human Anatomy & Physiology I	4.0		
	BIO 156 Human Anatomy & Physiology II	4.0		BIO 155 w/C or higher
	CHEM 121 General Chemistry I	4.0		MAT 120 or higher (may be corequisite)
	KIN 220 Medical Terminology	2.0		
	KIN 315 Research Design in an EBP (WI)	4.0		MAT 115 or MAT 205 (may be corequisite)
	PHYS 201 General Physics I	4.0		
	MAT 115 Elementary Statistics	4.0		MAT 100 or higher

Fitness Entrepreneur

17 Credits

	CIS 114 Web Page Design	1.0		
	BUS 200 Principles of Management	4.0		
	BUS 205 Principles of Marketing	4.0		
	BUS 315 Entrepreneurship/Small Business Mgmt.	4.0		BUS 200
	BUS 322 Digital Marketing	4.0		BUS 205

BUSINESS ADMINISTRATION AND SPORT MANAGEMENT DUAL MAJOR

Bachelor of Science in Business Administration

2025-2026

Major Requirements: Sixty-four (64) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

Only courses with a grade of C- or better will count toward the major.

Minimum GPA Requirement of 2.0 for the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
Accounting Coursework			
_____	ACC 201 Intro to Accounting & Financial Analysis	4.0	_____ CIS 111 (may be corequisite)
Business Coursework			
_____	BUS 200 Principles of Management	4.0	_____
_____	BUS 205 Principles of Marketing	4.0	_____
_____	BUS 401 Financial Management	4.0	_____ ACC 201, CIS 111, ECON 200, MAT 115
_____	BUS 405 Business Ethics & Social Responsibility	4.0	_____ Junior or Senior Status
_____	BUS 410 Cases in Business Policy (SC)	4.0	_____ BUS 200, BUS 205, BUS 401*
			_____ *may be corequisite
Choose one (1) Communication course			
_____	COM 200 Public Speaking	4.0	_____
_____	COM 320 Principles of Persuasion	4.0	_____
Computer Science Coursework			
_____	CIS 111 Spreadsheets	1.0	_____
_____	CIS 211 Advanced Spreadsheets	1.0	_____ CIS 111
Economics Coursework			
_____	ECON 200 Economics for the Citizen	4.0	_____
Kinesiology Coursework			
_____	KIN 305 Sport Facility & Event Management	4.0	_____
_____	KIN 400 Sales & Funding in Sport	4.0	_____
_____	KIN 405 Marketing & Promoting Sport	4.0	_____
_____	KIN 410 Sport Law	4.0	_____
_____	KIN 397 Internship	3.0	_____ Department Chair Approval
_____	KIN 397 Internship	3.0	_____ Department Chair Approval
Choose one (1) Statistics course			
_____	MAT 115 Elementary Statistics	4.0	_____ MAT 100 or higher
_____	MAT 205 Statistics	4.0	_____ MAT 120 or higher
Choose one (1) Writing Intensive course			
_____	HIST 220 History of American Sports (WI)	4.0	_____
_____	COM 315 (Un)ethical Communication (WI)	4.0	_____

CLINICAL EXERCISE SCIENCE MAJOR

Bachelor of Science

2025-2026

Major Requirements: Sixty (60) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the major.

Minimum GPA requirement of 2.0 for the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	BIO 155 Human Anatomy & Physiology I	4.0	
	BIO 156 Human Anatomy & Physiology II	4.0	BIO 155 w/C or higher
	MAT 115 Elementary Statistics	4.0	MAT 100 or higher
	KIN 1020 Weight Training	2.0	
	KIN 201 Emergency Medical Response (First Aid/CPR)	2.0	
	KIN 220 Medical Terminology	2.0	
	KIN 225 Surface Anatomy	2.0	
	KIN 230 Nutrition for Sports Performance	4.0	
	KIN 235 Physiology of Exercise	4.0	BIO 115 or BIO 155 (may be corequisite)
	KIN 240 Biomechanics	4.0	
	KIN 310 Motor Learning	2.0	
	KIN 311 Medical Aspects of Athletics	4.0	KIN 225 (may be corequisite)
	KIN 312 Therapeutic Exercise	4.0	KIN 240 (may be corequisite)
	KIN 315 Research Design in an EBP (WI)	4.0	MAT 115 or MAT 205 (may be corequisite)
	KIN 397 Internship	3.0	Department Chair Approval
	KIN 397 Internship	3.0	Department Chair Approval
	KIN 421 Evaluation Procedures I	2.0	KIN 311 (may be corequisite)
	KIN 422 Evaluation Procedures II	2.0	KIN 311 (may be corequisite)
	KIN 431 Basic Strength & Conditioning	2.0	
	KIN 432 Advanced Strength & Conditioning (SC)	2.0	KIN 1020, KIN 201, KIN 235 (may be corequisite) KIN 431

OPTIONAL CONCENTRATIONS:

At least eight (8) semester hours must be taken at Aquinas.

Minimum GPA Requirement of 2.0

Only courses with a grade of C or better will count toward the concentrations.

Pre-Athletic Training

	BIO 171 Introduction to Cells	4.0	
	CHEM 121 General Chemistry I	4.0	MAT 120 or higher (may be coreq.)
	CHEM 122 General Chemistry II	4.0	CHEM 121
	KIN 215 Community Health	4.0	
	KIN 100 Nutrition, Exercise, & Wellness	4.0	
	PHYS 201 General Physics I	4.0	
	PSY 100 Introductory Psychology	4.0	

Pre-Occupational Therapy

	BIO 171 Introduction to Cells	4.0	
	BIO 300 Neuroscience	4.0	BIO 115 OR BIO 171, Sophomore Status, Instructor Consent
	PSY 100 Introductory Psychology	4.0	
	PSY 230 Abnormal Psychology	4.0	PSY 100
	PSY 235 Lifespan Development for Allied Health	4.0	BIO 171 or KIN 225
	SOC 100 Introduction to Sociology	4.0	
	COM 100 Becoming an Effective Communicator	4.0	

Pre-Physical Therapy

_____	BIO 171 Introduction to Cells	4.0	_____	_____
_____	CHEM 121 General Chemistry I	4.0	_____	MAT 120 or higher (may be coreq.)
_____	CHEM 122 General Chemistry II	4.0	_____	CHEM 121
_____	PHYS 201 General Physics I	4.0	_____	_____
_____	PHYS 202 General Physics II	4.0	_____	PHYS 201
_____	PSY 100 Introductory Psychology	4.0	_____	_____
_____	PSY 235 Lifespan Development for Allied Health	4.0	_____	BIO 171 or KIN 225

Outcome assessment for Clinical Exercise Science: Feedback from course surveys, exit interviews, alumni surveys, graduate school acceptance rates and rate of employment in the field for recent graduates.

ATHLETIC COACHING MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least nine (9) semester hours must be taken at Aquinas.

This minor is designed for students interested in coaching.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	KIN 1020 Weight Training	2.0	_____
_____	KIN 201 Emergency Medical Response (First Aid/CPR)	2.0	_____
_____	KIN 205 Sports Techniques and Research	4.0	_____
_____	KIN 210 Theory of Coaching	4.0	_____
_____	KIN 300 Psychology of Sport	4.0	PSY 100 recommended
_____	KIN 311 Medical Aspects of Athletics	4.0	KIN 225 (may be corequisite)

APPLIED SPORT AND EXERCISE SCIENCE MINOR

2025-2026

Minor requirements: Twenty-four (24) semester hours.

At least nine (9) semester hours must be taken at Aquinas.

This minor is not available for Clinical Exercise Science or Applied Sport Science majors.

A GPA of at least 2.0 must be maintained.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	BIO 115 Human Biology	4.0	_____
_____	KIN 1020 Weight Training	2.0	_____
_____	KIN 201 Emergency Medical Response (First Aid/CPR)	2.0	_____
_____	KIN 225 Surface Anatomy	2.0	_____
_____	KIN 235 Physiology of Exercise	4.0	BIO 115 or BIO 155 w/C- or above (may be corequisite)
_____	KIN 240 Biomechanics	4.0	_____
_____	KIN 320 Group Exercise Leadership	2.0	_____
_____	KIN 431 Basic Strength & Conditioning	2.0	_____
_____	KIN 432 Advanced Strength & Conditioning (SC)	2.0	KIN 1020, KIN 201, KIN 235 (may be corequisite), KIN 431

CLINICAL EXERCISE SCIENCE MINOR

2025-2026

Minor Requirements: Twenty-two (22) semester hours.
At least nine (9) semester hours must be taken at Aquinas.
This minor is not available to Clinical Exercise Science or Applied Sport Science majors.
A GPA of at least 2.0 must be maintained.
Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	KIN 201 Emergency Medical Response (First Aid/CPR)	2.0	_____
_____	KIN 220 Medical Terminology	2.0	_____
_____	KIN 225 Surface Anatomy	2.0	_____
_____	KIN 240 Biomechanics	4.0	MAT 110 or higher
_____	KIN 311 Medical Aspects of Athletics	4.0	KIN 225 (may be corequisite)
_____	KIN 312 Therapeutic Exercise	4.0	KIN 240 (may be corequisite)
_____	KIN 421 Evaluation Procedures I	2.0	KIN 311 (may be corequisite)
_____	KIN 422 Evaluation Procedures II	2.0	KIN 311 (may be corequisite)

Course Descriptions:

KIN 100 Nutrition, Exercise, Stress & Wellness (4) Topics of nutrition, exercise, stress, sleep, substance abuse as well as prevention of heart disease, cancer, and diabetes will be explored. Students will analyze their nutritional habits, conduct a personal fitness assessment, develop a personalized exercise plan, and engage in light fitness activities.

KIN 201 Emergency Medical Response A (2) Introduction to theory and methods of first aid including CPR and other emergency techniques and procedures. The American Red Cross Emergency Medical Response course is offered.

KIN 202 Emergency Medical Response B (2) Emergency Medical Response semester B - Recertification
Prerequisite(s): KIN 201.

KIN 205 Sports Techniques (4) This course is designed to give students the basic skills needed to teach or coach any team or individual sport (invasion games, net/wall, target, field & run scoring games) to students-players in a variety of settings from K-12 to college athletics. Discussions and application will center on sport concepts, rules, skills, strategies, task analysis and cues, teaching progressions, pedagogical techniques for skills and strategies, and lesson (practice) planning for sports education. Students will explore how to use technology to be a better teacher or coach. The learning environment is part lecture and discussion with extensive hands-on learning exploring different individual and team sports.

KIN 210 Theory of Coaching (4) This course is designed to introduce and develop the skills and mindset needed to become a successful coach. It is intended to provide the foundation for those who wish to become an entry level coach. Through a series of readings, lectures, discussions, classroom activities, and out of class projects the learners will gain insight into the many activities a coach performs. Differences in levels of competitive sport coaching are explored including youth house and travel, junior high and high school, and the college and professional levels. There is an emphasis on a philosophy-value based approach to coaching where ethics are discussed as they pertain to the practices and behaviors coaches exhibit. There is also an emphasis on the coach as a teacher and the pedagogical practices that coaches should employ.

KIN 215 Community Health (4) This course considers both the macro and micro perspectives of the public health system. Students will learn how the public health system is designed, evaluated, funded and how it functions at the federal, state, and local level and how these three systems are integrated. Private health promotion, self-care and demand management will also be explored.

KIN 220 Medical Terminology (2) Medical terminology precisely describes the human body including all its components, processes, conditions affecting it, and procedures performed upon it. This course provides students proficiency in the "language of medicine".

KIN 225 Surface Anatomy (2) This course is designed to introduce students to the bones and landmarks, joints and movements, and the muscles of the human body.

KIN 230 Nutrition for Sport Performance (4) 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. The students will engage in group activities designed to enhance trainer/client to clinician/patient verbal and written communication, construct nutrition plans based on clients individual needs and be able to explain the relevance of their choices based in evidence found in research.

KIN 235 Physiology of Exercise (4) The study of acute and chronic physiological responses to exercise and sport. Emphasis will be placed on informing students about bioenergetics, exercise metabolism, energy expenditure, neuromuscular and endocrine response, and cardiovascular and pulmonary adaptations to training. Accompanying laboratory activities will enable students to practice a deeper understanding of heart function (sphygmomanometry), lung function (spirometry), blood lactate accumulation (lactate threshold), anaerobic fitness (Wingate), and maximal oxygen consumption (VO₂max). Lab required. Corequisite or Prerequisite(s): BIO 115 or BIO 155 with C- or above.

KIN 240 Biomechanics (4) The application of mechanical principles to the human body during exercise and sport. Rigid-body mechanics (statics and dynamics), force and motion (kinetics and kinematics), and analysis (qualitative and quantitative) of human movement will inform students of importance of biomechanics in everyday life. Students will practice their understanding of speed, acceleration, impulse, momentum, work, power, energy, and friction with laboratory activities covering planes, axes, and levers during motion, gait analysis in walking and running, linear and angular assessment of sport movements, and stability and balance corrective techniques. Mastery in biomechanical principles will be displayed with the presentation of a final group project.

KIN 300 Psychology of Sport (4) The course examines the psychological aspects of athletic participation and performance, coaching/motivating athletes, and the psychological aspects of sport injury and rehabilitation. Case studies will be analyzed.

KIN 305 Sport Facility and Event Management (4) This course is a comprehensive overview of facility and event management in sport business. Students will explore the relationship between facilities and events as well as the distinctions between them in a variety of sport settings: professional sport, education athletics, and the club industry. Students will tour local sports facilities and learn from industry managers. This is a project based class where entry level job skills are developed through creating facilities and events management plans.

KIN 310 Motor Learning (2) Designed to provide students with the knowledge and understanding of human growth, development, and motor learning. Emphasis is placed on the theories of motor learning and how they relate to sport skill acquisition and refinement. Learning occurs through lectures, discussions and labs.

KIN 311 Medical Aspects of Athletics (4) Using principles involved in theories of conditioning, students will be introduced to prevention of injuries and procedures for handling common athletic injuries as they occur. Includes basic taping, injury recognition, evaluation and acute care. The students will engage in group lab work to hone their skills in taping, evaluation and acute care. These laboratory experiences will focus on building peer to peer communication skills and enhance trainer/client to clinician/patient verbal and written communications and problem solving. Corequisite or Prerequisite(s): KIN 225.

KIN 312 Therapeutic Exercise (4) This course is designed to educate students in the role that therapeutic exercise plays in the successful return of athletes to sports. Through lecture and lab, students will examine how the principles of strength and conditioning can be altered to meet the physical demands related to the phases of tissue healing. Students will master the ability to recognize the stages of healing, collaborate with rehabilitation professionals to institute exercise programs based on client evaluations and special needs. Corequisite or Prerequisite(s): KIN 240.

KIN 315 Research & Design in an EBP World (4) Introduction to the research process and how research fits into clinical practice though better understanding of: scientific method, analysis of common research designs, and outcome measures. The course will also examine the importance of clinician/patient based research and how to write a research proposal. This course is designed to help students prepare for graduate education. The course will be in a mixed format including lecture, lab, small group and individual instruction. Corequisite or Prerequisite(s): MAT 115 or MAT 205.

KIN 320 Group Exercise Leadership (2) This course is designed to develop the knowledge, skills and confidence needed to teach group exercise classes in a fitness setting. Students will learn about exercise modalities, cueing, transitions, music selection and tempo. Preparation for NASM certification is included.

KIN 325 Administration of Exercise/Fitness (4) Administrative theory and practice in the areas of budgeting, human resource processes, facility planning, risk management, inventory management, event management, and marketing. Experiential learning includes field trips and hands on projects in facility design, event planning and marketing.

KIN 330 Social Media (Mis)Information (4) This course will help students navigate through the vast network of online/social media based fitness trends to identify quality activities and exercises. Students will formulate appropriate and well-developed questions, apply an investigative approach to answer the questions using sound rationale, synthesize the available scientific literature, and establish educated conclusions in their search for health and fitness truths. As a writing intensive course, students will have several opportunities to reflect on interviews and content across platforms, source and scrutinize current information, and construct personalized social media information philosophies as they relate to the health and fitness industry.

KIN 396 Special Topics in Kinesiology (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

KIN 397 Internship in Kinesiology (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

KIN 398 Readings in Kinesiology (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

KIN 399 Independent Project in Kinesiology (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

KIN 400 Sales and Funding in Sport (4) Students will develop entry level skills in the sales process and the fundraising function through applied projects in the course. The course will focus on the overarching sales process then take a deeper exploration into ticket and sponsorship sales. Distinctions will be made for the varied tiers of professional sport, educational athletics, the club industry, and sport product sales. Further, the class will delve into the advancement process and consider how the technique varies from the selling process.

KIN 405 Marketing and Promoting Sport (4) This course is a comprehensive overview of marketing, promotion and public relations in sport business. Distinctions will be made for the varied sport settings of top tier professional sports teams and the minor leagues. In addition students look at education athletics, the club industry, recreation, sports manufacturing and the retail world. Project based learning is used with the varied settings to develop entry level job skills.

KIN 410 Sport Law (4) An examination of legal principles in sport that lead to situations, problem solving and decision making in sport management. Course includes work in case studies and contract development.

KIN 421 Evaluation I (2) Lower extremity assessment for muscle and joint athletic injuries with clinical decision-making and proficiency in patient and peer communication. Corequisite(s) or Prerequisite(s): KIN 311.

KIN 422 Evaluation II (2) Upper extremity assessment for muscle and joint athletic injuries with clinical decision-making and proficiency in patient and peer communication. Corequisite(s) or Prerequisite(s): KIN 311.

KIN 431 Basic Strength & Conditioning (2) This course focuses on developing skills in an applied strength and conditioning setting. Topics will cover human anatomy and exercise physiology, bioenergetics and endocrine response, biomechanics of sport movement, anaerobic and aerobic adaptation, warm-up, cool-down, and flexibility structure, and periodization. Hands-on laboratory exercises will allow students to practice assessing an athlete's body composition, flexibility, balance, anaerobic fitness, aerobic fitness, agility, power, and strength.

KIN 432 Advanced Strength & Conditioning (2) Practice the skills necessary for competency as a strength and conditioning specialist with topics covering program design, body position and form instruction, coaching cues, and technique correction. Students will be given the opportunity to master their skills and communication with the senior capstone project which includes a one-on-one interview with an assigned student-athlete/classmate to develop a needs analysis, exercise selection, warm-up progression, pre- and post-test assessment, and micro-, meso-, and macrocycle. Students can then take ownership in their project by delivering their five-week mesocycle to their assigned student-athlete/classmate as they become a real strength and conditioning specialist. At the conclusion of this course, students will be prepared to take the National Strength and Conditioning Association's Certified Personal Trainers (NSCA-CPT®) and Certified Strength and Conditioning Specialists® (CSCS®) exams. Prerequisite(s): KIN 431. Corequisite(s): KIN 1020, KIN 201, KIN 235.

KIN 433 Exercise Testing and Prescription (2) Students will practice their understanding of exercise prescription for children and adolescents, older adults, pregnancy, low back pain, patients with cardiac, peripheral, cerebrovascular, and pulmonary disease, individuals with metabolic disease and cardiovascular disease risk factors, and populations with other chronic diseases and health conditions. Mastery will come from translating client goals and initial assessments to exercise program design and prescription. Students will be able to competently demonstrate and deliver a range of exercise modalities using professional skills and communication and alter the exercise prescription based on the client's needs. At the conclusion of this course, students will be prepared to take the American College of Sports Medicine's Certified Personal Trainers® (ACSM-CPT®) and Certified Exercise Physiologists® (ACSM-EP®) exams. Prerequisite(s): KIN 432.

KIN 1000 Aerobic Fitness Activity A (1) This course is designed to improve muscular endurance and definition and cardiovascular fitness through a mix of activities. Class sessions involve exercising all major muscle groups in one continuous cycle, alternating between different muscle groups to allow for muscle recovery while challenging the cardiovascular system.

KIN 1001 Aerobic Fitness Activity B (1) Aerobic Fitness activity semester B. Prerequisite(s): KIN 1000.

KIN 1002 Aerobic Fitness Activity C (1) Aerobic Fitness activity semester C. Prerequisite(s): KIN 1001.

KIN 1003 Aerobic Fitness Activity D (1) Aerobic Fitness activity semester D. Prerequisite(s): KIN 1002.

KIN 1004 Core Fusion Activity A (1) A blend of yoga and core strengthening. The yoga work will focus on elongating hamstrings, opening hip muscles and connecting breath with movement through flow. The core work comes from Pilates which is a method of strengthening the body in a way that helps the body move freely in its natural state. This combination of Yoga/Pilates will teach the student how to move from the center of the body in order to strengthen, elongate and protect the body.

KIN 1005 Core Fusion Activity B (1) Core fusion activity semester B. Prerequisite(s): KIN 1004.

KIN 1006 Core Fusion Activity C (1) Core fusion activity semester C. Prerequisite(s): KIN 1005.

KIN 1007 Core Fusion Activity D (1) Core fusion activity semester D. Prerequisite(s): KIN 1006.

KIN 1008 Fencing Activity A (1) Students will learn the essential techniques of modern fencing: the foot moves, blade work, and confetti-cutting skills of épée-, foil-, and saber-style fencing. Each session is designed to improve mind-body coordination and flexibility while providing aerobic exercise.

KIN 1009 Fencing Activity B (1) Fencing Activity semester B. Prerequisite(s): KIN 1008.

KIN 1010 Fencing Activity C (1) Fencing Activity semester C. Prerequisite(s): KIN 1009.

KIN 1011 Fencing Activity D (1) Fencing Activity semester D. Prerequisite(s): KIN 1010.

KIN 1012 Hiking Activity A (1) Students will hike on a variety of trails around west Michigan of varying length and difficulty. Students will learn hiking safety and preparedness while reflecting on the physical and mental benefits of the activity.

KIN 1013 Hiking Activity B (1) Hiking activity semester B. Prerequisite(s): KIN 1012.

KIN 1014 Hiking Activity C (1) Hiking activity semester C. Prerequisite(s): KIN 1013.

KIN 1015 Hiking Activity D (1) Hiking activity semester D. Prerequisite(s): KIN 1014.

KIN 1016 Recreational Cycling Activity A (1) Students will ride bicycles on a variety of outdoor trails around west Michigan at a recreational speed and learn bicycle maintenance and safety. AQ Bikes rental is included in the course.

KIN 1017 Recreational Cycling Activity B (1) Recreational Cycling activity semester B. Prerequisite(s): KIN 1016.

KIN 1018 Recreational Cycling Activity C (1) Recreational Cycling activity semester C. Prerequisite(s): KIN 1017.

KIN 1019 Recreational Cycling Activity D (1) Recreational Cycling activity semester D. Prerequisite(s): KIN 1018.

KIN 1020 Weight Training Activity A (2) An introduction to the fitness center and overview of weight training principles. This course is designed to help build a basic understanding of weight room etiquette, machine and free weight usage, weight training theory and practice, and implementation for self-improvement. Exercise knowledge, personal accountability, and self-confidence in the fitness center will be a primary focus of the course. Students will range from beginners to advanced.

KIN 1021 Weight Training Activity B (2) Weight Training activity semester B. Prerequisite(s): KIN 1020.

KIN 1024 Yoga Activity A (1) The word yoga means “union”. The essence of yoga is to unify the body, breath and mind, to awaken to a renewed sense of balance and harmony. The course will introduce students to basic yoga poses, proper alignment and breathing techniques that will facilitate the development of this union.

KIN 1025 Yoga Activity B (1) Yoga activity semester B. Prerequisite(s): KIN 1024.

KIN 1026 Yoga Activity C (1) Yoga activity semester C. Prerequisite(s): KIN 1025.

KIN 1027 Yoga Activity D (1) Yoga activity semester D. Prerequisite(s): KIN 1026.

KIN 1028 Meditation for Stress Relief A (1) This is a contemplative course that analyzes the mind and its workings which is central to the practice of meditation. Meditation encourages watching the mind and accepting what is, in order to free the mind of distractions which cause emotional and physical suffering. Through direct experience, students will gain a deeper understanding of the mind and how their own thoughts and feelings affect them. Through the techniques offered in this class, students will create an internal sense of acceptance, calm, and well being.

KIN 1029 Meditation for Stress Relief B (1) Meditation for Stress Relief semester B. Prerequisite(s): KIN 1028.

KIN 1030 Meditation for Stress Relief C (1) Meditation for Stress Relief semester C. Prerequisite(s): KIN 1029.

KIN 1031 Meditation for Stress Relief D (1) Meditation for Stress Relief semester D. Prerequisite(s): KIN 1030.

KIN 1032 Ballroom Dancing Activity A (2) An introductory course covering various American Standard Ballroom Dance styles including Waltz, Foxtrot, Tango, Cha Cha and Swing. Students will learn basic patterns and variations for each along with concentration on form, posture, dance etiquette and style.

KIN 1033 Ballroom Dancing Activity B (2) Ballroom dancing activity semester B. Prerequisite(s): KIN 1032.

KIN 1034 Folk and Square Dance Activity A (2) Students will learn and practice in the basic steps of folk and square dance. Students will gain insight into the cultural and historical perspective of each country's dance style. The ability to gradually perform more technical dance steps and routines will be emphasized.

KIN 1035 Folk and Square Dance Activity B (2) Folk and Square Dance activity semester B. Prerequisite(s): KIN 1034.

KIN 1040 Intercollegiate Athletics I (1) Credit awarded to in-season varsity athletes who participate in intercollegiate athletics.

KIN 1041 Intercollegiate Athletics II (1) Credit awarded to in-season varsity athletes who participate in intercollegiate athletics. Prerequisite(s): KIN 1040.

KN 252 Nutrition for Nurses (3) Basic principles of nutrition and its application to health and wellness as it relates to practitioners in the nursing field.

Legal Studies

Roger Durham, Ph.D., Program Coordinator

Contact the Program Coordinator during your first year.

Legal Studies Minor. This interdisciplinary minor is designed for students who are seeking to gain a greater understanding of the role of law in our society. In addition, the program is designed for students who are interested in pursuing graduate studies in law or law related careers (e.g. politics, business, law enforcement, and government work).

Full course descriptions are available within the departmental entries in this catalog.

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.

Student Learning Outcomes. There are 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.

1. Students will demonstrate a broad understanding of history (particularly American).
2. Students will demonstrate a fundamental understanding of political thought and philosophy.
3. Students will demonstrate a basic understanding of ethical theory and theories of justice.
4. Students will demonstrate a grounding in economics, particularly elementary micro-economic theory.
5. Students will demonstrate some basic mathematical and financial skills.
6. Students will demonstrate a basic understanding of human behavior and social interaction.
7. Students will demonstrate an understanding of diverse cultures within and beyond the United States.
8. Students will demonstrate 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. PHIL 200 (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 course entitled "Moot Court," where Aquinas teams compete against other undergraduate schools in federal appellate advocacy at tournaments sponsored by the Intercollegiate Moot Court Association.

LEGAL STUDIES MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.
At least twelve (12) semester hours must be taken at Aquinas.
Only courses with a grade of C- or better will count toward the minor.
Students must maintain a minimum of 2.0 GPA in the minor.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

	BUS 300 The Legal Environment of Business	4.0		
	POL 305 Constitutional Law- Civil Rights	4.0		
	POL 307 Moot Court	4.0		
Choose two (2) courses from the following:				
	KIN 410 Sport Law	4.0		
	PHIL 210 What is Justice?	4.0		
	SOC 220 Criminology	4.0		

Mathematics

Joseph Fox, Ph.D.; Chair

Kelsey Brouwer, Ph.D.; Yashowanto Ghosh, Ph.D.; Joseph J. Spencer, Ph.D.

Mission Statement. The mission of the Mathematics Department at Aquinas College is directly linked to the mission of the college in that it provides a program for all students that is an essential part of a liberal arts education. It promotes the study of mathematics in depth in preparation for graduate school or an immediate career, supports the mathematical needs of other disciplines, and supplies a curriculum for all students to enhance their understanding of mathematical thought.

All students must take a placement test in mathematics prior to registration for their first mathematics course at Aquinas College.

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 Mathematics Department.

Program requirements. Each mathematics major or minor requires departmental approval.

To qualify for either a major or a minor in mathematics a student must have, at graduation time, a cumulative G.P.A. of C+ (2.3) or higher in those courses which they are 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.

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.

Student Learning Outcomes.

1. Students will be able to approach complex problems with creativity and persistence.
2. Students will be able to give an insightful statement about how mathematics fits into a liberal arts curriculum.
3. Students will be able to verbally explain and discuss mathematics using precise language and an audience-appropriate delivery.
4. Students will be able to produce mathematical writing that uses proper terminology, notation, and proof techniques.
5. Students will be able to provide several specific examples of connections among various branches of mathematics, such as calculus, linear algebra, and abstract algebra.
6. Students will be able to effectively use technology to support mathematical inquiry.

MATHEMATICS MAJOR

Bachelor of Science

2025-2026

Major Requirements: Thirty-six (36) semester hours.

At least sixteen (16) semester hours must be taken at Aquinas.

A cumulative GPA of 2.3 is required for the major.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	MAT 121 Calculus I	4.0	_____ MAT 120
_____	MAT 122 Calculus II	4.0	_____ MAT 121
_____	MAT 221 Multivariate Calculus	4.0	_____ MAT 122
_____	MAT 230 Linear Algebra	4.0	_____ MAT 122
_____	MAT 315 Abstract Algebra (WI)	4.0	_____ MAT 230
_____	MAT 420 Mathematics Capstone (SC)	4.0	_____ Junior or Senior Status
Choose twelve (12) semester hours from the following:			
_____	MAT 210 Data Analysis with R	4.0	_____
_____	MAT 225 Discrete Mathematics	4.0	_____ MAT 121
_____	MAT 235 Differential Equations	4.0	_____ MAT 221
_____	MAT 305 History of Mathematics	4.0	_____ MAT 122 (may be co-requisite)
_____	MAT 310 Number Theory	4.0	_____ MAT 122
_____	MAT 320 Linear Regression	4.0	_____ MAT 230, MAT 205 or MAT 412
_____	MAT 400 Topics in Geometry	4.0	_____ MAT 122
_____	MAT 405 Real Analysis	4.0	_____ MAT 221
_____	MAT 410 Applied Data Science	4.0	_____ MAT 205 or MAT 412
_____	MAT 411 Probability	4.0	_____ MAT 221
_____	MAT 412 Mathematics Statistics	4.0	_____ MAT 411

SECONDARY MATHEMATICS EDUCATION MAJOR

Bachelor of Science
2025-2026

- Major Requirements:** Forty (40) semester hours.
- | At least sixteen (16) semester hours must be taken at Aquinas.
 - | A cumulative GPA of 2.3 is required for the major.
 - | Only courses with a grade of C or better will count toward the major.
 - | A student who intends to obtain secondary teaching certification is also required to complete the Secondary Education major offered by the School of Education.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	MAT 121 Calculus I	4.0	MAT 120
	MAT 122 Calculus II	4.0	MAT 121
	MAT 205 Statistics	4.0	MAT 120
	MAT 221 Multivariate Calculus	4.0	MAT 122
	MAT 225 Discrete Mathematics	4.0	MAT 121
	MAT 230 Linear Algebra	4.0	MAT 122
	MAT 305 History of Mathematics	4.0	MAT 122
	MAT 315 Abstract Algebra (WI)	4.0	MAT 230
	MAT 400 Topics in Geometry	4.0	MAT 122
	MAT 420 Mathematics Capstone (SC)	4.0	Junior or Senior Status

MATHEMATICS MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least ten (10) semester hours must be taken at Aquinas.

A cumulative GPA of 2.3 is required for the minor.

Only courses with a grade of C- or better will count toward the minor. Students pursuing a secondary mathematics certification must have a C or better in each course.

Students pursuing a secondary mathematics certification should take the following electives: MAT205 or MAT412, MAT225, MAT305, and MAT400

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	MAT 121 Calculus I	4.0	_____ MAT 120
_____	MAT 122 Calculus II	4.0	_____ MAT 121
Choose twelve (12) semester hours from the following:			
_____	MAT 120 Precalculus	4.0	_____ MAT 110
_____	MAT 205 Statistics	4.0	_____ MAT 120 or higher
_____	MAT 210 Data Analysis with R	4.0	_____
_____	MAT 221 Multivariate Calculus	4.0	_____ MAT 122
_____	MAT 225 Discrete Mathematics	4.0	_____ MAT 121
_____	MAT 230 Linear Algebra	4.0	_____ MAT 122
_____	MAT 235 Differential Equations	4.0	_____ MAT 221
_____	MAT 305 History of Mathematics	4.0	_____ MAT 122 (may be co-requisite)
_____	MAT 310 Number Theory	4.0	_____ MAT 122
_____	MAT 315 Abstract Algebra (WI)	4.0	_____ MAT 230
_____	MAT 320 Linear Regression	4.0	_____ MAT 230, MAT 205 or MAT 412
_____	MAT 398 Readings in Mathematics	1.0-12.0	_____
_____	MAT 399 Independent Proj in Mathematics	1.0-12.0	_____
_____	MAT 400 Topics in Geometry	4.0	_____ MAT 122
_____	MAT 405 Real Analysis	4.0	_____ MAT 221
_____	MAT 410 Applied Data Science	4.0	_____ MAT 205 or MAT 412
_____	MAT 411 Probability	4.0	_____ MAT 221
_____	MAT 412 Mathematics Statistics	4.0	_____ MAT 411
_____	MAT 420 Mathematics Capstone	4.0	_____ Junior or Senior Status

Course Descriptions:

MAT-100 Mathematics Foundations (4) A course designed to provide the mathematical foundation and personal confidence needed for Modeling with Algebra and the algebra-based courses that follow it. The course will develop elementary algebra skills such as using properties of the real numbers, graphing linear equations, solving linear and quadratic equations, solving systems of linear equations, working with polynomials, and factoring. There will also be a focus on applications of these skills.

MAT 105 Mathematics for the Liberal Arts (4) A course that provides an opportunity for students to see mathematics used in ways not emphasized in traditional algebra-based courses. This is a survey of topics designed to introduce students to the methods of critical thinking, problem solving, analysis, proficient communication, ethical thought, and sustainability through mathematical models and other tools. Topics may include using probability to understand randomness and chance, the mathematics of infinity, topology, mathematical modeling with graph theory, and connections between mathematics and the arts, humanities, and social sciences. Prerequisite: MAT 100 or sufficient placement score.

MAT 110 Modeling with Algebra (4) A development of intermediate algebra stressing real life data, problem solving, and the use of technology to aid in mathematical understanding. Students will work with equations, systems of equations, and functions that arise from mathematical models. Topics include linear, quadratic, polynomial, exponential, and logarithmic functions as well as algebraic properties of exponents and logarithms, roots, polynomials, and rational expressions. Prerequisite: MAT 100 or sufficient placement score.

MAT 115 Elementary Statistics (4) An introduction to statistics designed for students who have had no more than two years of high-school mathematics. Topics includes the fundamental concepts of descriptive and inferential statistics such as describing qualitative and quantitative characteristics of data, probability distributions, data collection, and statistical inference. Prerequisite: MAT 100 or sufficient placement score.

MAT 120 Precalculus (4) A preparation for calculus focusing on various types of functions and trigonometry. Topics include polynomial functions; transformations of functions; systems of linear equations and inequalities; and polynomial, rational, exponential, logarithmic, and trigonometric functions. Prerequisite(s): MAT 110 or sufficient placement test score.

MAT 121 Calculus I (4) A first semester course in calculus suitable for mathematics majors. Topics include a review of functions and trigonometry; an introduction to limits; derivatives of polynomial, rational, trigonometric, exponential, and logarithmic functions; optimization and other applications; and integration (including the Fundamental Theorem of Calculus and the Substitution Method) and its applications in geometry and physics. Prerequisite(s): MAT 120 or sufficient placement test score.

MAT 122 Calculus II (4) A continuation of MS 121 (Calculus I). Topics include derivatives of inverse trigonometric and hyperbolic functions; integration techniques, including substitution, integration by parts, partial fractions, and trigonometric substitution; approximate integration; improper integrals; applications of definite integrals; the calculus of parametric and polar curves; infinite series and their convergence tests; and power series and their applications. Prerequisite(s): MAT 121.

MAT 205 Statistics (4) A statistics course for students who have had at least three years of high-school mathematics. Topics to be covered include frequency distributions, variability, probability, sampling, estimation, testing of hypotheses, analysis of variance, regression and correlation analysis, nonparametric tests, bootstrap methods, and permutation tests. Prerequisite(s): MAT 120 or sufficient placement test score.

MAT 210 Data Analysis with R (4) A project-based introduction to data analysis using the statistical programming language R. Topics include data visualization, data transformation, importing data and performing exploratory data analysis, writing scripts to customize an analysis, and statistical modeling via linear regression. Throughout, there will be an emphasis on best practices in communicating data analyses.

MAT 214 Math for Elementary Teachers (4) A mathematics content course for prospective elementary school teachers. Students will acquire content knowledge necessary to teach PreK-6 mathematics. Topics include problem solving, number theory, rational numbers and their operations, geometry, measurement, probability, statistics, and algebra.

MAT 221 Multivariable Calculus (4) An exploration of the calculus of multivariable and vector-valued functions. Topics include vector and solid geometry, vector-valued functions, the calculus of curves in space, functions of several variables, partial differentiation, multiple integration, and vector calculus, including Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Prerequisite(s): MAT 122.

MAT 225 Discrete Mathematics (4) An introduction to mathematical structures that are discrete, as opposed to continuous, by nature. Topics will include logic, set theory, proof techniques (including mathematical induction), relations and functions, combinatorics, and graph theory. Prerequisite(s): MAT 121.

MAT 230 Linear Algebra (4) An introduction to the algebra of vectors and matrices. Topics include systems of equations, matrices, determinants, basis and dimension of vector spaces, linear transformations, and eigenvalues and eigenvectors. Prerequisite(s): MAT 122.

MAT 235 Differential Equations (4) An introduction to ordinary differential equations using analytical, graphical, and numerical methods with applications to mathematical modeling. Topics include first and second order equations; topics in linear algebra, such as matrix algebra, basis and dimension, and eigenvalues and eigenvectors; systems of differential equations; phase planes for linear and nonlinear systems; and Laplace transforms. Prerequisite(s): MAT 221.

MAT 305 History of Mathematics (4) A survey of the historical development of mathematics from ancient to modern times. Topics include the mathematics of the Bronze Age, Ancient Greece, the Islamic world, post-Medieval Europe, the Renaissance, the Scientific Revolution, and 19th century Europe. An emphasis will be placed on the ways that historical forces have shaped mathematical progress and how mathematical priorities and areas of endeavor have evolved over time. Corequisite(s): MAT 122.

MAT 310 Number Theory (4) An introduction to the study of integers and integer-valued functions. Topics include divisibility, congruences, quadratic reciprocity, arithmetic functions, Diophantine equations, probabilistic number theory, multiplicative number theory, and Riemann's zeta function. Prerequisite(s): MAT 122.

MAT 315 Abstract Algebra (4) An introduction to abstract algebra with a focus on groups. Topics include definitions and examples of groups, subgroups, Lagrange's Theorem, cyclic groups, permutation groups, isomorphisms, direct products of groups, the Fundamental Theorem of Finite Abelian Groups, cosets and quotient groups, homomorphisms, and the First Isomorphism Theorem. Much emphasis will be placed on proper mathematical writing. Prerequisite(s): MAT 230.

MAT 320 Linear Regression (4) The study of regression techniques and applications in statistics. Topics include linear regression, analysis of variance (ANOVA), multiple regression, analysis of covariance (ANCOVA), linear hypotheses, logit and probit models, and regression diagnostics. Prerequisite(s): MAT 230 and either MAT 205 or MAT 412.

MAT 396 Special Topics in Mathematics (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

MAT 397 Internship in Mathematics (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

MAT 398 Readings in Mathematics (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

MAT 399 Independent Project in Mathematics (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

MAT 400 Topics in Geometry (4) A course devoted to the geometries which are consequences of Euclid's Parallel Postulate and its negations, namely Euclidean, hyperbolic, and elliptic geometry. These geometries are explored through models with compass and straightedge construction: we build the objects which we study. Proofs of properties involving congruent triangles, concurrence of lines, and special quadrilaterals in all three geometries lead to more sophisticated topics such as Miquel point, squaring the circle, poles and polars, and horocycles. Graded work includes a weekly wiki which all students write and read as part of their coursework. Prerequisite(s): MAT 122.

MAT 405 Real Analysis (4) A rigorous development of the theory of single-variable real-valued functions. Topics include properties and the topology of the real numbers, sequences, limits, continuity, derivatives, Riemann integrals, and sequences of functions. Prerequisite(s): MAT 221.

MAT 410 Applied Data Science (4) A practical application of data science to a significant real-life problem provided by an external partner. Students will spend the semester working in teams to solve the problem, maintaining regular communication with the external partner. Students will be expected to use acquired skills in mathematics, statistics, and computer programming and to learn new skills in these areas as needed. The culminating outcome of the course will be a written report of the problem's solution and a professional presentation to the external partner. Recommended prerequisite: MAT 210. Prerequisite(s): MAT 205 or MAT 412.

MAT 411 Probability (4) An introduction to probability theory and distributions. Topics include large and small sample theory, multivariate distributions, and transformations. Prerequisite(s): MAT 221.

MAT 412 Mathematical Statistics (4) A calculus-based exposition of the theory of statistics. Topics include tests of hypotheses, point and interval estimation, non-parametric statistics, regression and correlation, analysis of variance, analysis of categorical data, and Bayesian inference. Prerequisite(s): MAT 411.

MAT 420 Mathematics Capstone (4) A culminating experience for mathematics majors with two main emphases. The first is an in-depth exploration of career options for mathematics majors. Each student, with the instructor's assistance, will formulate and carry out a plan to gain first-hand knowledge of the kinds of work mathematics majors do after college. The knowledge will come by way of job shadowing, classroom observations, attendance at career fairs, graduate school visits, conference participation, or other opportunities that will give students the opportunity to see how a degree in mathematics might be used in the world. The second is an investigation of an advanced mathematical topic not covered in any depth in previous mathematics courses. This investigation will either be carried out by each student individually in the form of a research project or will be led and developed by the instructor. Prerequisite(s): Junior or senior class standing.

Music

Thomas Polett, D.M.A., Chair

Vision Statement. Empowering musical artists and scholars in a spiritual environment. Nurturing rich learning exchanges among gifted faculty, exceptional students, and the communities we serve.

Mission Statement. The mission of the Music Department in support of the mission of Aquinas College is to provide both to the music major and general education students: first, a deeper understanding and experience of music from the abundant diversity of cultures present today and through the ages; and, second, the verbal and technical skills to communicate that knowledge of music.

The Music Department's role is a unique and treasured component of a solid education within the context of the Catholic Dominican tradition. To further fulfill the Aquinas College mission, the Music Department offers programs of study to prepare students for graduate schools and careers in such fields as teaching, liturgical music, conducting, jazz studies, and performance.

Getting Started in the Music Department. Aquinas College offers various programs of study leading to degrees in music that, together with a liberal arts curriculum, provide a solid foundation for careers in music. The Music Department offers courses for Aquinas students, majors and minors alike, who wish to broaden their appreciation and understanding of music through study and through participation in one of the performance ensembles. Private lessons are offered for credit.

All students considering any music major or minor should register for MUSC100: An Introduction to Musicianship (four (4) semester hours in the General Education program) as an introduction to the major. The Music Theory Placement Test is given throughout the year to evaluate students should they already qualify to pass into MUSC110: Musicianship I.

BMEd students should also consult with the School of Education advisors to ensure a complete plan of their degree and certification.

A formal Declaration of Major Hearing (DMH) will take place at the end of a music student's second year (or following the first transfer year) of studies, at which time a Music Portfolio must be presented to the faculty and an interview will take place. Seniors will present their completed Portfolios (SPR) at the time of graduation.

Student Learning Outcomes.

1. Student will have the ability to use the common elements and organizational patterns of music.
2. Students will demonstrate a level of competency in sight-reading, keyboard, technology, and conducting as required by the specific program of study.
3. Student will be an acquaintance with a wide selection of musical literature and genres, exploring their history, development, and cultural context.
4. Student will have the skills of effective practicing, rehearsing, solo performing, and performing in collaboration with other musicians in pursuit of artistic self-expression, educating, and stylistically appropriate musical interpretation.
5. Students will experience creative problem-solving, critical thinking, forming and defending value judgments about music and communicating them; this may include field placements, peer teaching, research projects, recitals, and internships.

MUSIC MAJOR

Bachelor of Arts

2025-

2026

Major Requirements: Forty-eight (48-60) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

Students must complete core courses and at least one concentration.

Only courses with a grade of C+ or higher will count toward private lessons and musicianship courses.

Only courses with a grade of C or higher will count toward History/Literature, ensemble, and education courses.

A GPA of 2.7 must be maintained for all Music majors.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	MUSC 110 Musicianship I	4.0	MUSC 100 or passing the Music Theory Proficiency Test (MTPT)
	MUSC 111 Musicianship II	4.0	MUSC 110
	MUSC 112 Exploring Global Music (GP)	4.0	
	MUSC 202 Piano Techniques I	1.0	MUSC 110, MUSC 111
	MUSC 203 Piano Techniques II	1.0	MUSC 202
	MUSC 210 Musicianship III	4.0	MUSC 111, MUSC 202* (*may be coreq.)
	MUSC 212 Conducting Fundamentals	2.0	MUSC 110
	MUSC 300 Music History & Literature: The Origin (WI)	4.0	MUSC 111
	MUSC 400 Seminars & Research in Music (SC)	4.0	MUSC 210
	MUSC 410 Musicianship IV	4.0	MUSC 210, MUSC 203* (*may be coreq.)

Music Ensemble

Choose eight (8) semester hours from MCEN 143-444 College Chorus, MCEN 155-456 College Band, or MCEN 167-468 Chamber Strings.

Students taking the Church Music concentration must take MCEN143-444 College Chorus. **Must be the same ensemble.**

		1.0	
		1.0	MCEN 143, 155 or 167
		1.0	MCEN 144, 156 or 168
		1.0	MCEN 243, 255, or 267
		1.0	MCEN 244, 256, or 268
		1.0	MCEN 343, 355, or 367
		1.0	MCEN 344, 356, or 368
		1.0	MCEN 443, 455, or 467

GENERAL CONCENTRATION

Music Lessons

Choose eight (8) semester hours (minimum), with an option to take up to eight (8) more, across eight semesters* of Studio Applied Lessons.

*Exceptions to the eight (8) semester rule with department chair approval.

Complete with a C+ or better. **Must be the same instrument/voice.**

_____	MUSC 130 Studio Applied Lessons I, MCAP 125 or MCAP 131	1.0-2.0	_____	_____
_____	MUSC 131 Studio Applied Lessons II, MCAP 126 or MCAP 132	1.0-2.0	_____	MUSC 130, MCAP 125 or MCAP 131
_____	MUSC 230 Studio Applied Lessons III, MCAP 225 or MCAP 231	1.0-2.0	_____	MUSC 131, MCAP 126 or MCAP 132
_____	MUSC 231 Studio Applied Lessons IV, MCAP 226 or MCAP 232	1.0-2.0	_____	MUSC 230, MCAP 225 or MCAP 231
_____	MUSC 330 Studio Applied Lessons V, MCAP 325 or MCAP 331	1.0-2.0	_____	MUSC 231, MCAP 226 or MCAP 232
_____	MUSC 331 Studio Applied Lessons VI, MCAP 326 or MCAP 332	1.0-2.0	_____	MUSC 330, MCAP 325 or MCAP 331
_____	MUSC 430 Studio Applied Lessons VII, MCAP 425 or MCAP 431	1.0-2.0	_____	MUSC 331, MCAP 326 or MCAP 332
_____	MUSC 431 Studio Applied Lessons VIII, MCAP 426 or MCAP 432	1.0-2.0	_____	MUSC 430, MCAP 425 or MCAP 431
_____			_____	MUSC 431, MCAP 426 or MCAP 432

Non Credit Requirements

_____	Declaration of Major Hearing
_____	Piano Competency Level I
_____	Senior Portfolio Review

CHURCH MUSIC CONCENTRATION

_____	MUSC 205 Vocal Techniques	2.0	_____	_____
_____	MUSC 312 Adv. Conducting w. Literature & Interpretation	2.0	_____	MUSC 212
_____	MUSC 314 Music in Liturgical Celebration	4.0	_____	MUSC 110

Music Lessons

Choose fourteen (14) semester hours across eight semesters* of either Piano or Organ & complete with a C+ or better.

*Exceptions to the eight (8) semester rule with department chair approval.

Complete with a C+ or better. **Must be the same instrument.**

_____	MUSC 130 Studio Applied Lessons I, MCAP 125 or MCAP 131	1.0-2.0	_____	_____
_____	MUSC 131 Studio Applied Lessons II, MCAP 126 or MCAP 132	1.0-2.0	_____	MUSC 130, MCAP 125 or MCAP 131
_____	MUSC 230 Studio Applied Lessons III, MCAP 225 or MCAP 231	1.0-2.0	_____	MUSC 131, MCAP 126 or MCAP 132
_____	MUSC 231 Studio Applied Lessons IV, MCAP 226 or MCAP 232	1.0-2.0	_____	MUSC 230, MCAP 225 or MCAP 231
_____	MUSC 330 Studio Applied Lessons V, MCAP 325 or MCAP 331	1.0-2.0	_____	MUSC 231, MCAP 226 or MCAP 232
_____	MUSC 331 Studio Applied Lessons VI, MCAP 326 or MCAP 332	1.0-2.0	_____	MUSC 330, MCAP 325 or MCAP 331
_____	MUSC 430 Studio Applied Lessons VII, MCAP 425 or MCAP 431	1.0-2.0	_____	MUSC 331, MCAP 326 or MCAP 332
_____	MUSC 431 Studio Applied Lessons VIII, MCAP 426 or MCAP 432	1.0-2.0	_____	MUSC 430, MCAP 425 or MCAP 431
_____			_____	MUSC 431, MCAP 426 or MCAP 432

Non Credit Requirements

_____	Declaration of Major Hearing
_____	Piano Competency Level I
_____	Piano Competency Level II*
_____	Proficiency in Secondary Instrument: Voice, Piano, Guitar, or Organ
_____	Recital Hearing
_____	Senior Recital
_____	Senior Portfolio Review

*Students who do not reach Piano Competency Level II at the conclusion of MUSC 203 will be required to take MUSC 204 Piano Techniques III (laboratory course) and MUSC one-credit piano lessons each semester until Level II is reached.

JAZZ CONCENTRATION

MUSC 216 History of Jazz

4.0

Music Lessons

Choose eight (8) semester hours (minimum), with an option to take up to eight (8) more, across eight semesters* of Studio Applied Lessons.

*Exceptions to the eight (8) semester rule with department chair approval.

Complete with a C+ or better. **Must be the same instrument/voice.**

MUSC 130 Studio Applied Lessons I, MCAP 125 or MCAP 131	1.0-2.0	MUSC 130, MCAP 125 or MCAP 131
MUSC 131 Studio Applied Lessons II, MCAP 126 or MCAP 132	1.0-2.0	MUSC 131, MCAP 126 or MCAP 132
MUSC 230 Studio Applied Lessons III, MCAP 225 or MCAP 231	1.0-2.0	MUSC 230, MCAP 225 or MCAP 231
MUSC 231 Studio Applied Lessons IV, MCAP 226 or MCAP 232	1.0-2.0	MUSC 231, MCAP 226 or MCAP 232
MUSC 330 Studio Applied Lessons V, MCAP 325 or MCAP 331	1.0-2.0	MUSC 330, MCAP 325 or MCAP 331
MUSC 331 Studio Applied Lessons VI, MCAP 326 or MCAP 332	1.0-2.0	MUSC 331, MCAP 326 or MCAP 332
MUSC 430 Studio Applied Lessons VII, MCAP 425 or MCAP 431	1.0-2.0	MUSC 430, MCAP 425 or MCAP 431
MUSC 431 Studio Applied Lessons VIII, MCAP 426 or MCAP 432	1.0-2.0	MUSC 431, MCAP 426 or MCAP 432

JAZZ INSTRUMENT LESSONS

Choose six (6) credits from MCAP 125-225 Jazz Piano, MCAP 141-241 Jazz Voice, MCAP 151-251 Jazz Saxophone, MCAP 151-251 Jazz Bass, MCAP 151-251 Jazz Trumpet, MCAP 151-251 Jazz Trombone, or MCAP 151-251 Percussion & complete with a C+ or better.

2.0	MCAP 125, 141, or 151
2.0	MACP 126, 142, or 152
2.0	

Non Credit Requirements

Declaration of Major Hearing
Piano Competency Level I
Recital Hearing
Senior Recital
Senior Portfolio Review

PERFORMANCE CONCENTRATION

Music Lessons

Choose sixteen (16) semester hours of Piano (MCAP 125-426), Organ (MCAP 131-432), Voice (MCAP 141-442), French Horn, Oboe, Violin, Viola, Double Bass, Tuba, Bassoon, Trumpet, Percussion, Flute, Saxophone, Cello, Guitar, Trombone, Clarinet, Harp, or Harpsichord (All instruments MCAP 151-452) & complete with a C+ or better.

_____	Studio Applied Lessons I (MCAP 125, 131, 141, or 151)	2.0	_____	_____
_____	Studio Applied Lessons II (MCAP 126, 132, 142, or 152)	2.0	_____	MCAP 125, 131, 141, or 151
_____	Studio Applied Lessons III (MCAP 225, 231, 241, or 251)	2.0	_____	MCAP 126, 132, 142, or 152
_____	Studio Applied Lessons IV (MCAP 226, 232, 242, or 252)	2.0	_____	MCAP 225, 231, 241, or 251
_____	Studio Applied Lessons V (MCAP 325, 331, 341, or 351)	2.0	_____	MCAP 226, 232, 242, or 252
_____	Studio Applied Lessons VI (MCAP 326, 332, 342, or 352)	2.0	_____	MCAP 325, 331, 341, or 351
_____	Studio Applied Lessons VII (MCAP 425, 431, 441, or 451)	2.0	_____	MCAP 326, 332, 342, or 352
_____	Studio Applied Lessons VIII (MCAP 426, 432, 442, or 452)	2.0	_____	MCAP 425, 431, 441, or 451

Non-Credit Requirements

_____	Declaration of Major Hearing
_____	Piano Competency Level I
_____	Recital Hearing
_____	Senior Recital
_____	Senior Portfolio Review

MUSIC EDUCATION MAJOR

Bachelor of Music Education - Teacher Certification PK-12

2025-2026

Major Requirements: One hundred and five (105) semester hours in Music and Education courses.

At least thirty (30) semester hours of Music courses must be taken at Aquinas.

A cumulative GPA of 2.7 or higher is required for the major.

Only courses with a grade of C+ or higher will count toward private lessons and musicianship courses.

Only courses with a grade of C or higher will count toward History/Literature, Ensemble, and Education courses.

This major requires completion of all general education, teacher certification and directed student teaching requirements.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	MUSC 110 Musicianship I	4	MUSC 100 or passing the Music Theory Proficiency Test (MTPT)
	MUSC 111 Musicianship II	4	MUSC 110
	MUSC 112 Exploring Global Music (GP)	4	
	MUSC 202 Piano Techniques I	1	MUSC 110, MUSC 111
	MUSC 203 Piano Techniques II	1	MUSC 202
	MUSC 205 Vocal Techniques	2	
			MUSC 111, MUSC 202* (*may be coreq.)
	MUSC 210 Musicianship III	4	MUSC 110
	MUSC 212 Conducting Fundamentals	2	MUSC 111
	MUSC 220 Teaching Music PK-6 in the 21st Century	4	
	MUSC 222 Methods in Teaching Woodwinds & Percussion	4	MUSC 110* (*may be coreq.)
	MUSC 224 Methods in Teaching Brass & Strings	4	MUSC 110* (*may be coreq.)
	MUSC 300 Music History & Literature: The Origin (WI)	4	MUSC 111
	MUSC 312 Advanced Conducting w/Literature & Interpretation	2	MUSC 212
	MUSC 400 Seminars & Research in Music	4	MUSC 210
			MUSC 210, MUSC 203* (*may be coreq.)
	MUSC 410 Musicianship IV	4	
	MUSC 420 Secondary Choral & Instrumental Methods, grades 7-12	4	MUSC 220

Music Lessons (Complete one group with a C+ or better)

Choral/Vocal Teaching:

Select fourteen (14) semester hours MCAP 141-441 Voice or MCAP 125-425 Piano as your primary instrument. **Must be the same instrument.**

	MCAP 125 or MCAP 141 piano	2	
	MCAP 126 or MCAP 142 piano	2	MCAP 125 or MCAP 141 piano
	MCAP 225 or MCAP 241 piano	2	MCAP 126 or MCAP 142 piano
	MCAP 226 or MCAP 242 piano	2	MCAP 225 or MCAP 241 piano
	MCAP 325 or MCAP 341 piano	2	MCAP 226 or MCAP 242 piano
	MCAP 326 or MCAP 342 piano	2	MCAP 325 or MCAP 341 piano
	MCAP 425 or MCAP 441 piano	2	MCAP 326 or MCAP 342 piano

Band/Orchestra Teaching:

Select fourteen (14) semester hours MCAP 151-451 of a woodwind, brass, or percussion as your primary instrument. **Must be the same instrument.**

_____	MCAP 151 Studio Applied Lessons I	2	_____	_____
_____	MCAP 152 Studio Applied Lessons II	2	_____	MCAP 151
_____	MCAP 251 Studio Applied Lessons III	2	_____	MCAP 152
_____	MCAP 252 Studio Applied Lessons IV	2	_____	MCAP 251
_____	MCAP 351 Studio Applied Lessons V	2	_____	MCAP 252
_____	MCAP 352 Studio Applied Lessons VI	2	_____	MCAP 351
_____	MCAP 451 Studio Applied Lessons VII	2	_____	MCAP 352

Band/Orchestra (String Primary Instrument) Teaching: Seek Permission from Instrumental Music Director to select

MCAP 151-451 Violin, Viola, Cello or String Bass as your primary instrument. **Must be the same instrument.**

_____	MCAP 125, 141 or 151	2	_____	_____
_____	MCAP 126, 142 or 152	2	_____	MCAP 125, 141 or 151
_____	MCAP 225, 241 or 251	2	_____	MCAP 126, 142 or 152
_____	MCAP 226, 242 or 252	2	_____	MCAP 225, 241 or 251
_____	MCAP 325, 341 or 351	2	_____	MCAP 226, 242 or 252
_____	MCAP 326, 342 or 352	2	_____	MCAP 325, 341 or 351
_____	MCAP 425, 441 or 451	2	_____	MCAP 326, 342 or 352

Music Ensemble

Choose seven (7) semester hours from MCEN 143-443 College Chorus (Choral and Vocal Teaching); MCEN 155-455

College Band (Band/Orchestra Teaching); or MCEN 167-467 Chamber Strings (Band/Orchestra/String Teaching):

Must be the same ensemble.

_____	MCEN 143, 155 or 167	1	_____	_____
_____	MCEN 144, 156 or 168	1	_____	MCEN 143, 155 or 167
_____	MCEN 243, 255 or 267	1	_____	MCEN 144, 156 or 168
_____	MCEN 244, 256 or 268	1	_____	MCEN 243, 255 or 267
_____	MCEN 343, 355 or 367	1	_____	MCEN 244, 256 or 268
_____	MCEN 344, 356 or 368	1	_____	MCEN 343, 355 or 367
_____	MCEN 443, 455 or 467	1	_____	MCEN 344, 356 or 368

Education Courses*

_____	EDUC 200 Introduction to Education	4	_____	School of Education Approval
_____	EDUC 204 Inclusion & Co-Teaching	4	_____	EDUC 200
_____	EDUC 220 5-12 Learners & Learning for the 21st Century	4	_____	EDUC 200
_____	EDUC 400 Foundation Topics of Education (WI)	4	_____	EDUC 200, Junior/Senior Status
_____	EDUC 410 Literacy & Methods in the Disciplines	4	_____	EDUC 200
_____	EDUC 490 Student Teaching Internship Seminar (SC)	4	_____	School of Education Approval, co-req EDUC 491
_____	MUSC 491 Music Student Teaching Internship	8	_____	School of Education Approval, co-req EDUC 490

*Teacher candidates must pass the MTTC (Michigan Test for Teacher Certification) in order to be recommended for certification by the Aquinas College SOE.

Non Credit Requirements

_____	Declaration of Major Hearing
_____	Piano Competency Level I
_____	Piano Competency Level II*
_____	*Students who do not reach Piano Competency Level 2 at the conclusion of MUSC 203 will be required to take MUSC 204 Piano Techniques III (Laboratory course) and MUSC one-credit piano lessons each semester until Level 2 is reached.
_____	Recital Hearing
_____	Senior Recital
_____	Senior Portfolio Review

MUSIC MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least ten (10) semester hours must be taken at Aquinas.

Only courses with a grade of C+ or higher will count toward private lessons and musicianship courses.

Only courses with a grade of C or higher will count toward History/Literature, ensemble, and education courses.

A GPA of 2.7 must be maintained for all Music minors.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
MUSC 110 Musicianship I	4.0	MUSC 100 or passing the Music Theory Proficiency Test (MTPT)

Music Lessons

Choose four (4) semester hours of Studio Applied Lessons & complete with a C+ or better. **Must be the same instrument/voice.**

MUSC 130 Studio Applied Lessons I	1.0	
MUSC 131 Studio Applied Lessons II	1.0	MUSC 130 or 1st semester MCAP lessons
MUSC 230 Studio Applied Lessons III	1.0	MUSC 131 or 2nd semester MCAP lessons
MUSC 231 Studio Applied Lessons IV	1.0	MUSC 230 or 3rd semester MCAP lessons

Music Ensemble

Choose four (4) semester hours from MCEN 143-244 College Chorus, MCEN 155-256 College Band, MCEN 153-254 Treble Chorus, or MCEN 167-268 Chamber Strings. **Must be the same ensemble.**

	1.0	
	1.0	MCEN 143, 155 or 167
	1.0	MCEN 144, 156 or 168
	1.0	MCEN 243, 255, or 267

Music History

Choose four (4) semester hours of music history electives.

MUSC 112 Exploring Global Music (GP)	4.0	
MUSC 200 Music Appreciation	4.0	
MUSC 201 History of Popular Music	4.0	
MUSC 216 History of Jazz (WI)	4.0	
MUSC 300 Music History & Literature: The Origin (WI)	4.0	MUSC 111

Music Electives

Choose four (4) semester hours of electives

MUSC 102 Beginning Guitar	2.0	
MUSC 111 Musicianship II	4.0	MUSC 110
MUSC 112 Exploring Global Music (GP)	4.0	
"MUSC 130 Studio Applied Lessons I (Secondary Instrument) or MCAP 125/131/141/151 Studio Applied Lessons (Secondary Instrument)"	1.0-2.0	
MUSC 131 Studio Applied Lessons II (Secondary Instrument) MUSC 131 Studio Applied Lessons II (Secondary Instrument) or MCAP 126/132/142/152 Studio Applied Lessons (Secondary Instrument)	2.0	MUSC 130 or MCAP 125/131/141/151
MUSC 200 Music Appreciation	4.0	
MUSC 201 History of Popular Music	4.0	
MUSC 205 Vocal Techniques	2.0	
MUSC 212 Conducting Fundamentals	2.0	MUSC 110
MUSC 216 History of Jazz (WI)	4.0	

MUSIC - JAZZ STUDIES MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least ten (10) semester hours must be taken at Aquinas.

Only courses with a grade of C+ or higher will count toward private lessons and musicianship courses.

Only courses with a grade of C or higher will count toward History/Literature, ensemble, and education courses.

A GPA of 2.7 must be maintained for all Music minors.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	MUSC 110 Musicianship I	4.0	MUSC 100 or passing the Music Theory Proficiency Test (MTPT)
	MUSC 111 Musicianship II	4.0	MUSC 110

Music Lessons			
Choose four (4) semester hours of Jazz Instrument Lessons & complete with a C+ or better.			
	MUSC 130 Studio Applied Lessons I	1.0	
	MUSC 131 Studio Applied Lessons II	1.0	MUSC 130 or MCAP 125, 141, or 151
	MUSC 230 Studio Applied Lessons III	1.0	MUSC 131 or MCAP 126, 142, or 152
	MUSC 231 Studio Applied Lessons IV	1.0	MUSC 230 or MCAP 225, 241, or 251

Jazz Ensemble			
Choose four (4) semester hours from MCEN 171-271 Jazz Band and MCEN 158-358 Jazz Combo.			
		1.0	
		1.0	Previous Level or other Jazz Ensemble
		1.0	Previous Level or other Jazz Ensemble
		1.0	Previous Level or other Jazz Ensemble

Jazz Studies			
Choose four (4) semester hours of jazz studies coursework.			
	MUSC 216 History of Jazz (WI)	4.0	
	MUSC 320 Jazz Arranging & Composition	4.0	MUSC 111

Course Descriptions:

Music Ensemble Courses:

MCEN 143, 144, 243, 244, 343, 344, 443, 444 College Chorus (1 each) AP Performance of vocal literature: masterworks to current styles. No audition required.

MCEN 153, 154, 253, 254, 353, 354, 453, 454 Treble Chorus (1 each) AP Performance of vocal literature in the treble range: masterworks to current styles. Repertoire is selected to meet the expectations for excellence within each performance: departmental, thematic, special events as requested by the College. There is an emphasis on a cappella pieces and an audition is required.

MCEN 155, 156, 255, 256, 355, 356, 455, 456 College Band (1 each) AP Performance of concert band literature: masterworks to current styles. Open to those with instrumental experience.

MCEN 158, 258, 358, 458 Jazz Combo, Instrumental or Vocal (1 each)

Application and theory of jazz improvisation techniques.

MCEN 163, 164, 263, 264, 363, 364, 463, 464 Collegiate Singers (1 each) AP Performance of vocal literature: masterworks to current styles. Repertoire is selected to meet the expectations for excellence within each performance: departmental, thematic, special events as requested by the College. Strong sight-reading ability and an audition is required.

MCEN 167, 168, 267, 268, 367, 368, 467, 468 - Chamber Ensembles (1 each) AP Flute (S1), Guitar Ensemble (S2), Chamber Strings (S3), and Other (1 each) Smaller Ensembles specializing in the varied literature for that family of instruments or voices. These are offered when strong student interest exists.

MCEN 171, 172, 271, 272, 371, 372, 471, 472 Jazz Band (1 each) AP Standard and original jazz literature performed. Audition required.

MCEN 482 Advanced Ensemble Performance (1 each) Additional semesters of vocal or instrumental ensemble performance at the college level due to student having already completed the eight-semester sequence of the particular ensemble, yet desiring to continue in preparation for graduate school or other auditions, or for further musical or technical development. Prerequisite: eight semesters of study previously completed in the same ensemble.

Applied Studio and Ensembles Descriptions:

MCAP 125, 126, 225, 226, 325, 326, 425, 426 Studio Applied Piano (2) Eight-semester sequence of private piano lessons at the college level. Repertoire will survey Baroque, Classic, Romantic, Impressionistic, 20th C. and Contemporary works of increasing demands as the semesters continue. Fee.

MCAP 125, 126, 225, 226, 325, 326, 425, 426 Jazz Piano (2) Eight-semester sequence of private piano lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Fee.

MCAP 131, 132, 231, 232, 331, 332, 431, 432 Studio Applied Organ (2 each) Four-year sequence of private study at the college level. Fee.

MCAP 141, 142, 241, 242, 341, 342, 441, 442 Studio Applied Voice (2) Eight-semester sequence of private voice lessons at the college level. Repertoire will begin with Baroque and 20th C. literature, then progress through Classic, Romantic and Contemporary songs and arias of increasing demands as the semesters continue. Music Majors and Minors with Voice as their principal instrument will have MCAP141 waived upon successful completion of the required MCAP165/166. Fee.

MCAP 141, 142, 241, 242, 341, 342, 441, 442 Jazz Voice (2) Eight-semester sequence of private voice lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Music Majors and Minors with Voice as their principal instrument will have MCAP141 waived upon successful completion of the required MCAP165/166. Fee.

MCAP 141, 142, 241, 242, 341, 342, 441, 442 Contemporary Commercial Voice (2) Eight semester sequence of elective private voice lessons at the college level. Repertoire will survey 20th C. and 21st C. commercial music genres (musical Theatre, Pop, Rock, Country, etc.), increasing in demands as the semesters continue. Music Majors and Minors with Voice as their principal instrument will have MCAP141 waived upon successful completion of the required MCAP165/166. Fee.

MCAP 151, 152, 251, 252, 351, 352, 451, 452 Studio Applied Instrumental (2) 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.

MCAP 151, 152, 251 252, 315, 352, 451, 452 Jazz Instrument (2) Eight-semester sequence of private instrument lessons at the college level. Repertoire will survey Jazz styles and development, increasing in demands as the semesters continue. Fee.

MUSC 130 Studio Applied Lessons I (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee.

MUSC 131 Studio Applied Lessons II (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 130.

MUSC 230 Studio Applied Lessons III (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 131.

MUSC 231 Studio Applied Lessons IV (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 230.

MUSC 330 Studio Applied Lessons V (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 231.

MUSC 331 Studio Applied Lessons VI (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 330.

MUSC 430 Studio Applied Lessons VII (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 331.

MUSC 431 Studio Applied Lessons VIII (1) Eight-semester sequence of private lessons at the college level including 12 half-hours of instruction arranged with the Instructor through the Music department, as well as scheduled assemblies with all private lesson students. Technique and musicianship for a particular instrument/voice will be developed through the study and practice of etudes/exercises, sight-reading materials, performance etiquette, guest presenters, and repertoire which will survey the various stylistic periods as appropriate to that instrument/voice. The materials and literature studied will demonstrate increasing difficulty as the semesters continue. Semester lesson fee. Prerequisite(s): MUSC 430.

MCAP 462 Advanced Studio Applied Lessons (2) Additional semesters of lessons at the college level due to student having already completed the eight-semester sequence of the particular lessons section, yet desiring to continue in preparation for graduate school or other auditions, or for further musical or technical development. Prerequisite: eight semesters of study previously taken for voice/instrument. Fee: see semester course schedule.

Music Course Descriptions:

MUSC 100 An Introduction to Musicianship (4) In this course which requires no previous music study, the student is introduced to the three fundamental parts of basic musicianship: 1) the rudiments of written music; 2) introduction to piano playing, vocal music, and music reading; and 3) ensemble experiences in instrumental or vocal music, beginning with non-pitched instruments and progressing to ensembles which require reading notation. This is also an introductory course for students who may be interested in a major or minor in music.

MUSC 101 Songwriting (4) This course is designed for any student who has ever felt the desire to express themselves through the art of songwriting. The approach of the course includes a set of modules introduced by guest presenters in the field who will crack open the creative processes that they employ, and how rhythm, lyrics, melody, harmony, rhythmic "feel/groove", and other expressive facets of music take shape in their hands. Students will compose songs by themselves, within a group, and in collaboration with a partner. Basic harmonic chord structures will be taught with the accompanying instrument choices of guitar, ukulele, and piano. Commercial aspects, such as the protection of one's intellectual property, recording, and promoting it, will be studied.

MUSC 102 Beginning Guitar Class (2) Group approach to guitar playing, this class will give attention to developing skills in performance techniques, reading tablature, and notation. Guitar study can provide the basis for further music exploration and self-expression. Students will need to have regular access to a classical (or acoustic) guitar.

MUSC 103 Beginning Piano Class (2) Group approach to developing piano playing skills, this lab-based class is designed as a starting point for musical self-expression and enrichment. Notation in treble and bass clef, reading one hand at a time and progressing to first hands together pieces; development of sight-reading skills; introduction of major scales and chords in keys up to 3 flats and 3 sharps; beginning rhythmic studies, including simple and compound meter.

MUSC 110 Musicianship I (4) The study of the development of the materials of music, beginning with the fundamentals of music and progressing to diatonic harmonic study, including voice leading in 4-part writing. Analysis and composition culminate in the creation of an original 8-measure composition for 4 voices. The closely related skills of beginning piano techniques, ear training and sight-singing, using major keys and simple meter, are practiced along with exploration of different types of notation software. Prerequisite(s): MUSC 100 or passing the Music Theory Proficiency Test (MTPT).

MUSC 111 Musicianship II (4) The study of the development of the materials of music, beginning with the function and use of diatonic harmony, and progressing to the use of secondary dominant harmonies. Piano skills, ear training, and sight-singing are practiced, with the addition of all major scales with chords, Piano Level 1 pieces, compound meter studies, accelerated ear training, and sight-singing in minor keys. Notation software study progresses, and students end the semester with the creation of an original 16-measure composition for 4 voices, presented with notation software. Prerequisite(s): MUSC 110.

MUSC 112 Exploring Global Music (4) This course is an introduction to a variety of musical styles outside the Western art music tradition and within cultural, social and/or political contexts. The course will cover a wide range of music traditions from various parts of the world including Latin America, Africa, the Middle East, China, Japan, and Indonesia. Occasional guest musicians will give lecture/demonstrations in class to help you better understand a particular musical tradition. While no previous experience is required in music, all students will take part in music making in the West African Ewe Drumming tradition, the Indonesian Gamelan tradition, and Afro-Cuban tradition.

MUSC 200 Music Appreciation (4) Music as an art form can be traced back many centuries around the world. Today, the tradition of composing and playing music continues, and human beings use music in many ways. Through the study of the purpose, the people, and the era, this course follows the development of music from its origins to the present time: topics such as dance, spirituality, storytelling, entertainment, and political expression are explored. To highlight the discoveries within the course, each semester two area concerts/events will be selected for careful examination, and the class will attend them together. Attendance at a performance required at student's expense.

MUSC 201 History of Popular Music (4) This course is an introduction to the many types of popular music; evolution, influences upon each other, personalities, times, and places. The music is analyzed in the context of American history, world history, and the complex picture of societal issues in each time and place. An event such as the Michigan Blues Festival will be scheduled to allow for a shared experience to enhance the class discussion and reflection

MUSC 202 Piano Techniques I (1) Lab based class, meeting two times per week; Piano skills continue to be developed, using scales and chords previously learned, adding minor scales and chords, to improvise chords to a melody. Functional skills of playing triads and inversions and vocal warm ups are introduced; sight-reading vocal scores to include 2 adjacent vocal lines from a 4-part vocal score. Prerequisite(s): MUSC 110. Pre or Corequisite: MUSC 111.

MUSC 203 Piano Techniques II (1) Lab based class, reviewing piano skills from Piano Techniques I, emphasizing sight-reading in vocal scores, Piano Level 2 pieces, and beginning accompaniments, including improvised accompaniments to melodies and improvised accompaniments to improvised melodic ideas. Prerequisite(s): MUSC 202.

MUSC 204 Piano Techniques III (1) Lab based class, building upon the concepts from Piano Techniques II, and focused on piano accompaniments and sight-reading of all types, while reviewing piano skills. Prerequisite(s): MUSC 203.

MUSC 205 Vocal Techniques (2) The study of current vocal techniques, a variety of song literature (Folk Songs, Italian and English Baroque, Musical Theatre, American and British Art Songs), IPA, the anatomy, and physiology of the voice, Alexander Technique, and Dalcroze, will be incorporated as the basis for building singing skills for life. Small group work, learning to organize vocal exercises into an effective practice or warm-up sequence, and private mini-lessons assist all students in becoming more confident in guiding their own voices and pre-teachers in guiding those whom they will one day be teaching.

MUSC 210 Musicianship III (4) The study of the development of the materials of music, beginning with the use of secondary function chords, and progressing to the use of Borrowed, Neopolitan and Augmented 6th chords. Forms such as Binary, Ternary, Inventions and Fugues, Variation techniques, Sonata, and Rondo are also studied. Piano skills, ear training, and sight-singing are practiced, with the addition of all major scales with chords, Piano Level 1 pieces, compound meter studies, accelerated ear training, and sight-singing in minor keys. Notation software study progresses, and students end the semester with the creation of an original 16-measure reharmonization of a given piece that employs the extended harmonies studied for keyboard, and will compose a fugue, presented with notation software. Prerequisite(s): MUSC 111. Corequisite(s): MUSC 202.

MUSC 212 Conducting Fundamentals (2) In this introductory conducting course for all music majors, students will learn and be drilled in the common, as well as some complex meter, conducting patterns. Cueing and interpretive gestures will be introduced through regular classroom experiences with the class members comprising a small lab ensemble. Prerequisite(s): MUSC 110.

MUSC 214 Introduction to Music Entrepreneurship (4) This course is designed to introduce the skills in research and development for a career in music. Entrepreneurship, writing, business planning, promotion, technology, online resources, and business savvy are the main topics that will be covered. The format of the class will consist of readings, workshop assignments, lectures, discussions, videos, presentations, and students will gain first-hand experience through a music production project. To benefit the most from this course, the student should have some previous involvement with music or the arts.

MUSC 216 History of Jazz (4) This course is an introduction to the many styles of this distinctly American art form. The pre-cursors of jazz will be studied to determine how Jazz germinated. The music is analyzed in the context of American history, and the complex picture of societal issues in each time and place. An event such as the Thornapple Jazz Festival will be scheduled to allow for a shared experience to enhance the class discussion and reflection.

MUSC 220 Teaching PK - 6 Music in the 21st Century (4) The purpose of this course is to introduce pre-service teachers to current methods of teaching general music from Pre-K to grade 6. Students will experience methods and materials used to teach general music, including a variety of resources, instruments, classroom visits, and technology. Professionalism, instructional planning, administration, assessment, classroom management, and general musicianship are among the necessary skills developed in this course. Prerequisite(s): MUSC 111.

MUSC 222 Methods in Woodwind and Percussion Techniques (4) Designed to prepare pre-service teachers with the skills and knowledge of current flute, clarinet, saxophone, oboe, and bassoon methodology, and to introduce the current methods of percussion pedagogy and literature in public and private schools materials and techniques needed to successfully instruct students in administration and classroom management in relation to the band/orchestra program to be discussed.

MUSC 224 Methods in Brass and String Techniques (4) Designed to prepare pre-service teachers with the skills and knowledge of current brass (trumpet, horn, trombone, euphonium/baritone and tuba) and string (violin, viola, cello, and bass) methodology and materials needed to successfully instruct students in public and private schools with the further goal of developing and maintaining a band or orchestra program. Philosophy, curriculum, administration and classroom management in relation to the band/orchestra program will be discussed.

MUSC 300 Music History & Literature: The Origin (4) This course is designed to cultivate an awareness of the development of western music from Antiquity through the 21st Century. You will gain knowledge and familiarity with the historical events, styles, forms, instruments, composers, and compositions representative of each era. The format of the course consists of readings, listening examples, lectures, writings, discussions, videos, exams, a live concert/opera report, and a 20th-century presentation. You will learn to recognize aurally and visually over 60 pieces of music that illustrate the main styles and genres throughout the evolution of Western European music. You will also study primary source readings and use these for writing assignments and class discussion of the historical and social context for musical performance. Prerequisite(s): MUSC 111.

MUSC 305 Studio Recording (4) A hands-on introduction to professional sound recording. This class provides the opportunity to work on personal projects while gaining knowledge of and experience with audio equipment, including the audio workstation, audio effects, mixing board and sound reinforcement set-ups, and learning the technical language of audio engineering, such as audio specifications. Personal projects are used to experiment with newly acquired knowledge.

MUSC 310 Literature & Pedagogy for the Studio (4) Most musicians are either asked to give lessons to someone or feel called to teach private lessons and share their expertise with others. In this course, teaching methodologies and the selection of appropriate literature will be studied through readings, class discussions, and individual projects. Piano/organ/vocal/instrumental literature will be surveyed through the lenses of the solo performer, private teacher, and Solo and Ensemble festival coach. Interpretive characteristics unique to the musical eras will be introduced or reviewed. Strategies for successfully guiding students in performance practices will be presented, and further research will be undertaken by the class members. Prerequisite(s): MUSC 111.

MUSC 312 Adv. Conducting with Literature & Interp (2) Building on the foundation provided in Conducting Fundamentals, this course is designed to give the student conductor an experience with and an awareness of the body of literature from the masterworks and representative composers, and the appropriate performance practices associated with these works. In addition, students will research repertoire and programming appropriate for all ages and levels. Compositions will differ each time the course is offered and will be selected from each of the stylistic music periods. The practical application of conducting and score study within each of the various styles will be featured, students will complete observations, and each student conductor will be assigned to work on a piece with an ensemble in the department. Prerequisite(s): MUSC 212.

MUSC 314 Music in Liturgical Celebration (4) This course examines the function of music as a symbol used by the church to celebrate its faith, including the role of the church musician in the parish, the study of the liturgical music documents, an overview of the history of church music, planning of liturgical celebrations throughout the church year, music repertoire, and the participants in the liturgy. Guest presenters and a visit to the diocesan offices assist in illuminating key topics, while students experience the planning and leading of a sacred event open to the community. Prerequisite(s): MUSC 110.

MUSC 315 Composing I (2) Individual lessons in composition. Prerequisite(s): MUSC 111.

MUSC 316 Composing II (2) Individual lessons in composition. Prerequisite(s): MUSC 315.

MUSC 320 Jazz Arranging & Composition (4) Through the study and application of a variety of integrative analytical models, the composition and jazz arranging student will demonstrate competence in their ability to understand and express all facets under study of the various acoustic qualities of the instruments used in jazz. Students will gain 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(s): MUSC 111.

MUSC 396 Special Topics in Music (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

MUSC 397 Internship in Music (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

MUSC 398 Readings in Music (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

MUSC 399 Independent Project in Music (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

MUSC 400 Seminars & Research in Music (4) This senior capstone course is intended to provide the music student with an overview of Senior Recital and Production planning and execution leading to a public event, a guided experience with Research on a topic of interest in the field (e.g., repertoire, music education, stylistic performance practices) resulting in a research paper, and a workshop for the preparation of the music student's Senior Portfolio which will include a table of contents, an updated resume, and many elements (with a plan to acquire them) from the student's college career. Students will present at least one of their course projects at the Student Research, Scholarship, and Creative Activity Symposium in April. Prerequisite(s): MUSC 210.

MUSC 410 Musicianship IV (4) The study of the development of the materials of music, beginning with the function and use of Neopolitan and Augmented 6 harmonies, and progressing to the use of extended chords, altered dominants, and chromatic mediant harmonies. Students will also learn to analyze twelve-tone compositions, utilize pitch class set theory, and Schenkerian analysis. Piano skills, ear training, and sight-singing are practiced, with the addition of all major scales with chords, Piano Level 1 pieces, compound meter studies, accelerated ear training, and sight-singing in minor keys. Notation software study progresses, and students end the semester with the creation of an original 32-measure composition for voice and piano and an aleatoric composition, presented with notation software. Prerequisite(s): MUSC 210. Pre or Corequisite(s): MUSC 203.

MUSC 420 Secondary Choral and Instrumental Methods (4) This course is designed to engage the pre-teacher of the middle and high school choral, band and orchestra programs with the methods, materials and experiences needed to be successful teachers. Co-taught by choral and instrumental music education faculty members, topics covered will include: the history of music education in schools, philosophies of music education, working with adolescent wind, string, and percussion instrumentalists, marching band, choral and general music students, musical theatre, technology, performance and non-performance classes, festivals and associations, administrating the program, planning, budgeting and classroom management. National and State Standards in music education will also be studied. Prerequisite(s): MUSC 220.

Nursing

Suzanne Keep, Ph.D., R.N. Site Director;

Robi Thomas Ph.D., RN, FPMHNP-BC; Sr. Linda Thiel OP, Ph.D., RN; Ivy Razmus Ph.D., RN, WOCN

Bachelor of Science in Nursing in Grand Rapids. The University of Detroit Mercy, Aquinas College and Mercy Health Saint Mary's have partnered to bring the University of Detroit Mercy BSN degree to West Michigan.

The curriculum is built upon a foundation of liberal arts and theoretical sciences. Liberal arts/general education and nursing courses will be offered at Aquinas College. The curriculum is equivalent to the University of Detroit BSN pre-licensure program. It requires four years of study, including all class work at Aquinas taught by Aquinas College and University of Detroit Mercy faculty, and clinical experience at Mercy Health Saint Mary's facilities throughout West Michigan.

University of Detroit Mercy provides credits in all the nursing and support courses, pharmacology and pathophysiology. Aquinas provides credits in microbiology, nutrition, liberal arts and science courses which have been approved by the University of Detroit Mercy Core Curriculum Committee. Students graduate with a Bachelor of Science in Nursing from the University of Detroit Mercy. This unique partnership has been approved by the Michigan Board of Nursing and the NLNAC and has CCNE certification.

University Core Curriculum. All undergraduate degree students at University of Detroit Mercy are required to fulfill the objectives of the University's Core Curriculum. The curriculum consists of courses designed to meet objectives which ensure that students receive an overall education consistent with the mission of the University.

MSON Pre-licensure Curriculum may be found at this link:

https://www.aquinas.edu/_resources/images/05-26-23%20Curriculum_newseq_5_2023.pdf

The courses with a BIO, BYN, HLH or NUR designation are University of Detroit Mercy courses. Descriptions and credit for these courses are provided through the University of Detroit Mercy.:

<https://www.udmercy.edu/academics/catalog/undergraduate2023-2024/courses/link.php?sub=NUR#NUR>

Nursing core - must earn C or higher in all Nursing (NUR) courses.

There are other requirements in addition to coursework

Courses taught and supported by Aquinas College and its faculty include the following:

BIO-155 Human Anatomy & Physiology I (3) This course is an introduction to human anatomy and physiology for nursing, health science and biology and clinical exercise science majors. Not applicable toward the biology major or minor. Prerequisite(s): BIO-155L - Must be taken at the same time as this course.

BIO-155L Human A&P I Lab (1) Laboratory component for Human Anatomy and Physiology I. Prerequisite(s): BIO-155 - Must be taken at the same time as this course.

BIO-156 Human Anatomy & Physiology II (3) This course is a continuation of BIO 155, the study of human anatomy and physiology for nursing, health science and clinical exercise science majors. Not applicable toward the biology major or minor. Prerequisite(s): BIO-156L - Must be taken at the same time as this course. BIO-155 with grade of C or higher - Must be completed prior to taking this course.

BIO-156L Human A&P II Lab (1) Laboratory component for Human Anatomy and Physiology II. Prerequisite(s): BIO-156 - Must be taken at the same time as this course.

BIO-200 Microbiology for Nursing (3) Open to students enrolled in the UDM nursing program only. This course will combine lecture, laboratory, and other interactive and project-based activities to allow students to explore the morphology, taxonomy, and physiology of bacteria and other microorganisms. Key areas of focus will include microbial genetics, environmental and industrial significance of microorganisms, infectious diseases caused by microbes, and common techniques for visualizing, culturing, and identifying microbes in a laboratory setting. Prerequisite(s): BIO-200L - Must be taken at the same time as this course. BIO-156 with grade of C or higher - Must be completed prior to taking this course. Open to Nursing students only.

BIO-200L Microbiology for Nursing Lab (1) Laboratory component for Microbiology for Nursing Students. Prerequisite(s): BIO-200 - Must be taken at the same time as this course.

CHEM-140 General, Organic, and Biochemistry (3) This is a one-semester survey of chemistry open to students in the UDM nursing program. It will introduce students to atomic and molecular structure, energy, gases, solutions, chemical quantities and reactions, acid-base theory, nuclear chemistry, biologically relevant organic compounds, the structure and function of biological molecules, and the metabolic pathways involved in energy production. Three hours of lecture and one hour of recitation per week. This course is not accepted for the Natural World Physical Science requirement. Prerequisite(s): MAT-120 or MS-111 - Must be taken at the same time as this course. Open to Nursing students only.

CN-101 Intro to Communication (3) Theory and methods of intrapersonal, interpersonal, small group, organizational, public, intercultural, and mass communication. Open to Nursing students only.

GE-101 Inquiry and Expression (3) An integrated collegiate skills course that introduces students to academic discourse, including writing, reading, research, oral communication, and critical thinking. Library and electronic research skills are directly applied as students conclude the course with a research paper. Open to Nursing students only.

KN-252 Nutrition for Nurses (3) Basic principles of nutrition and its application to health and wellness as it relates to practitioners in the nursing field.

MS-111 Intermediate Algebra With App (3) A course that builds on the fundamentals of algebra and prepares students to apply the techniques of algebra in various disciplines. Topics include linear and quadratic equations, inequalities, and functions; exponential and logarithmic functions; exponents and radicals; and polynomial and rational functions. Throughout the course, an emphasis will be placed on applications of algebra. PREREQUISITE: MS-107 or appropriate Math placement score. Open to Nursing students only.

PG-100 Introductory Psychology (3) 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. Open to Nursing students only.

PG-380 Lifespan Development (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. Prerequisite(s): PG100 - Must be completed prior to taking this course. Open to Nursing students only.

PH-101 Intro to Philosophy (3) Introducing students to basic principles of logic necessary for critical thinking and its expression in written and oral forms, this course treats the perennial question of the nature of the human being in historical and systematic terms. The thought of Plato, Aristotle, St. Thomas Aquinas, Descartes, and Jean-Paul Sartre is covered, treating key aspects of human nature relating to knowledge (epistemology), body and soul (philosophical anthropology), the good (ethics), and the divine (metaphysics). Open to Nursing students only.

PH-244 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, and allocation problems. Prerequisite(s): PH101 Introduction to Philosophy - Must be completed prior to taking this course.

SY-101 Introduction to Sociology (3) Introduction to the fundamental components and general principles of sociological theory and research. Content will address cultural production, and the relationships and power dynamic among individuals and social institutions. Primer on the social construction of race, gender, and class. Students will also participate in the first stage of the engaged department initiative. This entails three hours of observation, outside of the classroom, of a community-based initiative, organization, or cultural event. Open to Nursing students only.

Philosophy & Theology

Daniel Wagner, Ph.D., Chair

Stephan Davis, Ph.D

Mission Statement: Following the teaching of St. Thomas Aquinas, members of Philosophy & Theology seek *contemplare et contemplata aliis tradere: to contemplate and to hand the fruits of contemplation on to others*. As St. Pope John Paul II expressed in *Fides et Ratio*, “Faith and reason are like two wings on which the human spirit rises to the contemplation of truth.” The need to integrate faith and reason—to rise on these two wings—originates in the nature of the human person, which is ordered to knowledge in itself and by God. Inspired by wonder and seeking the truth to be perfected in our nature, we follow Socrates in answering the charge, γνῶθι σεαυτόν (*gnōthi seauton*)—*know thyself*—to give a λόγος (*logos*), a *word, account, or reason* in response to fundamental questions about *reason* and the *person* in relation to *nature*, and the *good* and *flourishing* of the individual and the community. Growth in addressing these questions pertaining to the truth about being leads us naturally to the realization of the truth about transcendent being: God known through natural reason and revelation in Christ, the “Word (λόγος/*logos*) made flesh” and “the Way, the Truth, and the Life,” who alone shows us who we really are and sets us free. Following the Augustinian call to an intellectual life of *faith seeking understanding* (*fides quaerens intellectum*), our students obtain rigorous training in Classical philosophical and biblical languages (Hebrew, Greek, and Latin), and then in Logic, Ethics, Metaphysics, and the History of Philosophy while being rooted in Scripture, the soul of Theology, in line with the Catholic tradition. Inspired by the Truth of the Gospel we seek to contemplate the truth about being, to refute and oppose error, and to place ourselves at the service of Life and Love in and through Jesus Christ.

All full time Theology faculty have been offered and accepted an individual *mandatum* from ecclesiastical authority. In order to embody and transmit a “living Thomism,” our Philosophy Professors are formally trained scholars in the History of Philosophy and the thought of St. Thomas Aquinas.

Our Philosophy and Theology Program works closely with our Aquinas College Catholic Studies Program and Campus Ministry in order to provide the most intellectually and spiritually rich experience possible for our students.

Student Learning Outcomes

The Philosophy & Theology Department at Aquinas College is committed to the following goals:

1. Generally, to provide students with the skills of critical thinking and expression essential to Liberal Arts education. More particularly, by synthesizing the historical and systematic approaches of philosophy and theology, to provide a foundation so that students may engage important perennial philosophical and theological questions, and address them well in dialogue and in writing. These questions—such as what is Truth? Reality? The Human Person? The Good? Power? Justice? God? And, who is Jesus Christ?—are foundational to human flourishing in general, and for success in the particular disciplines. Acquiring the skills for answering them logically, soundly, and persuasively is invaluable to the spiritual and intellectual life and virtue of the person, the College, and the Civic Community. In accord with our Dominican mission, this is to seek truth for individual perfection and the common good.
2. Taking inspiration from our namesake, St. Thomas Aquinas, to give special attention to the relationship between faith and reason as it has developed in the perennial philosophical and theological tradition and the Catholic Intellectual tradition of which St. Thomas Aquinas is such an integral part. Students will be rooted in Scripture, the soul of theology, and they will have the Catholic tradition transmitted faithfully. Students will learn to promote

action in the world that springs from the Truth of the Gospel, placing themselves at the service of Life and Love.

3. To develop an interest in and prepare students for graduate studies in Philosophy and Theology along with interdisciplinary work in philosophy and theology in connection with professional disciplines such as law, medical or environmental ethics, journalism, teaching or public policy work, Church Parish work in faith formation and Catholic Schools. This requires ongoing contact on the part of the department members with the majors in order for them to tailor their degree to their particular professional goals, and requires a faculty with diverse research and teaching interests, methodologies and professional experiences which are conducive to supporting a Philosophy & Theology Major.

4. As Philosophy and Theology have traditionally sought holistic and unifying theoretical insight into foundational issues pertaining to the various disciplines of human knowledge, whether they are of a logical or methodological, ethical, metaphysical or theological nature, to engage in interdisciplinary dialogue, teaching, research, and scholarship enlivening the perennial Philosophy and Theology of St. Thomas Aquinas.

PHILOSOPHY & THEOLOGY MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Thirty-four (36) semester hours.

At least sixteen (16) semester hours must be taken at Aquinas.

Courses offered as either a 200 or 300 level may only be taken one time.

A minimum 2.0 GPA is required for the major.

Only courses with a grade of C- or better will count toward the major.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

_____	PHIL 100 Know Thyself	4.0	_____	_____
_____	PHIL 200 Logic	4.0	_____	_____
_____	PHIL 215 Ethics OR THEO 225 Catholic Social Teaching	4.0	_____	_____
_____	PHIL 325 Medieval Philosophy OR PHIL 301 Philosophy of St. Thomas Aquinas	4.0	_____	_____
_____	PHIL 357 First Philosophy & Sacra Doctrina	4.0	_____	_____
_____	THEO 200 Bible as Story	4.0	_____	_____
_____	THEO 215 Jesus	4.0	_____	_____
_____	THEO 400 Senior Seminar: St. Paul	4.0	_____	_____

Choose one (1) elective in Philosophy of Theology

_____	_____	4.0	_____	_____
-------	-------	-----	-------	-------

PHILOSOPHY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

A minimum of two (2) courses must be at the 300 level or above.

A minimum 2.0 GPA is required for the minor.

Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

_____	PHIL 100 Know Thyself	4.0	_____	_____
_____	PHIL 200 Logic	4.0	_____	_____

Choose twelve (12) semester hours of Philosophy electives:

_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____

THEOLOGY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

A minimum of two (2) courses must be at the 300 level or above.

Only courses with a grade of C- or better will count toward the minor.

Students must have a minimum of a 2.0 GPA in the minor.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
_____ THEO 200 Bible as Story	4.0	_____
Choose one (1) Theology course:		
_____ THEO 105 Sacraments	4.0	_____
_____ THEO 205 Vatican II	4.0	_____
Choose one (1) Morality course:		
_____ THEO 220 Catholic Moral Theology	4.0	_____
_____ THEO 225 Catholic Social Teaching	4.0	_____
Choose one (1) Sacred Scripture course:		
_____ THEO 215 Jesus	4.0	_____
_____ THEO 305 Bible as Poetry (WI)	4.0	_____
_____ THEO 311 Biblical Greek	4.0	_____
_____ THEO 400 Senior Seminar (Scripture Topic) (SC)	4.0	Two Theology courses
Choose one(1) Theology elective	4.0	_____

THEOLOGICAL STUDIES CERTIFICATE

2025-2026

Certificate Requirements: Twenty-four (24) semester hours.

This certificate was developed by the Faith Formation of the Diocese and the Aquinas College Theology

Department for lay people engaged in ministry and those persons who want to further their theological education.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
_____ THEO 100 The Catholic Vision	4.0	_____
_____ THEO 105 Sacraments	4.0	_____
_____ THEO 200 Bible as Story	4.0	_____
_____ THEO 215 Jesus	4.0	_____
_____ THEO 220 Catholic Moral Theology	4.0	_____
_____ THEO 310 Ecclesiology	4.0	Two Theology courses or Instructor Consent

Catholic Studies

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

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

Student Learning Outcomes.

- 1. Students will have a broad knowledge of the history of Christianity.
- 2. Students will have a broad knowledge of the Christian view of history best explicated by St. Augustine of Hippo, G.K. Chesterton, and Christopher Dawson.
- 3. Students will have a broad knowledge of the distinctive spirit of the Catholic vision and tradition.
- 4. Students will have the distinctive hallmarks of the Catholic imagination, particularly in literature.
- 5. Students will demonstrate a clear understanding of how faith and reason interact in the Catholic intellectual tradition, and of this tradition’s impact on the development of Western Civilization.
- 6. Students will receive extensive opportunities for spiritual development that provide deep integration of authentic Catholic intellectual understanding and practice of the faith.

CATHOLIC STUDIES MINOR

2025-2026

Minor Requirements: Sixteen (16) semester hours.
At least eight (8) semester hours must be taken at Aquinas.
A minimum 2.0 GPA is required for the minor.
Only courses with a grade of C- or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
One (1) course from each discipline:			
Art & Literature:			
_____	ART 250 Renaissance & Baroque Art	4.0	_____ ART 105
_____	CATH 200 Tolkien & the Catholic Imagination	4.0	_____
_____	ENGL 260 Catholic Writers	4.0	_____
History:			
_____	HIST 218 Saints & Sinners: American Catholics	4.0	_____
_____	HIST 226 History of Christianity	4.0	_____
Philosophy:			
_____	PHIL 201 Philosophy of St. Thomas Aquinas	4.0	_____
_____	PHIL 225 Medieval Philosophy	4.0	_____
Theology:			
_____	THEO 225 Catholic Social Teaching	4.0	_____
_____	THEO 310 Ecclesiology	4.0	_____ Two Theology courses or Instructor consent

Course Descriptions:

CATH 200 Tolkien and the Catholic Imagination (4) The analysis of J.R.R. Tolkien's imaginative world, Middle-earth, from the perspective of a Catholic worldview and his concept of mythopoeia. This course is a Catholic Studies and Theology elective.

CATH 396 Special Topics in Catholic Studies (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

CATH 398 Readings in Catholic Studies (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

CATH 399 Independent Project in Catholic Studies (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PHIL 100 Know Thyself (4) Introducing students to basic principles of logic necessary for critical thinking and its expression in written and oral forms, this course treats the perennial question of the nature of the human being in historical and systematic terms. Following Socrates, we answer the charge: γνῶθι σεαυτόν (gnōthi seauton) or 'know thyself.' With focus on the historical origin of Philosophy in Ancient Greece, this course covers the thought of Plato and Aristotle in dialogue with St. Thomas Aquinas, Descartes, Hume, and Jean-Paul Sartre, treating key aspects of human nature relating to knowledge (epistemology), body and soul (philosophical anthropology), the good (ethics), and the divine (metaphysics).

PHIL 200 Logic (4) This course forms basic intellectual habits for employing, analyzing, and criticizing arguments, including deductive and inductive reasoning, recognizing common fallacies, and understanding and criticizing analogical and causal arguments.

PHIL 201 The Philosophy of St. Thomas Aquinas (4) Introducing students to the life and works of St. Thomas Aquinas in relation to the perennial Catholic and Dominican traditions, this course treats the Angelic Doctor's philosophical contributions in nature, epistemology, philosophical anthropology, ethics, and metaphysics.

PHIL 202 The Philosophy of Karol Wojtyła (4) This course is devoted to the post-modern philosophical thought of Karol Wojtyła, or St. Pope John Paul II. Having reviewed the historical context for Wojtyła's Thomistic-Personalism in the realism and ethics of Aristotle and St. Thomas Aquinas, and the phenomenology of Edmund Husserl, this course treats essential works of philosophy in the corpus of Wojtyła including the Lublin Essays, The Acting Person, Love and Responsibility, and related texts of the encyclical tradition. Special attention is given to Wojtyła's phenomenological and Thomistic-Aristotelian method, his philosophical anthropology, and treatment of the human good and the relation of person and God.

PHIL 205 Philosophy & Film (4) This course explores themes in nature, epistemology, philosophical anthropology, ethics, and metaphysics as they are presented in film. Students will read classic texts in philosophy on these themes paired with films.

PHIL 210 What is Justice? (4) In Socratic fashion, this course seeks an answer to the question: what is justice? Taking a historical approach, the class puts key figures from the Pre-Socratics, Plato, Aristotle, St. Thomas Aquinas, Hobbes, Locke, Hume, Mill, Kant, and Marx into dialogue. Special attention is given to the ancient and perennial question of the relation between law/custom, nature, and justice, to the meaning of justice in relation to the human individual and common good, and to the relation of the divine to justice.

PHIL 215 Ethics (4) This course treats the major systematic approaches to ethical theory in the history of philosophy including virtue ethics, natural law, utilitarianism, deontology, and emotivism. Students will learn to logically evaluate the fundamental principles of ethical systems in connection with their conclusions, and become capable of treating the meaning of good and bad and right and wrong in philosophical dialogue in our pluralist society.

PHIL 220 Ancient Philosophy (4) This course traces the historical development of Ancient Greek discussions of nature and metaphysics, knowledge, philosophical anthropology, and the ethics born of the love of wisdom for its own sake. The primary texts considered in this course are those of the fragments and testimonia (selections) of the Pre-Socratics beginning with Thales of Miletus (6th Century BC), and essential texts from Plato, Aristotle (5th-4th Century BC), and the Hellenistic period, including Lucretius and Epictetus.

PHIL 225 Medieval Philosophy (4) This course treats the historical development of Medieval philosophy, beginning with its ancient precursor, St. Augustine, and then turning to Boethius, Avicenna, St. Anselm, Al-Ghazali, St. Albert the Great, St. Thomas Aquinas, and William of Ockham. Special attention is given to themes relating to nature and the relation of faith and reason, the problem of evil, free will, the existence of God, and the problem of universals. Medieval philosophy is placed in dialogue with its Ancient sources and Modern progeny.

PHIL 235 Environmental Philosophy (4) This course treats environmental philosophy through a Thomistic model centering on the principles of nature, the human person, the human good, the ethical community and justice, creation, and stewardship. In dialogue with major figures in modern conservationism and environmentalism, such as Leopold and Muir, the class examines questions pertaining to the natural environment in relation to human flourishing, sustainability, the value of nature and creation, conservation and preservation, pollution, and climate change.

PHIL 240 Variable Topics (4) Variable topics in philosophy are offered in areas including but not limited to, Epistemology, Metaphysics, Ethics, the Human Act, Political Thought, the Philosophy of Language, Phenomenology, Semiotics, and Philosophy of Law.

PHIL 300 Philosophy & Ancient Greek (4) This course serves as an introduction to translating Ancient Attic Greek texts in Philosophy. Gaining foundational habits and understanding of Greek forms, grammar, syntax, and vocabulary, students will learn to critically read Ancient Greek texts in comparison with contemporary English translations and obtain principle skills necessary for producing philosophical translations of the primary texts of thinkers such as Plato and Aristotle.

PHIL 301 The Philosophy of St. Thomas Aquinas (4) Introducing students to the life and works of St. Thomas Aquinas in relation to the perennial Catholic and Dominican traditions, this course treats the Angelic Doctor's philosophical contributions in nature, epistemology, philosophical anthropology, ethics, and metaphysics.

PHIL 302 The Philosophy of Karol Wojtyła (4) This course is devoted to the post-modern philosophical thought of Karol Wojtyła, or St. Pope John Paul II. Having reviewed the historical context for Wojtyła's Thomistic-Personalism in the realism and ethics of Aristotle and St. Thomas Aquinas, and the phenomenology of Edmund Husserl, this course treats essential works of philosophy in the corpus of Wojtyła including the Lublin Essays, The Acting Person, Love and Responsibility, and related texts of the encyclical tradition. Special attention is given to Wojtyła's phenomenological and Thomistic-Aristotelian method, his philosophical anthropology, and treatment of the human good and the relation of person and God.

PHIL 303 First Philosophy (4) Following the original and ancient formulation in Aristotle, first philosophy treats foundational principles in epistemology, metaphysical knowledge of being qua being, and natural theology. St. Thomas Aquinas' development of Aristotelian natural theology is then treated, giving special attention to the distinction between essence (essentia) and existence (esse), the doctrine of creation ex nihilo, the transcendentals, and the relation of faith (fides) and reason (ratio). These ancient and medieval approaches to first philosophy are placed in dialogue with the moderns (e.g., Hume, Kant, Jean Paul Sartre). The course concludes by treating key issues pertaining to the metaphysics of the human person. Prerequisite(s): PHIL 100.

PHIL 304 Modern Philosophy (4) This course treats the historical development of Modern philosophy, including its founder Descartes, along with Hobbes, Locke, Hume and Kant. Special attention is given to the systematic approaches of these thinkers with respect to nature, epistemology, ethics, and metaphysics. Modern thought is placed in dialogue with its Ancient and Medieval sources and with the Post-Modern reaction.

PHIL 305 Philosophy & Latin (4) This course serves as an introduction to translating Classical and Medieval Latin texts in Philosophy. Gaining foundational habits and understanding of Latin forms, grammar, syntax, and vocabulary, students will learn to critically read Latin texts in comparison with contemporary English translations and obtain principle skills necessary for producing philosophical translations of the primary texts of thinkers such as our namesake, St. Thomas Aquinas.

PHIL 310 What is Justice? (4) In Socratic fashion, this course seeks an answer to the question: what is justice? Taking a historical approach, the class puts key figures from the Pre-Socratics, Plato, Aristotle, St. Thomas Aquinas, Hobbes, Locke, Hume, Mill, Kant, and Marx into dialogue. Special attention is given to the ancient and perennial question of the relation between law/custom, nature, and justice, to the meaning of justice in relation to the human individual and common good, and to the relation of the divine to justice.

PHIL 320 Ancient Philosophy (4) This course traces the historical development of Ancient Greek discussions of nature and metaphysics, knowledge, philosophical anthropology, and the ethics born of the love of wisdom for its own sake. The primary texts considered in this course are those of the fragments and testimonia (selections) of the Pre-Socratics beginning with Thales of Miletus (6th Century BC), and essential texts from Plato, Aristotle (5th-4th Century BC), and the Hellenistic period, including Lucretius and Epictetus.

PHIL 325 Medieval Philosophy (4) This course treats the historical development of Medieval philosophy, beginning with its ancient precursor, St. Augustine, and then turning to Boethius, Avicenna, St. Anselm, Al-Ghazali, St. Albert the Great, St. Thomas Aquinas, and William of Ockham. Special attention is given to themes relating to nature and the relation of faith and reason, the problem of evil, free will, the existence of God, and the problem of universals. Medieval philosophy is placed in dialogue with its Ancient sources and Modern progeny.

PHIL 335 Environmental Philosophy (4) This course treats environmental philosophy through a Thomistic model centering on the principles of nature, the human person, the human good, the ethical community and justice, creation, and stewardship. In dialogue with major figures in modern conservationism and environmentalism, such as Leopold and Muir, the class examines questions pertaining to the natural environment in relation to human flourishing, sustainability, the value of nature and creation, conservation and preservation, pollution, and climate change.

PHIL 340 Variable Topics (4) Variable topics in philosophy are offered in areas including but not limited to, Epistemology, Metaphysics, Ethics, the Human Act, Political Thought, the Philosophy of Language, Phenomenology, Semiotics, and Philosophy of Law.

PHIL 357 First Philosophy & Sacra Doctrina (4) Following the original and ancient formulation in Aristotle, the course begins by treating foundational principles in epistemology, metaphysical knowledge of being qua being, and natural theology. St. Thomas Aquinas' development of Aristotelian natural theology in synthesis with the systematic treatment of revealed theology in the science (scientia) of Sacra Doctrina is then treated, giving special attention to the distinction between essence (essentia) and existence (esse), the doctrine of creation ex nihilo, the transcendentals, and the relation between faith (fides) and reason (ratio). These ancient and medieval approaches to first philosophy and theology are placed in dialogue with the moderns (e.g., Hume, Kant, Jean Paul Sartre). The course concludes by treating key issues pertaining to the metaphysics of the human person.

PHIL 396 Special Topics in Philosophy (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

PHIL 397 Internship in Philosophy (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

PHIL 398 Readings in Philosophy (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PHIL 399 Independent Project in Philosophy (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PHIL 405 Phenomenology (4) This course treats the post-modern philosophical tradition of phenomenology with a primary focus on the work of its founder, Edmund Husserl. Contributions from Edith Stein, Martin Heidegger, and Karol Wojtyła will also be considered. Attention will be given to the Phenomenological method, intentionality, noetic-noematic analysis, transcendence and immanence, and the phenomenon of empathy. Prerequisite(s): PHIL 100.

THEO 100 The Catholic Vision (4) An introductory course in the Roman Catholic tradition, its worldview, beliefs, sacraments and moral life.

THEO 105 Sacraments (4) An introduction to Sacramental Theology and Liturgy that explores the biblical, historical and liturgical aspects of the Church's Sacraments.

THEO 200 Bible As Story (4) A theological and literary introduction to the biblical story, from paradise to apocalypse. Follows the great themes of the Bible, such as creation, peoplehood, and the presence of God. Students will learn to interpret biblical stories, discover the images and themes that appear throughout the Christian Bible, and gain an appreciation of scripture as the root of Christian faith today.

THEO 205 Vatican II (4) Examines major documents and themes of the Second Vatican Council in the context of the Catholic theological tradition.

THEO 210 Theology of Christian Marriage (4) 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. Topics covered include: marriage as vocation and covenant, divorce and remarriage, intimacy, pre-marital sex, contraception, masturbation and homosexuality.

THEO 215 Jesus (4) Explores the New Testament portraits of Jesus, including how the first Christian theologians re-interpreted Jewish scripture. Students will compare episodes in the Gospels and become aware of images of Christ in narrative, epistle and poetry. Also introduces the 'historical Jesus' debate and the cultural setting of the Jesus movement.

THEO 220 Catholic Moral Theology (4) Moral Theology An Introduction to Christian morality that considers the person's capacity for achieving excellence in the pursuit of the good under the auspices of grace. Themes covered include: Jesus Christ and the moral life, the sources of morality, the person as image of God, grace, sin, freedom, law, infused and acquired virtue.

THEO 225 Catholic Social Teaching (4) The official social doctrine of the Roman Catholic Church. The primacy of the person, human rights, the common good, family, natural law, meaningful work, just war.

THEO 230 Wrestling with God (4) 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.

THEO 301 Theologians of the Great Tradition (4) A focused study of the work of a theologian or theologians of the Christian theological tradition. Credit may be earned under different titles. Prerequisite(s): One course in Theology.

THEO 302 C.S. Lewis as Theologian (4) C.S. Lewis (CSL) was a literary scholar rather than a professional theologian. But he is also a widely valued Christian writer of essays, fiction, and expository books (typically labelled "apologetics"). This course will expose students to the most important compositions of each genre, and CSL's most important theological insights about the lingering value of medieval Christian worldview, natural and supernatural love, the Christian vision of the person and the human longing for God.

THEO 305 Bible As Poetry (4) A follow-up to Bible as a Story that focuses on biblical poetic texts: Psalms, prophets and wisdom literature of the Old Testament. In addition to developing their understanding of canonical themes and imagery, students will perform exegesis of individual poetic texts while discovering the historical setting and the reception of biblical poetry.

THEO 310 Ecclesiology (4) An introduction to ecclesiology, the study of the church. Features extensive biblical foundations and historical developments, culminating in the documents of Vatican II. Prerequisite(s): Two courses in Theology or instructor approval.

THEO 311 Biblical Greek (4) Introduces students to biblical Greek vocabulary, verb system, grammar and syntax.

THEO 312 Biblical Hebrew (4) Introduces students to biblical Hebrew vocabulary, verb system, grammar and syntax.

THEO 315 Christology (4) 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. Particular attention will be given to the question of atonement brought about through Jesus' death and resurrection. The course concludes with contemporary Christological questions including Jesus' knowledge and self-awareness; Jesus and liberation theologies; and Jesus and salvation of the whole world. Prerequisite(s): Two courses in Theology.

THEO 396 Special Topics in Theology (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

THEO 397 Internship in Theology (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

THEO 398 Readings in Theology (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

THEO 399 Independent Project in Theology (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

THEO 400 Senior Seminar (4) A Senior level study of selected topics from Biblical, Doctrinal, Ecclesial, Moral, or Systematic Theology. Prerequisite(s): Two courses in Theology.

Physics

Timothy Henshaw, Ph.D., Advisor; Trevor Picard, M.S.

Mission Statement: The Physics program is primarily committed to offering classes that meet the needs of students wishing to pursue careers in engineering, chemistry, applied mathematics, the health sciences and physics education. To assure that our students get an exposure of physics that is competitive at a national level, the program has made it a policy (a) to select texts that are recognized as the best in the disciplines (b) to offer laboratory experiences that are central to the disciplines, and (c) to assign problems that challenge the imagination and skill of the students.

The program is committed to offering courses in physical science and astronomy that allow non-science majors to sample the content, history, methodology, and excitement of looking at the natural world. Such courses relate traditional topics to experiences in everyday life.

Physics is a subject that is appreciated by any person who is motivated to do so. To the extent that the Physics program can keep pace with educational technology, scientific instrumentation, faculty renewal, and academic resources, the program will succeed in offering exciting and valuable educational experiences for our students.

Student Learning Outcomes.

1. Students will demonstrate a conceptual understanding of the fundamental ideas in physics mainly in the core areas of classical mechanics that encompasses motion of objects, gravitation, fluid statics/dynamics, thermodynamics and finally electricity/magnetism and quantum/atomic physics.
2. Students will develop strategies to problem solving combining both physical approaches and appropriate mathematical tools. (algebra or calculus based).
3. Students will apply experimental techniques (where possible) to collect/ analyze and interpret data and make connections with the core concepts and or daily encounters of physical phenomena.
4. Students will communicate in an effective manner scientific ideas both in verbal and written forms.

PHYSICS MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.
At least twelve (12) credits must be taken at Aquinas.
Only courses with a grade of C or better will count for the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES	
_____	PHYS 211 General Physics w. Calculus: Mechanics	4.0	_____	MAT 121 (C- or above)
_____	PHYS 212 General Physics w. Calculus: Electricity	4.0	_____	PHYS 211
_____	PHYS 215 Modern Physics	4.0	_____	PHYS 201/202 or PHYS 211/212
Choose eight (8) semester hours from the following:				
_____	CHEM 301 Fundamental Physical Chemistry	4.0	_____	CHEM 122, MAT 121, PHYS 211* (C- or above) *may be a coreq.
_____	CHEM 302 Intermediate Physical Chemistry	4.0	_____	CHEM 301, MAT 122, PHYS 212* (C- or above) *may be a corequisite
_____	MAT 205 Statistics	4.0	_____	MAT 120 or higher
_____	MAT 235 Differential Equations	4.0	_____	MAT 221
_____	PHYS 105 Observational Astronomy	4.0	_____	
_____	PHYS 396 Special Topics in Physics	4.0	_____	
_____	PHYS 398 Readings in Physics	variable	_____	Department Chair Approval
_____	PHYS 399 Independent Project	variable	_____	Department Chair Approval
_____	PHYS 400 Experimental Investigation and Design*	4.0	_____	PHYS 201/202 or PHYS 211/212
*course required if pursuing secondary education				

Course Descriptions:

PHYS 100 Physical Science (4) An introduction to physics and chemistry for non-science majors, including relevant topics in earth science and other related disciplines. Recommended for elementary education majors and other students who wish to acquire a broad perspective on these two areas of physical science. An emphasis is placed on experiential learning, the methodology of science, and hands-on science. Corequisite: PHYS 100L.

PHYS 105 Observational Astronomy (4) A 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. The course includes hands-on experiences with telescopes and stargazing from the Aquinas Baldwin Observatory. Intended for students with no significant exposure to the study of astronomy.

PHYS 201 General Physics: Mechanics, Sound, Heat (4) An introduction to the classical laws of motion, including kinematics, forces in nature, Newton's laws of motion, conservation of energy and momentum, fluid statics and dynamics, oscillations, and waves. This course is the first half of the two semester general physics sequence. It is recommended for students specializing in science. The course emphasizes quantitative and conceptual understanding of the topics in introductory physics with the use of algebra. Minimum grade requirement (C- or better). Corequisite(s): PHYS 201L.

PHYS 202 General Physics: Elect, Magnetism, Light (4) An algebra/trigonometry based introduction to electricity, magnetism, harmonic motion, light and nuclear physics. This course is the second half of the two semester general physics sequence. It is recommended for students specializing in science. The course emphasizes quantitative and conceptual understanding of the topics in introductory physics without the use of calculus. Prerequisite(s): PHYS 201. Corequisite(s): PHYS 202L.

PHYS 211 General Physics with Calculus: Mechanics (4) A calculus-based introduction to classical physics and the fundamental concepts of forces, Newton's laws of motion, conservation of energy and momentum, fluid dynamics, oscillations, and waves. This course is the first half of the two semester general physics sequence. It is recommended for students specializing in science with a background in Calculus. minimum grade requirement (C- or better). Prerequisite(s): MAT 121. Corequisite(s): PHYS 211L.

PHYS 212 General Physics with Calculus: Electricity (4) A calculus-based introduction to classical physics and modern physics and the fundamental concepts of electricity, magnetism, light, and nuclear physics. This course is the second half of the two semester general physics sequence. It is recommended for students specializing in science with a background in Calculus. Prerequisite(s): PHYS 211. Corequisite(s): PHYS 212L.

PHYS 215 Modern Physics (4) A semester long course covering the study of relativity, the wave nature of particles, quantum mechanics, chemical spectra, particle and low-energy nuclear physics. Laboratory and lecture experiences are integrated within class meetings. Prerequisite(s): PHYS 202 or PHYS 212. Corequisite(s): PHYS 215L.

PHYS 396 Special Topics in Physics (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

PHYS 398 Readings in Physics (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PHYS 399 Independent Project in Physics (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PHYS 400 Experimental Investigation and Design (4) A semester-long laboratory based course that will feature an in-depth exploration of a series of selected concepts in physics. Each topic involves: the study of the concept, an experimental design to investigate the concept, and data collection and analysis. A formal report of the study, experiment, and results will be submitted as part of the course requirements. One of the concepts will be chosen by each student to be presented at a seminar session at the end of the semester. Prerequisite(s): PHYS 202 or PHYS 212. Corequisite(s): PHYS 400L.

Political Science

Roger Durham, Ph.D., Chair
Russell Hall, Ph.D.

Mission Statement. The mission of the Political Science Department is to foster critical, reflective, informed, and empowered participants and citizens. The department introduces students to fundamental theoretic approaches, methods of study, and content about how people and governments behave in a political context.

POLITICAL SCIENCE MAJOR

Bachelor of Arts
 2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty (20) semester hours must be taken at Aquinas.

A student that is double majoring in International Studies and Political Science may use a maximum of twelve (12) semester hours to fulfill both majors.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	POL 110 Struggle for American Democracy	4.0	_____
_____	POL 180 The World in Crisis	4.0	_____
_____	POL 210 U.S. Political Institutions & Policy	4.0	_____
_____	POL 350 Methods & Inquiry in Political Science	4.0	_____
_____	POL 450 Senior Capstone in Political Science (SC)	4.0	_____
_____	POL 480 International Relations (WI)	4.0	POL 180 or Instructor Consent
Choose one (1) Political Theory course:			
_____	PHIL 310 What is Justice?	4.0	_____
_____	POL 355 Variable Topics: Themes in Political Theory	4.0	_____
_____	WGS 300 Feminist Theory & Activism	4.0	_____
Choose one (1) Comparative Politics course:			
_____	POL 310 European Politics	4.0	POL 180 or Instructor Consent
_____	POL 312 Politics of Developing Countries	4.0	POL 180 or Instructor Consent
_____	POL 314 Latin American Politics	4.0	POL 180 or Instructor Consent
_____	POL 316 Middle East Politics	4.0	POL 180 or Instructor Consent
_____	POL 318 Variable Topics: Comparative Area Studies	4.0	POL 180 or Instructor Consent
Choose eight (8) semester hours of Political Science electives:			
_____	_____	4.0	_____
_____	_____	4.0	_____

A maximum of four (4) credits may be earned toward the eight (8) semester hours of required elective credits by taking a combination of the following courses:

_____	POL 190(2 cr)/290(1 cr)/390(1 cr) Model United Nations
_____	POL 191(2 cr)/291(1 cr)/391(1 cr) Model Arab League
_____	POL 192(2 cr)/292(1 cr)/392(1 cr) AQMUN Leadership

POLITICAL SCIENCE MINOR

2025-2026

Major Requirements: Twenty (20) semester hours.

At least eight (8) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS

GRADE

PREREQUISITES

_____ POL 110 Struggle for American Democracy
 _____ POL 180 The World in Crisis
 _____ POL 210 U.S. Political Institutions & Policy

4.0
4.0
4.0

Choose one (1) Comparative Politics course:

_____ POL 310 European Politics
 _____ POL 312 Politics of Developing Countries
 _____ POL 314 Latin American Politics
 _____ POL 316 Middle East Politics
 _____ POL 318 Variable Topics: Comparative Area Studies

4.0
4.0
4.0
4.0
4.0

_____ POL 180 or Instructor Consent
 _____ POL 180 or Instructor Consent
 _____ POL 180 or Instructor Consent
 _____ POL 180 or Instructor Consent
 _____ POL 180 or Instructor Consent

Choose four (4) semester hours of Political Science electives:

4.0

Course Descriptions:

POL 110 Struggle for American Democracy (4) How do you know whether you have a democracy? Does it really matter? This course is designed to examine different interpretations of democracy, how democracy has been institutionalized in the American context, challenges facing democracy in the US, and crucial skills for civic engagement.

POL 180 The World in Crisis (4) This course is an introduction to the dynamics of international relations and global interaction. Students are expected to develop a basic understanding of the international system and modes of conflict and cooperation in historical as well as current international problem areas such as Yemen, Ukraine, the Middle East, Bosnia, Rwanda, Nicaragua, and other current crises. Emphasis is placed on the role of how individuals, states, and international organizations as they confront war, human rights violations, armed conflict, genocide, poverty, environmental degradation, religious confrontation and diplomacy.

POL 190 Collegiate Model United Nations (2) Students practice all the skills of diplomacy including negotiation, problem solving, role-playing, and compromise while representing diplomats from the 193 member states of the General Assembly of the United Nations, the Security Council, or one of many other UN Agencies at an annual Collegiate Model United Nations conference. Issues range from the US embargo on Cuba to nuclear weapons proliferation to AIDs and world hunger, to war and conflict. Emphasis is placed on the development of knowledge of the UN as well as policies of the country represented. PS 192 Model United Nations Collegiate Conference is for first-time participants. There is no prerequisite to this course – ANYONE can join.

POL 191 Collegiate Model Arab League (2) This two credit course is designed for first-time participants in the Michigan Model Arab League. Students will practice all the skills of diplomacy, negotiation, problem-solving, and role-playing in this important Regional International Organization. Specific committees include “Political Affairs,” “Social Affairs,” “Palestinian Affairs,” “Environmental Affairs,” “Economic Affairs,” and “Defense Affairs”. Significant time will be spent preparing country specific policies of the 22 member states of the League of Arab States. Students will generally work in pairs representing specific countries on specific committees. Additional emphasis is placed on the development of crucial cooperative and compromise skills of mediation and diplomacy. There is no prerequisite to this course – ANYONE can join.

POL 192 Model United Nations Leadership - AQMUN (2) This course is designed to prepare students for their participation in hosting, organizing, and leading the Annual Aquinas College High School Model United Nations Conference otherwise known as AQMUN. We will host around 100-135 high school students who will participate in role-playing delegates on separate Security Councils and an International Court of Justice simulation. AQ students will be trained as Security Council Chairs, Vice-Chairs, and Rapporteurs, as well as leadership in the ICJ. Additional staff will work in Home Government and the Emergency Crisis Simulation. Unlike the fall semester version of Model UN (where AQ students are the delegates), this class provides a very different set of experiences and skills including but not limited to: leadership, research, parliamentary procedure, public speaking, diplomacy, role-playing, teamwork, decision-making, and organization. PS 194 is for first-time leaders. There are no prerequisites to this class – ANYONE can participate.

POL 210 US Political Institutions & Policy (4) The creation of public policy in the US is a dynamic process involving different parts of government and input from actors inside and outside of political institutions. This class will introduce fundamental concepts and vocabulary for understanding public policy, the role of various political institutions, and ways in which political actors strategically navigate them. Students select an issue to research in depth throughout the semester in order to learn how public policy operates and to read the political landscape for different forms of power, the incentives that political actors respond to, and opportunities to advance policy goals.

POL 212 Power and Innovation in American Cities (4) Cities provide a distinctive lens for understanding the exercise of power and the potential for creating political change. Often treated as less-important, they can be leaders on issues of global importance. Planning, decision-making, challenges and solutions are explored in this introduction to the politics and power structures in local governments with an emphasis on urban settings in the US.

POL 214 News, Media, and Politics (4) An informed citizenry is central to a functioning democracy. The contemporary media environment creates distinctive challenges and opportunities for the distribution of news. This course examines the role of news in US politics and its place in an ever-changing media landscape. Students design studies to critically evaluate how news operates to inform or mislead the public and to support or undermine democratic accountability.

POL 216 Parties and Elections (4) Why do we have political parties? Do we actually need them? Are there alternatives? This class explores both the theory and practical politics of parties and elections, including such topics as theories about political parties, research about voter turnout and political polarization, the impact of campaign spending, and the role that parties and elections play in democratic accountability. While particular emphasis is placed on American elections at the state and federal level, the US electoral system is often seen more clearly in contrast to both local and international alternatives.

POL 220 Hollywood, Cinema, and Power (4) This course is a critical examination of the role of Hollywood, the movies it produces, and the power implications thereof on society, especially politics. Cinema seeks primarily to entertain. However, movies also reflect the evolution of attitudes and policies concerning a range of public policies and issues – from war to race to civil rights and liberties. They also reflect official – and counter-official – policies toward business practices, military defense and foreign involvement. In this course students will critically examine: a) the history of Political Cinema in the United States, b) feature films that demonstrate how political ideology has affected modern politics, and c) various political issues such as race, education, foreign policy, civil liberties, class, gender and power as represented in film. Fundamental is the nexus of policy, history and Hollywood.

POL 250 Variable: Contemporary Political Issues (4) This course allows students to analyze important contemporary issues and political developments as they arise. The department will offer this course as it sees the need to create space for important conversations. Topics for this class will vary and students can take the class for credit under different topics. In all cases, students will practice the skills of identifying reliable information, identifying and analyzing relevant political institutions, and exploring the implications for theories of power and political change.

POL 290 Collegiate Model United Nations (1) This one credit course is designed for second-time participants in Collegiate Model United Nations. Students practice all the skills of diplomacy including negotiation, problem solving, role-playing, and compromise while representing diplomats from the 193 member states of the General Assembly of the United Nations, the Security Council, or one of many other UN Agencies at an annual Collegiate Model United Nations conference. Issues range from the US embargo on Cuba to nuclear weapons proliferation to AIDs and world hunger, to war and conflict. Emphasis is placed on the development of knowledge of the UN as well as policies of the country represented. Prerequisite(s): POL 190.

POL 291 Collegiate Model Arab League (1) This one credit course is designed for second-time participants in the Michigan Model Arab League. Students will practice all the skills of diplomacy, negotiation, problem-solving, and role-playing in this important Regional International Organization. Specific committees include “Political Affairs,” “Social Affairs,” “Palestinian Affairs,” “Environmental Affairs,” “Economic Affairs,” and “Defense Affairs”. Significant time will be spent preparing country specific policies of the 22 member states of the League of Arab States. Students will generally work in pairs representing specific countries on specific committees. Additional emphasis is placed on the development of crucial cooperative and compromise skills of mediation and diplomacy. Prerequisite(s): POL 191.

POL 292 Model United Nations Leadership - AQMUN (1) This one credit course is designed for second-time participants in their participation in hosting, organizing, and leading the Annual Aquinas College High School Model United Nations Conference otherwise known as AQMUN. We will host around 100-135 high school students who will participate in role-playing delegates on separate Security Councils and an International Court of Justice simulation. AQ students will be trained as Security Council Chairs, Vice-Chairs, and Rapporteurs, as well as leadership in the ICJ. Additional staff will work in Home Government and the Emergency Crisis Simulation. Unlike the fall semester version of Model UN (where AQ students are the delegates), this class provides a very different set of experiences and skills including but not limited to: leadership, research, parliamentary procedure, public speaking, diplomacy, role-playing, team-work, decision-making, and organization. Prerequisite(s): POL 192.

POL 305 Constitutional Law: Civil Rights (4) This course will provide undergraduate students exposure to the constitutional interpretations regarding American civil rights and liberties as defined by the U.S. Supreme Court. Specific clauses of the U.S. Constitution covered in this class include: Judicial review, the contracts clause, the due process clauses, freedom of speech, freedom of the press, (dis) establishment of religion, guarantee against unreasonable search and seizures, exclusionary rule, 5th Amendment guarantee against self-incrimination, police interrogation, , right to counsel, guarantee against cruel and unusual punishments, the right to privacy, and the equal protection clause prohibiting discrimination.

POL 307 Moot Court (4) 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: 1) preparing a draft and final version of an appellate brief, and 2) creating and presenting oral arguments on the subject of the appellate brief. Teams will compete against other undergraduate teams at a regional competition to be held at the end of the semester (dates and place TBA). Winners of this regional tournament will be invited to participate in the National tournament (dates and place TBA).

POL 310 European Politics (4) This upper-level comparative politics course is about the issues, problems, and possibilities of European Politics. We will introduce a comparative examination of the changing nature of politics and power structures within European states, noting the wide variety of political and economic development therein. As such, specific case-studies will be examined. Because the European Union represents the most developed case of regional cooperation and shared policies, at the heart of this analysis is the tension between state sovereignty and regional integration. Additional topics will include (but are not limited to) presidential vs parliamentary systems, authoritarian vs [more] democratic systems, human rights, conflict and cooperation, neo-nationalism, civil rights and liberties, and political-economy. We will examine various theories and approaches through which nation-states are compared and the internal politics of policy making, the structures and functions of political institutions, political cultures and participation in selected European States. We will also study the macro / international historical and current relationships between European states, as well as Europe's position in the global distribution of power. Prerequisite(s): POL 180.

POL 312 Politics of Developing Countries (4) This course is designed to examine the issues, problems and possibilities of Developing Countries. We will introduce a comparative examination of the changing nature of politics and power structures within developing countries and between Less Developed Countries and the global international system. This course is also an introduction to the politics and political economic structures of selected nation-states and governments in the Global South. We will examine various theories and approaches through which nation-states are compared and the internal politics of policy making, the structures and functions of political institutions, political cultures and participation in less developed states. We will study the macro / international relationships between less developed countries of the Global South and the "developed" countries of the North, and the interdependence therein. We will also look at the impact of an international economy driven primarily by capitalistic motives. Additionally, we will examine the management of armed conflict in the nuclear world, the limitations and capacities of the environment, the disparity of development among nation-states (from absolute hunger to opulent waste), and efforts to organize, control and resolve issues and conflicts in the Global South. Prerequisite(s): POL 180.

POL 314 Latin American Politics (4) This course is designed as an in-depth examination of politics and governments in Latin America with a focus on Central America and the Caribbean. We will a) examine various theories and approaches through which nation-states are compared; b) examine internal politics and policy making; c) the structures and functions of political institutions, and d) political cultures and participation in “newly industrialized states”, socialist states, less developed states, and developing states of Latin America. This includes studying history, development, and locus of power. We will spend a great deal of time discussing the political-economy of Latin America as a region as well as the specific economic and political power relationships within certain countries. Prerequisite(s): POL 180.

POL 316 Middle East Politics (4) This course is designed as an examination of the politics of Middle East and North African Politics (MENA) through a comparative framework. By utilizing established techniques of comparative analysis and concepts we will focus on the internal political, social and economic processes and actors in the Middle East. For example, we will study the events of the “Arab Spring”, the civil war in Syria, and the impact of ISIS relative to domestic power structures. Additionally, this will be an in-depth study of politics and foreign policy in the Middle East. Therefore, we will also examine Middle East politics as it relates to international relations and organizations as we investigate issues such as the very important Arab-Israeli-Palestinian relationship, specific interstate rivalries in the Middle East (Iran v Iraq, Saudi Arabia vs Yemen), the role of super-power politics, ongoing Middle East Peace negotiations, the political economy of oil, and the effect of religious diversity on politics, among others. We will look at the history, development, and locus of power in Mid East Politics. Because of these wide-ranging dynamics, this is a course in both comparative politics and international relations. Additionally, students enrolled in this course will prepare and participate in the Michigan Model Arab League. Prerequisite(s): POL 180.

POL 318 Variable: Comparative Area Studies (4) This course allows students to analyze important contemporary comparative issues as they arise. The department will offer this course based on current issues or events to respond to changing political dynamics in selected case studies. Topics for this class will vary and students can take the class for credit under different topics. In all cases, students will practice the skills of comparative political methods, identifying current trends and the implications for understanding changes in governments, theories of power and political change. Prerequisite(s): POL 180.

POL 350 Methods and Inquiry in Political Science (4) 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. Recommended: At least 12 credits of political science and junior standing.

POL 355 Variable: Themes in Political Theory (4) Political theory explores big ideas and questions that animate political life, such as tensions between freedom and equality, what to do when the law and justice conflict, or whether democracy requires a particular kind of citizen. Themes for this class will vary and students can take the class for credit under different themes. In every case, students will engage in the careful reading, writing and thinking that distinguish the practice of political theory while encountering writing by impactful historical and contemporary thinkers.

POL 380 American Foreign Policy (4) 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 and 21st 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. We will also look carefully at the decision-making processes of American Foreign Policy. Here we will examine the roles of: the executive branch and bureaucracies; congress; the press; the public; and certain "exogenous variables" such as multinational corporations or foreign actors. One objective is to recognize the ways in which these actors interact and the constraints under which they operate.

POL 382 International Organizations (4) This course is designed to: 1) introduce students to the study of international organizations through an in-depth examination of the United Nations, the European Union / Community, NATO, NAFTA, and various other IGOs; 2) analyze critically the role of IGOs in international politics; and 3) prepare students for their participation in the Collegiate Model United Nations Conference. Emphasis is placed on the advantages of membership in IGOs vs the surrendering of a "slice of sovereignty". Each week will be divided into two parts. On certain days we will "do international organizations" wherein we will study the history, theory and development of International Governmental Organizations. On other days, we will be joined by other students and prepare for the Collegiate MUN conference. Prerequisite(s): POL 180.

POL 384 International Law (4) This course is designed as a critical examination and in-depth evaluation of International Law and policy. The actors and processes involved in making and executing international law will be examined, along with the policy perspectives of the major nation-states and international organizations with which the laws deal. Emphasis will be placed on the tensions between the application and development of international law and state sovereignty as they relate to issues such as human rights, economic integration, and war and conflict. Prerequisite(s): POL 180.

POL 390 Collegiate Model United Nations (1) This one credit course is designed for third-time participants in Collegiate Model United Nations. Students practice all the skills of diplomacy including negotiation, problem solving, role-playing, and compromise while representing diplomats from the 193 member states of the General Assembly of the United Nations, the Security Council, or one of many other UN Agencies at an annual Collegiate Model United Nations conference. Issues range from the US embargo on Cuba to nuclear weapons proliferation to AIDs and world hunger, to war and conflict. Emphasis is placed on the development of knowledge of the UN as well as policies of the country represented. Prerequisite(s): POL 290.

POL 391 Collegiate Model Arab League (1) This one credit course is designed for third-time participants in the Michigan Model Arab League. Students will practice all the skills of diplomacy, negotiation, problem-solving, and role-playing in this important Regional International Organization. Specific committees include "Political Affairs," "Social Affairs," "Palestinian Affairs," "Environmental Affairs," "Economic Affairs," and "Defense Affairs". Significant time will be spent preparing country specific policies of the 22 member states of the League of Arab States. Students will generally work in pairs representing specific countries on specific committees. Additional emphasis is placed on the development of crucial cooperative and compromise skills of mediation and diplomacy. Prerequisite(s): POL 291.

POL 392 Model United Nations Leadership - AQMUN (1) This one credit course is designed for third-time participants in their participation in hosting, organizing, and leading the Annual Aquinas College High School Model United Nations Conference otherwise known as AQMUN. We will host around 100-135 high school students who will participate in role-playing delegates on separate Security Councils and an International Court of Justice simulation. AQ students will be trained as Security Council Chairs, Vice-Chairs, and Rapporteurs, as well as leadership in the ICJ. Additional staff will work in Home Government and the Emergency Crisis Simulation. Unlike the fall semester version of Model UN (where AQ students are the delegates), this class provides a very different set of experiences and skills including but not limited to: leadership, research, parliamentary procedure, public speaking, diplomacy, role-playing, team-work, decision-making, and organization. Prerequisite(s): POL 292.

POL 396 Special Topics in Political Science (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

POL 397 Internship in Political Science (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

POL 398 Readings in Political Science (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

POL 399 Independent Project in Political Science (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

POL 450 Senior Capstone in Political Science (4) This course is designed as a Senior Capstone for Political Science majors, and aims to pull together the threads of students' undergraduate educations and connect them to future professional possibilities. It is part academic, including an examination of academic disciplines, and identifying "What HAVE you been studying for the last four-ish years?" It is also part practical / professional including the creation of a LinkedIn account and updating resumes and CVs. It will include a critical examination and in-depth evaluation of the work produced in various required courses for the major. It will also require the redevelopment and oral defense of a major paper from prior coursework.

POL 480 International Relations (4) This course is about the contemporary history and theory of international relations. If international relations is the culmination of foreign policies and the interaction of various international actors, then it is crucial to study the dynamics of specific policy interaction between nation-states, international organizations and regimes, multinational corporations, and even individuals and groups who influence world politics. We will carefully examine various theories and approaches to the study of international relations, and look at diverse interpretations of the structure of the international system. Fundamental issues and questions studied are: 1) power distribution - whether or not previous schisms are changing into new power balances; 2) whether or not force and conflict continue to triumph over cooperation and law; 3) if transnationalism and integration are "slicing away at state sovereignty"; 4) patterns of behavior relative to response to crisis areas and issues; 5) the durability of the nation-state and therefore 6) if the future will look much like the past. We will spend considerable time reading and discussing contemporary problems, how these problems developed, and how they might be resolved. To this end, there is a significant empirical element to the analysis of the content of this course.

Prerequisite(s): POL 180.

Psychology

Daniel Cruikshanks, Ph.D., Chair
Victoria August, M.A.; Jennifer Meador, Ph.D.

Mission Statement. The mission of the Department of Psychology & Counselor Education is to contribute to the student's intellectual development and resulting liberal education by providing knowledge of psychology, its research findings, its major problems, its theoretical integration, and its contributions. The undergraduate psychology major curriculum adopts the scientific method in its philosophy of education for accomplishing the purpose of a liberal arts education. (Based on American Psychological Association guidelines).

Student Learning Outcomes.

1. Students will demonstrate knowledge of key concepts, principles, and overarching themes in psychology
2. Students will demonstrate psychological information literacy
3. Students will interpret, design, and conduct basic psychological research
4. Students will apply ethical standards to evaluate psychological science
5. Students will exhibit effective presentation skills for different purposes
6. Students will enhance teamwork capacity

Psychology Program Policies. At least twenty-one (21) 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 in the catalog under which they first matriculated at Aquinas.

Psychology Major. Students interested in majoring in psychology will choose one of four different program concentrations.

Concentrations. Psychology majors may choose to focus their degree program on Counseling Psychology, Developmental Psychology, or General Psychology. Students who meet the minimum grade point average requirement (minimum 3.0) are eligible to choose the Counseling 4 + 2 Program Concentration. Students who are uncertain about future educational or career goals may want to choose the **General Psychology Concentration**. This concentration provides students with a broad curriculum that covers human development and human functioning (abnormal, personality, and cognition). Students who are interested in human development should choose the **Developmental Concentration**. This concentration emphasizes coursework that explores development from conception to death. Students who are interested in careers in clinical mental health should choose the **Counseling Concentration**. This concentration emphasizes coursework that introduces students to personality functioning, mental illness, and psychotherapy. Finally, students interested in pursuing a master's in clinical mental health counseling degree at Aquinas College may choose the **Counseling 4 + 2 Program Concentration**. The Counseling 4 + 2 Concentration Program allows students to take their first year of

graduate counseling courses during their senior year for credit toward their BS in Psychology. Upon completion, students who meet the minimum requirements will be admitted into the MA in Clinical Mental Health Counseling Program (MAC). The MAC Program is normally a three year program. The Counseling 4 + 2 Program Concentration enables students to complete the MAC program in 2 years.

In addition to their concentration courses, students take a minimum of one (1), four (4) credit hour psychology elective.

Counseling 4 + 2 Program Concentration Overview. The Bachelor of Science (B.S.) in Psychology Counseling 4 + 2 Program is an accelerated Bachelors to master's degree program that allows students to reduce completion time of the MAC from three years to two years. The Program provides students with a foundation in biological and psychological knowledge as well as a grounding in research and professional writing skills. The program emphasizes clinically oriented courses. Students who maintain an overall minimum GPA of 3.0 and meet the entrance requirements will begin taking courses toward the MAC degree in their senior year. This program requires fifty-seven semester hours (57), including eighteen (18) semester hours of graduate courses. Twenty-eight (28) semester hours of coursework must be taken at Aquinas College. Only courses with a grade of B or higher will count toward the major. Students may be permitted to take a course twice to obtain the requisite B grade. Upon completion of the BS Program, successful students will be eligible for admission to the MAC program and will be able to complete the remainder of the MAC degree with an additional two years of full time graduate study, at which time they will be eligible for licensure as a Limited Licensed Professional Counselor (LLPC). Upon completion of the MAC, passing of the National Counselor Exam (NCE), and two years post-graduate supervised experience as an LLPC, graduates will become Licensed Professional Counselors (LPCs). Secondary admission is required. Interested students should contact the Chair of the Psychology Department for further information.

Minor in Developmental Psychology. The minor in Developmental Psychology requires completion of a minimum of twenty (20) credits. This includes four (4) core courses and at least one (1) elective.

Child Life Major. The Child Life Program at Aquinas College is designed to fulfill most of the requirements needed for certification as a Child Life Specialist. At least thirty (30) semester hours toward the major must be taken at Aquinas College. A prerequisite/corequisite of BIO 155/156 must be completed to fulfill the major requirements. BIO 155/156 Anatomy & Physiology must be completed at Aquinas College unless approved by the Chair. Students will not be approved to complete Anatomy & Physiology at a 2 year community college. Transfer students who have already completed Anatomy & Physiology will not be required to repeat the sequence. A grade of C or better for all courses credited toward the major and a maintained cumulative GPA of 2.0 is required.

CAST (Child Advocacy Studies) Certificate Program

The Child Advocacy Studies (CAST) Certificate Program is an interdisciplinary program consisting of three (3) courses. The CAST training focuses on supporting those working on the front lines with children and families by providing information needed to better recognize and respond to signs of child abuse and neglect and the systems and resources available in the community to help these families. The CAST certificate is appropriate for any individual who desires to be more prepared to work effectively with children and families and within the systems and agencies that respond to child maltreatment (i.e., mental health professionals, social service workers, teachers, police officers). Students from a variety of major programs are eligible to complete the certificate program.

CHILD LIFE MAJOR

Bachelor of Science

2025-2026

Major Requirements: Fifty-eight (58) semester hours.

At least thirty (30) semester hours must be taken at Aquinas.

Students must take BIO 155/BIO 156 at Aquinas unless the equivalents have been accepted by Aquinas PRIOR to starting at the College. Students may want to take BIO 150 prior to taking BIO 155/BIO 156.

Only courses with a grade of C or better will count toward the major.

Students must maintain a cumulative GPA of 2.0.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
BIO 155 Human Anatomy & Physiology I	4.0	
BIO 156 Human Anatomy & Physiology II	4.0	BIO 155 w/C or above
EDUC 214 PK-6 Learners/Learning for 21st Century OR		
EDUC 220 5-12 Learners/Learning for 21st Century	4.0	PSY 110
KIN 220 Medical Terminology	2.0	
PSY 100 Introduction to Psychology	4.0	
PSY 105 Statistics for Psychology	4.0	
PSY 110 Child Life Specialty	4.0	
PSY 200 Thinking & Writing in Psychology (WI)	4.0	PSY 100
PSY 205 Research Methods	4.0	PSY 105
PSY 210 Child & Adolescent Development	4.0	PSY 100
PSY 225 Death & Dying	4.0	PSY 100
PSY 400 Legal and Ethical Issues in Counseling	4.0	PSY 100
PSY 405 Marriage, Family & Couples Counseling	4.0	PSY 100
PSY 415 Play Therapy	4.0	PSY 210
PSY 455 Practicum in Child Life (SC)	4.0	PSY 110, Senior Status

PSYCHOLOGY MAJOR

Bachelor of Science

2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty-one (21) semester hours must be taken at Aquinas.

Students must complete core courses and at least one concentration.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
<input type="checkbox"/>	BIO 115 Human Biology	4.0	
<input type="checkbox"/>	PSY 100 Introduction to Psychology	4.0	
<input type="checkbox"/>	PSY 105 Statistics for the Social Science	4.0	
<input type="checkbox"/>	PSY 200 Thinking & Writing in Psychology (WI)	4.0	PSY 100
<input type="checkbox"/>	PSY 205 Research Methods	4.0	PSY 105
<input type="checkbox"/>	PSY 450 Advanced Research Methods (SC)	4.0	PSY 205, Senior Status
GENERAL CONCENTRATION			
Choose four (4) semester hours of Development coursework:			
<input type="checkbox"/>	PSY 210 Child & Adolescent Development	4.0	PSY 100
<input type="checkbox"/>	PSY 310 Early & Middle Adult Development	4.0	PSY 100
<input type="checkbox"/>	PSY 410 Late Adult Development & Aging	4.0	PSY 100
Choose eight (8) semester hours from the following:			
<input type="checkbox"/>	PSY 230 Abnormal Psychology	4.0	PSY 100
<input type="checkbox"/>	PSY 300 Psychology of Personality	4.0	PSY 100
<input type="checkbox"/>	PSY 305 Cognitive Psychology	4.0	PSY 100
Choose four (4) semester hours of electives:			
<input type="checkbox"/>	BIO 300 Neuroscience	4.0	BIO 115 or BIO 171 w/C or above, sophomore status, instructor permission
<input type="checkbox"/>	KIN 300 Psychology of Sport	4.0	
<input type="checkbox"/>	PSY 110 Child Life Specialty	4.0	
<input type="checkbox"/>	PSY 215 Social Psychology	4.0	PSY 100
<input type="checkbox"/>	PSY 220 Psychology of Women	4.0	
<input type="checkbox"/>	PSY 225 Death & Dying	4.0	PSY 100
<input type="checkbox"/>	PSY 315 Counseling Psychology	4.0	PSY 100
<input type="checkbox"/>	PSY 320 Family Violence	4.0	PSY 100
<input type="checkbox"/>	PSY 396 Special Topics in Psychology	4.0	
<input type="checkbox"/>	PSY 397 Internship in Psychology	4.0	Department Chair Approval
<input type="checkbox"/>	PSY 399 Independent Project in Psychology	4.0	Department Chair Approval
<input type="checkbox"/>	PSY 400 Legal and Ethical Issues in Counseling	4.0	PSY 100
<input type="checkbox"/>	PSY 405 Marriage, Family & Couples Counseling	4.0	PSY 100
<input type="checkbox"/>	PSY 415 Play Therapy	4.0	PSY 210
<input type="checkbox"/>	PSY 460 Psychology Apprenticeship	4.0	PSY 205, Instructor Consent
<input type="checkbox"/>	SOC 220 Criminology	4.0	
<input type="checkbox"/>	SOC 225 Subcultures & Deviance	4.0	

COUNSELING CONCENTRATION

_____	PSY 230 Abnormal Psychology	4.0	_____	PSY 100
_____	PSY 300 Psychology of Personality	4.0	_____	PSY 100
_____	PSY 315 Counseling Psychology	4.0	_____	PSY 100

Choose four (4) semester hours of electives:

_____	BIO 300 Neuroscience	4.0	_____	BIO 115 or BIO 171 w./c or above, sophomore status, instructor consent
_____	KIN 300 Psychology of Sport	4.0	_____	
_____	PSY 110 Child Life Specialty	4.0	_____	
_____	PSY 210 Child & Adolescent Development	4.0	_____	PSY 100
_____	PSY 215 Social Psychology	4.0	_____	PSY 100
_____	PSY 220 Psychology of Women	4.0	_____	
_____	PSY 225 Death & Dying	4.0	_____	PSY 100
_____	PSY 305 Cognitive Psychology	4.0	_____	PSY 100
_____	PSY 310 Early & Middle Adult Development	4.0	_____	PSY 100
_____	PSY 320 Family Violence	4.0	_____	PSY 100
_____	PSY 396 Special Topics in Psychology	4.0	_____	
_____	PSY 397 Internship in Psychology	4.0	_____	Department Chair Approval
_____	PSY 399 Independent Project in Psychology	4.0	_____	Department Chair Approval
_____	PSY 400 Legal and Ethical Issues in Counseling	4.0	_____	PSY 100
_____	PSY 405 Marriage, Family & Couples Counseling	4.0	_____	PSY 100
_____	PSY 410 Late Adult Development & Aging	4.0	_____	PSY 100
_____	PSY 415 Play Therapy	4.0	_____	PSY 210
_____	PSY 460 Psychology Apprenticeship	4.0	_____	PSY 205, Instructor Consent
_____	SOC 220 Criminology	4.0	_____	
_____	SOC 225 Subcultures & Deviance	4.0	_____	

DEVELOPMENTAL CONCENTRATION		GRADE	PREREQUISITES
_____	PSY 210 Child & Adolescent Development	4.0	_____ PSY 100
_____	PSY 310 Early & Middle Adult Development	4.0	_____ PSY 100
_____	PSY 410 Late Adult Development & Aging	4.0	_____ PSY 100
Choose four (4) semester hours of electives:			
_____	BIO 300 Neuroscience	4.0	_____ BIO 115 or BIO 171 w/C or above, sophomore status, instructor permission
_____	KIN 300 Psychology of Sport	4.0	_____
_____	PSY 110 Child Life Specialty	4.0	_____
_____	PSY 215 Social Psychology	4.0	_____ PSY 100
_____	PSY 220 Psychology of Women	4.0	_____
_____	PSY 225 Death & Dying	4.0	_____ PSY 100
_____	PSY 230 Abnormal Psychology	4.0	_____ PSY 100
_____	PSY 300 Psychology of Personality	4.0	_____ PSY 100
_____	PSY 305 Cognitive Psychology	4.0	_____ PSY 100
_____	PSY 315 Counseling Psychology	4.0	_____ PSY 100
_____	PSY 320 Family Violence	4.0	_____ PSY 100
_____	PSY 396 Special Topics in Psychology	4.0	_____
_____	PSY 397 Internship in Psychology	4.0	_____ Department Chair Approval
_____	PSY 399 Independent Project in Psychology	4.0	_____ Department Chair Approval
_____	PSY 400 Legal and Ethical Issues in Counseling	4.0	_____ PSY 100
_____	PSY 405 Marriage, Family & Couples Counseling	4.0	_____ PSY 100
_____	PSY 415 Play Therapy	4.0	_____ PSY 210
_____	PSY 460 Psychology Apprenticeship	4.0	_____ PSY 205, Instructor Consent
_____	SOC 220 Criminology	4.0	_____
_____	SOC 225 Subcultures & Deviance	4.0	_____

PSYCHOLOGY MAJOR plus MASTER OF ARTS IN COUNSELING

Program Overview. The Bachelor of Science (B.S.) in Psychology with the Master of Arts in Counseling (MAC) Program provides students with a foundation in biological and psychological knowledge as well as a grounding in research and professional writing skills. The program emphasizes clinically oriented courses. Students who maintain an overall minimum GPA of 3.0 and meet the entrance requirements will begin taking courses toward the MAC degree in their senior year. This program requires fifty-seven semester hours (57), twenty-eight (28) of which must be taken at Aquinas College. Only courses with a grade of B or higher will count toward the major. Students may be permitted to take a course twice to obtain the requisite B grade. Successful students will be able to complete the remainder of the MAC degree with an additional two years of study, at which time they will be eligible for licensure as a Licensed Professional Counselor.

Secondary admission is required. Interested students should contact the Psychology department for further information.

PSYCHOLOGY MAJOR plus MASTER OF ARTS IN COUNSELING (4+2)

Bachelor of Science
2025-2026

- Major Requirements:** Fifty-seven (57) semester hours.
- At least twenty-eight (28) semester hours must be taken at Aquinas.
 - Only courses with a grade of B or better will count toward the major.
 - Students may take a course twice to obtain the requisite B.
 - Must have a 3.0 GPA or above to take 500/600 level courses during senior year.
 - 500 and 600 level course descriptions may be found in the Graduate Catalog.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
	BIO 115 Human Biology	4.0	
	PSY 100 Introduction to Psychology	4.0	
	PSY 105 Statistics for Psychology	4.0	
	PSY 200 Thinking & Writing in Psychology (WI)	4.0	PSY 100
	PSY 205 Research Methods	4.0	PSY 105
	PSY 230 Abnormal Psychology	4.0	PSY 100
	PSY 300 Psychology of Personality	4.0	PSY 100
	PSY 315 Counseling Psychology	4.0	PSY 100
	PSY 450 Advanced Research Methods (SC)	4.0	PSY 205, Senior Status
Counseling Coursework (All courses must be taken during Senior year at AQ):			
	COU 500 Orientation to Graduate Studies (Fall)	3.0	
	COU 502 Foundations of Clinical Mental Health (Fall)	3.0	
	COU 504 Counseling Techniques & Practice (Fall)	3.0	
	COU 504L Counseling Techniques Lab (Fall)	0.0	
	COU 505 Theories of Counseling & Helping (Fall)	3.0	
	COU 506 Psychopathology & Diagnosis (Spring)	3.0	
	COU 507 Assessment in Counseling (Spring)	3.0	
	COU 604 Legal & Ethical Issues in Counseling (Spring)	3.0	

DEVELOPMENTAL PSYCHOLOGY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

This minor is not available for Psychology or Child Life majors.

Only courses with a grade of C or better count toward the minor.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	PSY 100 Introduction to Psychology	4.0	_____	_____
_____	PSY 210 Child & Adolescent Development	4.0	_____	PSY 100
_____	PSY 310 Early & Middle Adult Development	4.0	_____	PSY 100
_____	PSY 410 Late Adult Development & Aging	4.0	_____	PSY 100
Choose four (4) semester hours of electives:				
_____	BIO 300 Neuroscience	4.0	_____	BIO 115 or BIO 171 w/C or above, sophomore status, instructor consent
_____	KIN 300 Psychology of Sport	4.0	_____	_____
_____	PSY 105 Statistics for Psychology	4.0	_____	_____
_____	PSY 110 Child Life Specialty	4.0	_____	_____
_____	PSY 200 Thinking & Writing in Psychology (WI)	4.0	_____	PSY 100
_____	PSY 215 Social Psychology	4.0	_____	PSY 100
_____	PSY 220 Psychology of Women	4.0	_____	_____
_____	PSY 225 Death & Dying	4.0	_____	PSY 100
_____	PSY 230 Abnormal Psychology	4.0	_____	PSY 100
_____	PSY 300 Psychology of Personality	4.0	_____	PSY 100
_____	PSY 305 Cognitive Psychology	4.0	_____	PSY 100
_____	PSY 315 Counseling Psychology	4.0	_____	PSY 100
_____	PSY 320 Family Violence	4.0	_____	PSY 100
_____	PSY 396 Special Topics in Psychology	4.0	_____	_____
_____	PSY 397 Internship in Psychology	4.0	_____	Department Chair Approval
_____	PSY 399 Independent Project in Psychology	4.0	_____	Department Chair Approval
_____	PSY 400 Legal and Ethical Issues in Counseling	4.0	_____	PSY 100
_____	PSY 405 Marriage, Family & Couples Counseling	4.0	_____	PSY 100
_____	PSY 415 Play Therapy	4.0	_____	PSY 210
_____	PSY 460 Psychology Apprenticeship	4.0	_____	PSY 205, Instructor Consent
_____	SOC 220 Criminology	4.0	_____	_____
_____	SOC 225 Subcultures & Deviance	4.0	_____	_____

CHILD ADVOCACY STUDIES (CAST) CERTIFICATE

2025-2026

Certificate Requirements: Twelve (12) semester hours.

The Child Advocacy Studies (CAST) Certificate Program is an interdisciplinary program consisting of three (3) courses. The CAST training focuses on supporting those working on the front lines with children and families by providing information needed to better recognize and respond to signs of child abuse and neglect and the systems and resources available in the community to help these families. The CAST certificate is appropriate for any individual who desires to be more prepared to work effectively with children and families and within the systems and agencies that respond to child maltreatment (i.e., mental health professionals, social service workers, teachers, police officers). Students from a variety of major programs are eligible to complete the certificate program.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
____ SOC 220 Criminology	4.0	____
____ PSY 320 Family Violence	4.0	____ Prerequisite PSY 210
____ PSY 405 Marriage, Family & Couples Counseling	4.0	____ Prerequisite PSY 100

Course Descriptions:

PSY 100 Introduction to Psychology (4) This course introduces students to psychology as the science of human behavior and mental processes, as well as related areas of human functioning. Topics include biological bases of behavior, sensation and perception, states of consciousness, learning and memory, intelligence, thought, language, human development, motivation and emotion, social psychology and personality psychological disorders and therapies, stress, health, and coping. Working with cases will provide applied experience with the material.

PSY 105 Statistics for the Social Sciences (4) This course introduces descriptive and inferential statistics and probability theory and the application of statistics in social scientific research. Methods of hypothesis testing and the presentation and management of data are covered. Emphasis is on training students in the use of SPSS in statistical analyses. Students will analyze large quantitative data sets to answer social scientific research questions. Students will learn how to select and utilize appropriate statistical tests to analyze datasets, test hypotheses, and answer specific research questions.

PSY 110 Child Life Specialty (4) This course introduces students to the Child Life Specialty and provides background and knowledge of Child Life practices. The course is designed to create a foundation of knowledge in the required core competencies of the nationally recognized Child Life certification. Topics include theoretical foundations, assessment, preparation, play, coping, the therapeutic relationship, family-centered care, documentation, grief and loss, and the role of Child Life within the interdisciplinary medical team. Attention is given to understanding children and teens in the context of their development as it relates to interventions in medical settings.

PSY 200 Thinking & Writing in Psychology (4) This course introduces students to thinking, writing, and career options in psychology and related fields. Emphasis is on effective use of PsychInfo and other research databases, recognizing and reading scientific literature, and writing the scientific literature review. Students will write an in-depth literature review manuscript in APA style for publication. Prerequisite(s): PSY 100.

PSY 205 Research Methods (4) This course focuses on foundational research methodologies utilized in the social sciences. Examples are used to teach concepts and methods of observation, measurement, hypothesis formation, research design, data collection, data analysis, interpretation and generalization. Projects provide hands-on experience with contemporary research methods and data analysis. Students attend the Student Research, Scholarship and Creative Activity Symposium to explore student psychology research at AQ. Prerequisite(s): PSY 105.

PSY 210 Child & Adolescent Development (4) This course is an introduction to the foundations of development from conception through adolescence set within the framework of key theories, research, and clinical implications. The course explores the interaction among the biosocial, cognitive, and psychosocial domains of development. Current issues in the field will be discussed. Students complete an experiential component that involves interacting with kids ages 0-6 and applying key developmental concepts. Prerequisite(s): PSY 100.

PSY 215 Social Psychology (4) This course introduces social psychology as the scientific study of the way people think, feel, and behave in social situations. The course examines the relationship between individuals and their social environment helping to understand how we influence, and are influenced by, other people and the social contexts around us. This course reviews the perspectives, research methods, and seminal findings of social psychology. The content of the course allows to cultivate students' hand-on experience and skills for analyzing the social situations they encounter in everyday life. Prerequisite(s): PSY 100.

PSY 220 Psychology of Women (4) This course focuses on concepts, theories, and research related to the psychology of women and associated intersectional factors. Current issues including violence against women, sexual assault on college campuses, feminist approaches to therapy, and family and relationship issues will also be explored. Students complete an experiential project centered on a specific women's issue that includes research, outreach, and awareness raising.

PSY 225 Death & Dying (4) This course introduces attitudes and rituals relating to death in different societies and cultures around the world. It reviews psychological, philosophical, medical, and religious questions that surround the event of death for the dying person and family. Students learn about death, dying, and bereavement as fundamental and pervasive aspects of the human experience. Students consider specific cases and engage in hands-on analysis. Prerequisite(s): PSY 100.

PSY 230 Abnormal Psychology (4) In this course students explore the nature of psychological abnormality, main models of mental and emotional disorders, their diagnosis and treatment. Students will explore the etiology, assessment, diagnosis, and treatment of mental disorders as well as the societal and legal issues of the mental health profession. Students will have opportunities for experiential learning via analysis of case studies presenting mental disorders. Prerequisite(s): PSY 100.

PSY 235 Lifespan Development for Allied Health (4) This course presents an overview of developmental psychology theories and concepts within a lifespan perspective and with health care applications. Specifically designed for students in Allied Health related disciplines. Prerequisite(s): BIO 171 or KIN 225.

PSY 300 Psychology of Personality (4) This course introduces students to key topics of personality psychology and individual differences. It covers historical and contemporary aspects of personality psychology including psychodynamic, humanistic, and trait-based approaches. Students explore the extent to which personality theories predict real-world outcomes such as educational and professional attainment, mental health, or romantic relationships. Students will critically evaluate empirical research assessing the influence of nature and nurture on individual differences and whether human behavior is determined by traits or changes as a function of states. Prerequisite(s): PSY 100.

PSY 305 Cognitive Psychology (4) This course involves the discussion of theory and research related to the study of higher order cognitive processes, including memory functioning, reasoning, thinking, problem-solving, language production, and comprehension. Students will explore major findings in the scientific research in cognitive psychology in order to understand how information is processed and how behavior is influenced by the brain and cognitive functions. Prerequisite(s): PSY 100.

PSY 310 Early & Middle Adult Development (4) In this course, students explore human development from early through middle adulthood. Major developmental changes and issues are discussed. Students complete an experiential component that involves self-exploration activities and analysis of major theories and research related to this developmental period. Prerequisite(s): PSY 100.

PSY 315 Counseling Psychology (4) This course examines the theory and practice of counseling and psychotherapy. Students explore techniques designed to improve wellbeing, consider contemporary issues affecting clinical mental health practice, and practice basic counseling skills in the lab. Students will gain first hand experience of counseling by serving as clients for students in the masters in counseling program. Prerequisite(s): PSY 100.

PSY 320 Family Violence (4) In this course, students explore forms of violence experienced in the context of family and intimate relationships. This includes different types of interpersonal violence, child abuse, and family violence with a focus on the latest statistics, research, legal ramifications, and intervention supports available. Case studies, ethical considerations, and appropriate responses and services will be discussed with community professionals who work with victims and perpetrators of family violence. Students will complete experiential components of the course through interactions with community agencies and research on focused areas related to family violence. Prerequisite(s): PSY 100.

PSY 396 Special Topics in Psychology (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

PSY 397 Internship in Psychology (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

PSY 398 Readings in Psychology (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PSY 399 Independent Project in Psychology (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

PSY 400 Legal & Ethical Issues in Counseling (4) Introduces students to the characteristics, roles, and functions of professionals involved with therapy with special attention to legal, ethical, and professional issues. Provides a comprehensive overview of programs and services in helping professions. Emphasis on understanding professional and ethical standards of the ACA and the AMHCA and ethical decision making models to prepare students to manage ethical dilemmas effectively. Prerequisite(s): PSY 100.

PSY 405 Marriage, Family & Couples Counseling (4) This course provides an overview of various theories, approaches, and techniques for counseling families. Students will learn concepts and skills to use in conceptualizing family dynamics, creating treatment plans, and supporting families in moving towards healthier relationships and communication and interactional styles. Various approaches will be explored and applied through activity development, role-plays, and case conceptualizations. Students will complete an experiential component of the course involving applications of counseling skills and approaches to different family cases. Prerequisite(s): PSY 100.

PSY 410 Late Adult Development & Aging (4) In this course, students focus on issues of aging and late adult development. Myths, theories, research, and current issues related to biological, socio-emotional, and cognitive stability and change will be explored. Students complete an experiential project involving interviews and an application project of an individual over the age of 60. Prerequisite(s): PSY 100.

PSY 415 Play Therapy (4) This course provides an introduction to the foundational elements of play therapy within the framework of the child-centered approach. Students will learn the skills necessary to establish and maintain facilitative relationships with children that encourage their self-expression and support change towards better adjustment. Various theoretical approaches and techniques will be explored and applied through activity development, role-plays, and case conceptualizations. Students will complete an experiential component that consists of providing play therapy sessions at a local developmental center. Prerequisite(s): PSY 210.

PSY 450 Advanced Research Methods (4) In the psychology capstone, students work in small research teams to propose a research topic, design a study, develop a research proposal, and conduct the study. Students will analyze their data, write a research report and present their research findings at the AQ Student Research Symposium. Prerequisite(s): PSY 205 and senior or junior class standing.

PSY 455 Practicum in Child Life (4) In this course, students engage in advanced learning about working as Child Life Specialists. It includes a work placement in which the student performs duties related to the Child Life profession under the supervision of a practicing professional. In class, students will explore advanced content in child life specialty through research, writing, and presentation/professional skill applications. Prerequisite(s): Senior class standing.

PSY 460 Psychology Apprenticeship (4) This semester-long apprenticeship course offers psychology majors additional discipline specific research experience. This course allows students the opportunity to further develop their expertise in the methods and skills of psychological science and to provide further experience working in a research arena. Apprenticeships provide valuable experience and skills in psychological research. Students receive first hand experience in research from searching the literature to experimental design, data collection and data analysis. Apprentices will work as part of a research team under the mentorship of a faculty member. Prerequisite(s): PSY 205.

Sociology

Jen Lendrum, Ph.D., Chair

Mission Statement. Sociology is the scientific study of human behavior and social life. A fundamental insight of sociology is that institutions, groups, and interpersonal interactions shape lived experiences and life chances. Sociologists explore areas such as social change, human services, the environment, health, and various types of social inequality. The department of sociology incorporates an engaged, community-based curriculum that expands beyond the boundaries of the classroom, exposing students to experiences and opportunities in Grand Rapids, MI as part of their coursework. The goal of the program is to provide students with a complex understanding of persistent social problems—to which they will apply their knowledge in the pursuit of positive solutions and the advancement of the common good.

Student Learning Objectives.

- 1. Students will be able to define and apply core sociological concepts such as race, gender, class, culture, norms, agency, structure, socialization, and stratification to contemporary social issues.
- 2. Students will utilize engaged community-based experiences and opportunities to study, critique, and improve their society.
- 3. Students will understand the value, construction, and application of sociological theory.
- 4. Students will become proficient in locating, assessing, creating and presenting empirical research.

SOCIOLOGY MAJOR

Bachelor of Arts
2025-2026

Major Requirements: Forty (40) semester hours.
At least twenty-four (24) hours must be taken at Aquinas.
Students must complete core courses and at least one concentration.
Only courses with a grade of C- or better will count toward the major.
Must maintain a minimum GPA of 2.0

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
_____ SOC 100 Introduction to Sociology	4.0	_____
_____ SOC 200 Thinking & Writing in Sociology (WI)	4.0	_____
_____ SOC 300 Classical & Contemporary Sociological Theory	4.0	_____
_____ SOC 401 Sociological Research Methods	4.0	_____ junior or senior status
_____ SOC 402 Sociology Capstone	4.0	_____ SOC 100, SOC 200, SOC 300 and SOC 401

GENERAL CONCENTRATION

Choose twenty (20) semester hours of Sociology electives:

_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____

CRIMINAL JUSTICE CONCENTRATION

_____	SOC 315 Social Stratification	4.0	_____	_____
-------	-------------------------------	-----	-------	-------

Choose one (1) course from the following:

_____	SOC 220 Criminology	4.0	_____	_____
_____	SOC 225 Subcultures & Deviance	4.0	_____	_____

Choose one (1) course from the following:

_____	SOC 305 Race & Ethnicity	4.0	_____	_____
_____	SOC 310 Sociology of Gender	4.0	_____	_____
_____	SOC 320 Immigration & Inequality	4.0	_____	_____
_____	SOC 325 Anishinaabe History & Culture	4.0	_____	_____

Choose eight (8) semester hours of Sociology electives:

_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____

HEALTH & HUMAN SERVICES CONCENTRATION

_____	SOC 205 Health, Illness, & Society	4.0	_____	_____
_____	SOC 397 Sociology Internship	4.0	_____	Department Chair Approval

Choose one (1) course from the following:

_____	SOC 305 Race & Ethnicity	4.0	_____	_____
_____	SOC 310 Sociology of Gender	4.0	_____	_____
_____	SOC 315 Social Stratification	4.0	_____	_____
_____	SOC 320 Immigration & Inequality	4.0	_____	_____
_____	SOC 325 Anishinaabe History & Culture	4.0	_____	_____

Choose eight (8) semester hours of Sociology electives:

_____	_____	4.0	_____	_____
_____	_____	4.0	_____	_____

SOCIOLOGY MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.
At least twelve (12) hours must be taken at Aquinas.
Only courses with a grade of C- or better will count toward the minor.
Must maintain a minimum GPA of 2.0

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	SOC 100 Introduction to Sociology	4.0	_____
_____	SOC 200 Thinking & Writing in Sociology (WI)	4.0	_____
Choose twelve (12) semester hours of Sociology electives with at least eight (8) hours at 200 level or higher:			
_____	_____	4.0	_____
_____	_____	4.0	_____
_____	_____	4.0	_____

Course Descriptions:

SOC 100 Introduction to Sociology (4) The course is an introduction to the sociological study of society focusing on the systematic understanding of social interactions, social organizations, social institutions, and social change. Thinking sociologically also involves developing an understanding of the development of self and the interplay between the individual and society. Sociology helps to highlight social patterns and social constructions of social life. Finally, introduction to sociology develops critical thinking skills.

SOC 102 Introduction to Social Work (4) This course offers a sociological introduction to social work, social welfare, case work, group work, and community organization. The course also examines current efforts and future trends within the realm, discipline, and field of social work. As a part of the engaged department initiative this course will have 30 hours of assignments that get students out of the classroom and meeting social workers and organizations they work with.

SOC 105 Cultural Anthropology (4) Adapting to varied and changing environments is examined through the cross-cultural study of social institutions, technologies, and ideologies. The implications of different ways of life for the understanding of human behavior worldwide is also considered. The goal of this course is to learn how to think critically about one's self and one's world through comparison and contrast, analysis of information, and examination of basic concepts and beliefs through cross-cultural analysis. Emphasis will be placed on their cultural similarities and differences. Students will examine topics including culture, research, gender, marriage and family, language, religion, and kinship systems.

SOC 110 Social Movements & Change (4) This course will investigate social change, innovation, social movements and revolutions from a sociological perspective. Topics will include explaining why social change occurs, recent and historical social changes in the US and around the world, and the scope of social forces working to expand human rights as well as counter movements.

SOC 115 Media & Society (4) This course introduces students to how sociologists study the relationship between media and society. Students will become aware of and use sociological concepts, theories, and research methods to examine how media shapes and structures our self-concepts, identities, cultures, and society.

SOC 200 Thinking & Writing in Sociology (4) Introduction to critical thinking and writing in sociology and related fields. Emphasis is on effective use of ProQuest and other research databases, recognizing and reading scientific literature, and writing scientific literature reviews. Students will write an in-depth literature review manuscript in APA style for publication.

SOC 205 Health, Illness, & Society (4) The sociology of health, illness, and medicine is also known as medical sociology. It is a broad field examining the social production of health, wellness, illness, and mortality. Students will examine how the topics of health and illness include a variety of social, political, economic, and cultural forces as well as biological phenomena and medical knowledge. The "Medical Mile" development in Grand Rapids offers students a local community site in which to begin exploring these ideas.

SOC 210 Sociology of Marriage & Family (4) This course introduces fundamental sociological concepts, theoretical approaches, and arguments surrounding the institutions of marriage and family. Students will examine how experiences of marriage and family are affected by social, cultural, and economic structures and explore issues of marriage, intimacy, family, love, partnering, parenting, grandparenting, childrearing practices, violence, and social policy. In this process students will see how individuals' family lives are shaped by broader social systems in ways that help us better understand our own family experiences.

SOC 215 Sustainable Cities and Environmental Justice (4) In this course, students investigate sustainable cities and environmental justice from the perspectives of social science scholars, focusing on the meaning of the global environmental crisis for particular urban areas. Throughout the course, students will identify, describe, and evaluate multiple theories and findings that attempt to explain and uncover how cities strive to be sustainable but fall far short of the demands for environmental justice. This course will enable students to attribute multiple social science theories and findings accurately, to take a position based on these theories and findings, to raise and answer counterpoints to these theories and findings, to pose solutions to environmental-based urban problems, and to use sustainability and environmental justice as frameworks for problem-solving.

SOC 220 Criminology (4) This course explores criminology, the scientific study of the nature, extent, cause, and control of criminal behavior. It examines theories of behavior defined as criminal, and explores those who engage in and become victims of criminal behavior.

SOC 225 Subcultures & Deviance (4) This course explores basic concepts of deviance and delinquency research, including social control, subcultures, deviant careers and societal reaction to deviant behavior. The course will introduce methodologies used to study deviance and how deviance research is determined and disseminated by focusing on case studies addressing crime, organizational and occupational deviance, substance use, sexuality, body image, subcultures, and more.

SOC 230 Variable Topics in Sociology (4) Intensive study of sociological topics, social problems or social phenomenon. Courses may include: the Sociology of Sport, the Sociology of Food, Drugs & Society. Elective credits may be earned for different variable topic course titles.

SOC 300 Classical & Contemporary Sociological Theory (4) A critical survey of social theorists who shaped early sociology and remain relevant today. Also covers theorists who extended and challenged the sociological perspective, with attention given to critical race, queer and feminist theories that are fundamental to contemporary sociological thought. Emphasizes the development and application of theory in relationship to contemporary issues. As a part of the engaged department initiative, students will engage with the community, outside of the classroom either with a community-based initiative, organization, or cultural event.

SOC 305 Race & Ethnicity (4) This course examines the underlying social and cultural dynamics of selected multicultural groups in the U.S., emphasizing intersectionality, dimensions of unequal power, and racism.

SOC 310 Sociology of Gender (4) This course examines the sociology of gender. As a social construction, gender 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, how they are maintained through social institutions, and how gender shapes experiences. This course uses a critical, intersectional approach to understand gender more holistically.

SOC 315 Social Stratification (4) In this course students will explore the current levels and historical trends of national and global inequality. Students will examine structural causes and consequences of inequality as well as various policy efforts to deal with inequality. Topics include intergenerational social mobility, income inequality, education, gender, race and ethnicity among others.

SOC 320 Immigration & Inequality (4) In this course, students will investigate the causes, consequences, and outcomes of human movement across the world from a sociological perspective. Topics will include why people migrate, factors leading to anti-immigrant sentiment, the scope of immigration control policies, and experiences of immigrant inclusion and exclusion.

SOC 325 Anishinaabe History & Culture (4) Anishinaabe History, Culture and Contemporary Issues of the Ottawa (Odawa), Potawatomi, and Ojibwe (Chippewa) People (Full course name).

SOC 396 Special Topics in Sociology (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

SOC 397 Internship in Sociology (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

SOC 398 Readings in Sociology (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

SOC 399 Independent Project in Sociology (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

SOC 401 Sociological Research Methods (4) Students will explore and workshop qualitative and mixed-methods approaches. Students will develop research questions and design a research study to explore a social problem or phenomenon. Students will seek IRB approval, collect original data, and begin to develop a research proposal which will be completed in SOC 402 Sociology Capstone. Prerequisite(s): Must have junior or senior status.

SOC 402 Sociology Capstone (4) Students will continue the analysis of their SOC 401 research in the Sociology Capstone. Students will continue to develop their research proposals and will present their research findings at the Student Research Symposium. Prerequisite(s): SOC 100, SOC 200, SOC 300, and SOC 401.

Theatre

Penny Avery, Ph.D., Program Director

Scott Harman, M.A., Director of Theatre Production

The Aquinas College Theatre program offers training for the aspirant theatre professional as well as looks 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.

Mission Statement. The Aquinas College Theatre Program is committed to the education of artists and community leaders through thoughtful and rigorous artistic training as well as a focus on community-engaged, issue-based theatre.

Student Learning Outcomes. (NAST Student Competencies)

1. The ability to think conceptually and critically about text, performance, and production.
2. An understanding of playwriting and production processes, aesthetic properties of style, and the way these shape, and are shaped, by artistic and cultural forces.
3. An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
4. The ability to develop and defend informed judgments about theatre.
5. Ability in areas of performance and production or playwriting appropriate to individual needs and interests, consistent with the goals and objectives of the specific liberal arts degree program being followed.
6. An understanding of procedures and approaches for realizing a variety of theatrical styles.
7. Intermediate to advanced competence in one or more theatre specializations in creation, performance, scholarship, or teaching.

THEATRE MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Thirty-eight (38) - Forty (40) semester hours.

At least twenty-two (20) semester hours must be taken at Aquinas.

Participation in at least one (1) production per year is required.

Only courses with a grade of C or better will count toward the major.

A 2.0 overall GPA is required to maintain a Theatre major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	THTR 111 Acting I (FA)	4.0	_____
_____	THTR 200 Theatre for Social Change (FA)	4.0	_____
_____	THTR 205 Theatre History & Theory I: Golden Ages (HUM/GP)	4.0	_____
_____	THTR 206 Theatre History & Theory II: Theatres of Resistance (HUM/WI)	4.0	_____
_____	THTR 220 Directing & Dramaturgy I: Realism	4.0	THTR 111
_____	THTR 401 Senior Capstone in Theatre (SC)	1-3.0	Senior Status
_____	THTR 402 Senior Seminar in Theatre (SC)	1.0	Senior Status
Choose one (1) course in Theatre Design			
_____	THTR 101 Introduction to Theatre Design (FA)	4.0	_____
_____	THTR 102 Stagecraft (FA)	4.0	_____
Choose eight (8) semester hours from the following:			
_____	ENGL 306 Script Writing	4.0	ENGL 202 or any THTR 100 level course
_____	THTR 112 Improvisational Acting (FA)	4.0	_____
_____	THTR 211 Acting II: Character, Style, & Emotion	4.0	THTR 111
_____	THTR 230 Variable Topics in Theatre Design & Tech	4.0	THTR 101 or THTR 102
_____	THTR 300 Drama for Youth & Education	4.0	THTR 111 or Instructor Consent
_____	THTR 310 Stage & Theatre Management	4.0	Sophomore Status
_____	THTR 315 Design Mentorship	1.0	Theatre Program Director Approval
_____	THTR 320 Directing & Dramaturgy II: Beyond Realism	4.0	THTR 220
_____	THTR 396 Special Topics in Theatre	4.0	_____
_____	THTR 397 Field Experience in Theatre	variable	Department Chair Approval
_____	THTR 398 Readings in Theatre	variable	Department Chair Approval
_____	THTR 399 Independent Project	variable	Department Chair Approval
Choose four (4) semester hours of THTR 225 Theatre Practicum (audition or application required) (FA)			
_____	_____	1.0	_____
_____	_____	1.0	_____
_____	_____	1.0	_____
_____	_____	1.0	_____

THEATRE MINOR

2025-2026

Minor Requirements: Twenty (20) semester hours.

At least twelve (12) semester hours must be taken at Aquinas.

Designed for the student who wishes to apply theatrical principles to their chosen field of study.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
Choose twenty (20) semester hours from the following:			
_____ ENGL 306 Script Writing	4.0	_____	ENGL 202 or any THTR 100 level course
_____ THTR 100 Theatre for Everyone (FA)	4.0	_____	
_____ THTR 101 Introduction to Theatre Design (FA)	4.0	_____	
_____ THTR 102 Stagecraft (FA)	4.0	_____	
_____ THTR 111 Acting I (FA)	4.0	_____	
_____ THTR 112 Improvisational Acting (FA)	4.0	_____	
_____ THTR 200 Theatre for Social Change (FA)	4.0	_____	
_____ THTR 205 Theatre History & Theory I: Golden Ages (HUM/GP)	4.0	_____	
_____ THTR 206 Theatre History & Theory II: Theatres of Resistance (HUM/WI)	4.0	_____	
_____ THTR 211 Acting II: Character, Style, & Emotion	4.0	_____	THTR 111
_____ THTR 220 Directing & Dramaturgy I: Realism	4.0	_____	THTR 111
_____ THTR 225 Theatre Practicum (FA)	1.0	_____	Audition or Application required
_____ THTR 230 Variable Topics in Theatre Design & Tech	4.0	_____	THTR 101 or THTR 102
_____ THTR 300 Drama for Youth & Education	4.0	_____	THTR 111 or Instructor Consent
_____ THTR 310 Stage & Theatre Management	4.0	_____	Sophomore Status
_____ THTR 315 Design Mentorship	1.0	_____	Theatre Program Director Approval
_____ THTR 320 Directing & Dramaturgy II: Beyond Realism	4.0	_____	THTR 220
_____ THTR 396 Special Topics in Theatre	4.0	_____	
_____ THTR 397 Field Experience in Theatre	variable	_____	Department Chair Approval
_____ THTR 398 Readings in Theatre	variable	_____	Department Chair Approval
_____ THTR 399 Independent Project	variable	_____	Department Chair Approval
_____ THTR 401 Senior Capstone in Theatre (SC)	1-3.0	_____	Senior Status
_____ THTR 402 Senior Seminar in Theatre (SC)	1.0	_____	Senior Status

Students interested in vocal training are encouraged to contact the Music Department for the appropriate curriculum.

Course Descriptions:

THTR 100 Theatre for Everyone (4) Introduces theatre as an art form, exploring the collaboration process involved with playwright, directors, actors, designers, technicians and the development by which the text is transformed to the stage. Includes attendance at theatre productions and multiple creative projects. May require rehearsals outside of class. Does not count toward the theatre major.

THTR 101 Introduction to Theatre Design (4) Introduces the elements of design and interprets them theatrically: set, costume, and lighting design. Explores text interpretation and visual expression.

THTR 102 Stagecraft (4) 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. Laboratory hours may be required.

THTR 111 Acting I (4) Introduction to the craft and technique of acting, focusing on the development of a personal point of view, spontaneity and the transformation of text into performance. May include topics including improvisation, physical performance, emotional preparation, and vocal preparation. Requires rehearsals outside of class.

THTR 112 Improvisational Acting (4) 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.

THTR 200 Theatre for Social Change (4) This course provides a foundational survey of the types of theatrical approaches under this heading, including Brechtian/Epic Theatre, Theatre of the Oppressed, Youth Drama for Social Justice, and performative techniques used in the public and corporate sectors. Students will be exposed to theoretical, practical, and process work in a variety of contexts. Students will also engage in praxis for building original work through ethnographic research and group devising.

THTR 205 Theatre History & Theory I: Golden Ages (4) Survey of theatre history and theory focusing on periods of cultural confidence and the theatres they have spawned. Includes careful study of plays and theoretical texts as primary sources and discussion of historiography as meaning-making. Representative periods covered include: Attic tragedy, Elizabethan/Jacobean drama, Kabuki, Spanish Golden Age, and American Musical theatre of the Silver and Golden Ages.

THTR 206 Theatre History & Theory II: Theatres of Resistance (4) Survey of theatre history and theory focusing on periods of cultural confidence and the theatres they have spawned. Includes careful study of plays and theoretical texts as primary sources and discussion of historiography as meaning-making. Representative periods covered include: Attic tragedy, Elizabethan/Jacobean drama, Kabuki, Spanish Golden Age, and American Musical theatre of the Silver and Golden Ages.

THTR 211 Acting II: Character, Style, and Emotion (4) Deeper exploration into the technique of acting. Includes a greater focus on emotional preparation and characterization. May also include units on genre and style, including on-camera and voice acting. Prerequisite(s): THTR 111.

THTR 220 Directing & Dramaturgy I: Realism (4) Introduction into the dual arts of dramaturgy and directing with a focus on the broad realist tradition. Includes training in script analysis, composition, picturization, rehearsal/audition technique, and leadership with a focus on ethics and consent. The course culminates with student-directed ten-minute plays. Rehearsals outside of class are required. Prerequisite(s): THTR 111.

THTR 225 Theatre Practicum (1) Participating as an actor or technician in a Theatre Program mainstage production and completing the requirements set forth by the production's director and/or designated designer. Requires a process journal and written reflection. May be repeated for credit. Prerequisite: Consent of director or director of production through audition/application.

THTR 230 Variable Topics in Theatre Design & Tech (4) Concentrative study on a rotating area of theatrical design or technical study, including scenery, costume, lighting or sound design, stage management, props design and construction, makeup design or technical direction. Laboratory hours may be required. May be repeated for credit in different design areas. Prerequisite(s): THTR 101 or THTR 102.

THTR 300 Drama for Youth & Education (4) This course explores theories and methodologies for using theatre techniques with and for young people. Covers the fields of Drama in Education, Children's Theatre, and Theatre for Young Audiences. May require public performances. Prerequisite(s): THTR 111.

THTR 310 Stage & Theatre Management (4) A seminar-based course that covers the logistical workings of a theatre. Covers management in rehearsal as well as the various careers and skills necessary to administer a theatre company. May include meetings with external arts administrators. Prerequisite(s): Sophomore class standing.

THTR 315 Design Mentorship (1) The shadowing and assisting of a design professional (scenic, lighting, costume, sound, props, stage management, or technical direction) working on a mainstage production. The student will be called upon to assist the mentor in various capacities. The student will maintain a process journal that will be discussed with the mentor periodically. May be repeated with different design areas or different mentors. Prerequisite(s): Theatre Program director approval.

THTR 320 Directing & Dramaturgy II: Beyond Realism (4) Expands on Directing and Dramaturgy I: Realism with a greater emphasis on style and non-realist dramaturgies. Representative genres covered can include classical, musical, Epic, and postdramatic theatre. Course culminates in presentation of scenes or short plays. Rehearsals outside of class are required. Prerequisite(s): THTR 220.

THTR 396 Special Topics in Theatre (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

THTR 397 Internship in Theatre (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

THTR 398 Readings in Theatre (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

THTR 399 Independent Project in Theatre (4 variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

THTR 401 Senior Capstone in Theatre (1 - 3) This is the culmination of a student's education demonstrated in a performative/creative project or research project, developed in regular consultation with the Theatre Program Director and/or a designated project advisor. Prerequisite(s): Senior class standing.

THTR 402 Senior Seminar in Theatre (1) A course designed to familiarize students with life in the theatre after graduation. This will include information about graduate studies, auditions, portfolios/websites, and the current state of professional theatre. Students will focus on creating a concrete postgraduate plan. Prerequisite(s): Senior class standing.

Women's and Gender Studies

Amy Dunham Strand, Ph.D., Director of the Jane Hibbard Idema Women's Studies Center

Mission Statement. Women's and Gender Studies is an interdisciplinary academic curriculum that exposes students to women's historical and contemporary roles, experiences, and contributions across cultures; the creation and perpetuation of gender in human societies; and the intersections of gender with other categories of difference and identity such as race, class, nation, and sexuality. In doing so, WGS courses also explore feminism as historical activist movement and as critical inquiry.

Student Learning Outcomes.

1. Students will identify and explain the historic and contemporary contributions of feminist thought to make women and gender visible in our society and across global cultures.
2. Students will understand the role of gender and gender norms and expectations in shaping many spheres of life (e.g. family, workplace, science, religion, politics, arts, and education).
3. Students will demonstrate an awareness of the cultural and social construction of gender and its intersections with other categories of difference and identity such as race, ethnicity, nationality, class, sexuality, and ability, and how these conditions shape human experience.
4. Students will use feminist intellectual frameworks to think critically about the world, challenge stereotypes and intersecting systems of privilege and inequality, and advocate for social change.

WOMEN'S & GENDER STUDIES MINOR

2025-2026

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

At least twelve (12) semester hours must be taken at Aquinas.

Only courses with a grade of C- and above will count toward the minor.

Students must maintain a 2.0 GPA in the minor.

AQUINAS REQUIREMENTS

		GRADE	PREREQUISITES
_____	WGS 100 Foundations in Women's & Gender Studies	4.0	_____
_____	HIST 216 Women in American History	4.0	_____

Choose one (1) course in Feminist Theory:

_____	WGS 300 Feminist Theory & Activism	4.0	_____
_____	WGS 305 Feminist Ways of Knowing	4.0	_____

Choose twelve (12) semester hours from the following (relevant courses in other disciplines may meet elective requirements but must be approved in advance from the Department Chair):

_____	ENGL 262 Women Writers	4.0	_____
_____	PSY 220 Psychology of Women	4.0	_____
_____	SOC 210 Sociology of Marriage & Family	4.0	_____
_____	SOC 225 Subcultures & Deviance	4.0	_____
_____	SOC 305 Race & Ethnicity	4.0	SOC 100
_____	SOC 310 Sociology of Gender	4.0	SOC 100
_____	SOC 315 Social Stratification	4.0	SOC 100
_____	WGS 200 Oral History, Women, & Gender	4.0	_____
_____	WGS 205 Women, Gender, & Sports	4.0	_____
_____	WGS 210 Language & Gender	4.0	_____
_____	WGS 215 Women, Gender, & Environment	4.0	_____
_____	WGS 220 Women & Spirituality	4.0	_____
_____	WGS 225 Variable Topics in Women's & Gender Studies	4.0	_____
_____	WGS 310 Contemporary Issues in Women's & Gender Studies	4.0	WGS 100
_____	WGS 396 Special Topics in Women's & Gender Studies	4.0	_____
_____	WGS 397 Internship in Women's & Gender Studies	variable	Department Chair Approval
_____	WGS 398 Readings in Women's & Gender Studies	variable	Department Chair Approval
_____	WGS 399 Independent Project in Women's & Gender Studies	variable	Department Chair Approval

Course Descriptions:

WGS 100 Foundations in Women's & Gender Studies (4) This course introduces Women's and Gender Studies as a field of interdisciplinary study and research. Students read classic and contemporary texts from the Arts, Humanities, Social Sciences, and Sciences to introduce core concepts, issues and institutions affecting gendered lives, the social construction of difference, the interaction of gender with related categories of difference and identity, and feminist epistemologies. Students analyze cultural representations of women and gender and consider how gender, in connection with race, class, ethnicity, sexuality, age, and ability, impacts identities and shapes perceptions, thinking, and actions in everyday life. As part of the course, students also plan and execute a WGS-related program for the community.

WGS 200 Oral History, Women, & Gender (4) This course provides students the opportunity to learn about the origins of oral history, examine its methodology, analyze its benefits and limitations, and study exemplary oral histories. Archival research is introduced with guest speakers and/or field trips to local library archives. Students consider the impact of gender on oral history, develop relationships in the local community, and are exposed to new resources, histories, cultures, and social settings. By the end of the course, each student produces an oral history, developing skills in designing and conducting an oral history interview, including pre-interview research; practicing interviewee management skills; recording the interview; transcribing the interview; and presenting an analysis of the project. Past students have archived oral histories of Grand Rapids Dominican Sisters with the national Sister Story Oral History Project.

WGS 205 Women, Gender, & Sports (4) Sports offer a rich site for the exploration and representation of social relations. This course explores how the critical lens of gender, in conjunction with race, class, sexuality, and ability, can illuminate an understanding of athletics, and how feminism as both theory and social movement intersects with sports. Students explore histories, issues, and representations of women, gender, and sports in the United States by examining topics such as the evolution of sporting cultures and athletic attire, changing conceptions of women's bodies, "revolutionary" women athletes, legislation impacting athletic experiences, and representations of athletes in popular culture. Students propose, pursue, and present independent research projects deriving from interdisciplinary course materials, guest lectures, and their own interests.

WGS 210 Language & Gender (4) This course explores the relationship between language and gender and introduces students to the ways in which people use language to construct, perform, and/or reflect their gender identity/identities. The communicative styles used by women and men in a range of situational and cultural contexts will be examined, as will the interrelatedness of gender with other social identities (sexuality, race/ethnicity, social class) in language use. We will consider issues concerning language structure and ideology, including sexism in the language system and stereotypes or "accepted" beliefs. Students will conduct research on selected topics.

WGS 215 Women, Gender, & Environment (4) This course explores representations of gender and nature, theories of ecofeminism, environmental justice movements, and the work of pioneering and contemporary environmental advocates, such as Rachel Carson, Wangari Maathai, Vandana Shiva, and West Michigan women, who have led the modern environmental movement. Through a range of interdisciplinary readings, consistent written responses, discussion, field trips to local environmental organizations, and a final written community engagement project, students apply course models to shape an environmental consciousness for themselves.

WGS 220 Women & Spirituality (4) This course explores the topic of spirituality focusing especially on women, approaching studies through readings, discussions, and class presentations on Scripture, Tradition, and Church history; the anthropology/sociology of gender relations; the lives of women mystics; the experience of women in selected works of literature; the experience of contemporary women, including guest speakers; and the experience of class participants. Class readings, presentations, and discussions regarding all of the above will aim to incorporate varying experiences of race, culture, and life stage development.

WGS 225 Variable Topics in Women's & Gender Studies (4) This course explores current and relevant topics in the field of Women's & Gender Studies in response to student interest and in pursuit of the Women's and Gender Studies Program SLOs, with a particular focus on adopting a disciplinary lens to pursue a specific topic related to the field.

WGS 300 Feminist Theory & Activism (4) 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. This course fulfills elective credits for the Political Science program; it is not accepted for Social Science General Education credit.

WGS 305 Feminist Ways of Knowing (4) How do we know what we know? This course explores feminist theories that have impacted contemporary understandings of how knowledge is made. We consider how knowledge-making is situated in social contexts, what it means to look at knowledge through the lens of gender, and, in particular, how knowledge is shaped by language and discourse. Following Sara Ahmed's idea that the personal is theoretical, we will routinely write personal responses to the theories we read, examining how we have come to know as individuals and considering how our new knowledge might impact our lives.

WGS 310 Contemporary Issues in Women's & Gender Studies (4) This course uses a gender lens informed by intersectional feminist theory and draws on guest speakers' expertise to explore a contemporary issue from multiple conceptual perspectives: disciplinary (arts, humanities, social sciences, sciences); geographical (local, regional, national, global); and methodological (quantitative, qualitative, and creative) to foster understanding of intersectional identities and issues around the globe. Students' research and creative products conclude the course. Example courses have focused on women's movements, migration, and immigration, and on global women's narratives. Prerequisite(s): WGS 100.

WGS 396 Special Topics in Women's & Gender Studies (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

WGS 397 Internship in Women's & Gender Studies (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

WGS 398 Readings in Women's & Gender Studies (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

WGS 399 Independent Project in Women's & Gender Studies (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

World Languages

Marcos Romero, Ph.D. Chair

Stéphane Bédère, Ph.D.; Katharina Häusler-Gross, Ph.D.

The Department of World Languages offers courses in French, German, and Spanish. 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, and Spanish.

Delta Phi Alpha, the Aquinas College Tau Epsilon Chapter of the National German Honor Society, promotes the continued study of German language, literature and civilization, and recognizes excellence in scholarship in German studies.

Mission Statement. The Department of World Languages at Aquinas College promotes an understanding of and exchange with other cultures both within and outside the United States. Our integrated program of language learning incorporates all of the four language skills: listening, speaking, reading, and writing. Students learn to use the language in a communicative, interactive environment within the classroom. The Department also offers a variety of courses for advanced study in culture, literature, applied language for the professions, translation and interpretation. These courses are designed to enhance an understanding of the richness of the human experience across cultures; which prepares our students for graduate school and the professional world.

Student Learning Outcomes for DWL Majors (French, German, Spanish). Student Learning Outcomes (SLO's) in the Department of World Languages are aligned with national and state standards on language teaching, development of language skills, and cultural understanding as reflected in the Proficiency Guidelines by the American Council on the Teaching of Foreign Language (ACTFL).

1. Students will work towards attaining an Intermediate High or higher proficiency level in reading, writing, listening, and speaking in the language studied according to recognized professional guidelines in the four language skills (ACTFL Standards)
2. Students will learn to understand both oral and written communication from a variety of sources (i.e., academic lectures, literature, online sources, news broadcasts etc.)
3. Students will learn how to communicate effectively in the target language in spoken and written form, expressing a wide variety of topics from personal information to more abstract views and perspectives related to literary, socio-historical, political, and cultural themes.
4. Students will work towards obtaining a broad base of knowledge and perspectives on French-, German-, and Spanish-speaking civilizations and their respective cultures – including literature, the arts, political, socio-historical, and economic structures, etc. – within a variety of interpretive frameworks.
5. Students will learn how to understand aspects of language and culture in the world as part of human communication in wider interdisciplinary contexts.
6. Students will develop skills in critical thinking and analysis, including (but not limited to) textual analysis.

Language Requirements for General Education Program. To successfully complete the two-semester language requirement (101 and 102) for the General Education program, all languages offered by the department count to fulfill this requirement. However, students must complete the sequence and receive a minimum grade of “C-” or higher in 101 and 102. Traditional-age first-year students and transfer students who have not earned an Associate of Arts Degree must take a language proficiency test for correct placement in, or possible waiver from, the required language courses. Students who have not studied a foreign language in high school, or those who

choose to study a language other than the one taken in high school, will be placed in a 100-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 sixteen (16) semester hours toward the major or minor may be earned through Credit by Examination or through Credit for Prior Learning.

World Languages majors.

All World Languages majors must demonstrate proficiency at the ACTFL (American Council on the Teaching of Foreign Languages) standard of Intermediate mid/high in Writing and Speaking through examination in FRE 301, FRE 302, SPA 301, SPA 302, or GER 301, GER 302. This standard may equally be met by French students who pass the DELF B2 (Diplôme d'Etudes en Langue Française), or the DFP Affaires B2 (Diplôme de français professionnel Affaires), and by German students who pass the ZMP (Zentrale Mittelstufenprüfung Deutsch des Goethe Instituts).

Important Information for Education Students

Students seeking Elementary and/or Secondary Michigan teacher certification must have a major in French, German, or Spanish. In Spanish, students can obtain an Elementary (K-8) or Secondary Certification (K- 12), in German and French; students can obtain a Secondary Certification (6-12). Candidates must successfully complete thirty (30) semester hours (thirty-one 31 in Spanish) of the language beyond 202, 301, 302 in French, German, or Spanish and three (3) additional advanced-level courses including. Please contact an Education Department advisor for details.

EDUC 424 (Methods of World Language) is required of all students seeking teacher certification in French, German, or Spanish. These courses do not count as semester hours toward the foreign language major, but rather as methodology courses for the Education Department. The Department of World Languages works closely with other departments and programs to obtain dual degrees (Education Department: Bilingual Minor Endorsement; Business Department: International Business Degree; Political Science: International Studies Degree). Please see appropriate department chairpersons for details.

Costs associated with required language proficiency exams will be the responsibility of the student. This applies to the following programs:

- Education - Bilingual Spanish
- Education - French
- Education - German
- Education - Spanish

Course Grade Requirement - All Language Majors and Minors

The required grade for all courses listed beyond 201 is a grade of "C" or higher. All subsequent courses must also be completed with a grade of "C" or higher in order to count towards the Major or Minor.

For projected language courses and four-year advising plans please consult the Department's Website: aquinas.edu/languages/degrees.

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 B1 or B2 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. Students are encouraged to contact the World Language Department for further information.

FRENCH MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Thirty-six (36) semester hours, exclusive of FRE 101 and FRE 102.

At least twenty-two (22) semester hours must be taken at Aquinas.

A maximum of fourteen (14) semester hours may be applied to the major through Advanced Placement, Credit by Exam, and Life Experience.

All majors are required to spend a semester abroad.

A cumulative GPA of 2.0 or above must be maintained in the major.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS			GRADE	PREREQUISITES
_____	FRE 201 Intermediate French I: Language & Culture	4.0	_____	FRE 102
_____	FRE 202 Intermediate French II: Language & Culture	4.0	_____	FRE 102
_____	FRE 301 French Conversation & Composition I	4.0	_____	FRE 201 or FRE 202
_____	FRE 302 French Conversation & Composition II (WI)	4.0	_____	FRE 201 or FRE 202
_____	FRE 400 French & Francophone Contemporary Cultures (variable topic)	4.0	_____	FRE 301 or FRE 302
Choose four (4) semester hours from the following list:				
_____	FRE 400 French & Francophone Contemporary Cultures (variable topic) (SC)	4.0	_____	FRE 301 or FRE 302
	FRE 405 French for Professions (SC)	4.0		FRE 301 or FRE 302

Choose twelve (12) semester hours in an approved French Study Away program (Prerequisite is FRE 202 w/C or above or a 360+ on the French Placement Test.)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Important for future teachers: EDUC 424 (Methods of World Language) is required for all students seeking teacher certification, as well as completion of the Secondary Education major requirements. Candidates must successfully complete 30 credit hours of French beyond FRE 202, including FRE 301 and FRE 302, and seven additional advanced-level French courses. Please contact an Education Department Advisor for details.

GERMAN MAJOR

Bachelor of Arts
2025-2026

Major Requirements: Thirty-six (36) semester hours.
At least twenty-two (22) semester hours must be taken at Aquinas.
All majors are required to spend a semester abroad.
Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	GER 201 Intermediate German I: Exploring the German-Speaking World	4.0	_____ GER 102
_____	GER 202 Intermediate German II: German in Intercultural Settings	4.0	_____ GER 201
_____	GER 301 Communicating across Differences	4.0	_____ GER 201 or GER 202
_____	GER 302 Expressing Identity Through Writing (WI)	4.0	_____ GER 201 or GER 202
Choose eight (8) semester hours from the following:			
_____	GER 400 Community Engagement & Research (SC)	4.0	_____ GER 301 or GER 302
_____	GER 405 Seminar in German Studies	4.0	_____ GER 301 or GER 302
_____	GER 410 Arts & Society in D-A-CH Countries	4.0	_____ GER 301 or GER 302
Choose twelve (12) semester hours in an approved German Study Away program (Prerequisite is GER 202 w/C or above or a 401+ on the German Placement Test.)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Important for future teachers: EDUC 424 (Methods of World Language) is required for all students seeking teacher certification, as well as completion of the Secondary Education major requirements. Candidates must successfully complete 30 credit hours of German beyond GER 202, including GER 301 and GER 302, and seven additional advanced-level German courses. Please contact an Education Department Advisor for details.

SPANISH MAJOR

Bachelor of Arts

2025-2026

Major Requirements: Forty (40) semester hours.

At least twenty-four (24) semester hours must be taken at Aquinas.

A maximum of sixteen (16) semester hours may be applied to the major through Advanced Placement, Credit by Exam, and Life Experience.

All majors are required to spend a semester abroad, complete an approved internship in the United States, or complete SPA 410.

A cumulative GPA of 2.0 or above must be maintained in the major.

Only courses with a grade of C or better will count toward the major.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____	SPA 201 Intermediate Spanish I: Language & Culture	4.0	_____ SPA 102 w. a C or higher
_____	SPA 202 Intermediate Spanish II: Language & Culture	4.0	_____ SPA 201 w. a C or higher
_____	SPA 301 Spanish Composition (WI)	4.0	_____ SPA 202 w. a C or higher
_____	SPA 302 Spanish Conversation	4.0	_____ SPA 202 w. a C or higher
Choose one (1) course in Hispanic Cultures:			
_____	SPA 320 Cultures of the Spanish-Speaking World	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 410 Engaging Latinx Grand Rapids	4.0	_____ SPA 301, SPA 302 recommended
Choose one (1) course in Spanish Literature:			
_____	SPA 305 18th to 21st Century Spanish Literature	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 405 Medieval Spanish Literature & 21st Century U.S. culture (SC)	4.0	_____ SPA 301, SPA 302 recommended
Choose one (1) course in Latin American Literature:			
_____	SPA 310 Spanish American Literature	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 315 Chicana/Latinx Literature	4.0	_____ SPA 301, SPA 302 recommended
Choose twelve (12) semester hours of electives:			
_____	SPA 303 Spanish Pronunciation	4.0	_____ SPA 301
_____	SPA 305 18th to 21st Century Spanish Literature	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 310 Spanish American Literature	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 315 Chicana/Latinx Literature	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 320 Cultures of the Spanish-Speaking World	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 325 Introduction to Community Interpretation	4.0	_____ SPA 301 & SPA 302
_____	SPA 397 Internship (Spanish)	V	_____
_____	SPA 400 Spanish Linguistics (SC)	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 410 Engaging Latinx Grand Rapids	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 405 Medieval Spanish Literature & 21st Century U.S. culture	4.0	_____ SPA 301, SPA 302 recommended
_____	SPA 415 Spanish Translation: Concepts & Practice	4.0	_____ SPA 301
_____	Study Away-Spanish	V	_____

Important for future teachers: EDUC 424 (Methods of World Language) is required for all students seeking teacher certification, as well as completion of the Secondary Education major requirements. Candidates must successfully complete 30 credit hours of Spanish beyond SPA 202, including SPA 301 and SPA 302, and seven additional advanced-level Spanish courses. Please contact an Education Department Advisor for details. Note: Students wishing to transfer credits for SPA 301 and/or SPA 302 from other institutions will be required to take an exam to demonstrate proficiency at the ACTFL standard of Intermediate High or higher for SPA 301 and SPA 302 credits.

FRENCH MINOR

2025-2026

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

At least sixteen (16) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
_____ FRE 201 Intermediate French I: Language & Culture	4.0	_____ FRE 102
_____ FRE 202 Intermediate French II: Language & Culture	4.0	_____ FRE 102
_____ FRE 301 French Conversation & Composition I	4.0	_____ FRE 201 or FRE 202
_____ FRE 302 French Conversation & Composition II (WI)	4.0	_____ FRE 201 or FRE 202
_____ FRE 400 French & Francophone Contemporary Cultures (variable topic)	4.0	_____ FRE 301 or FRE 302
Choose four (4) semester hours from the following:		
_____ FRE 400 French & Francophone Contemporary Cultures (variable topic)	4.0	_____ FRE 301 or FRE 302
_____ FRE 405 French for Professions (SC)	4.0	_____ FRE 301 or FRE 302

GERMAN MINOR

2025-2026

Minor Requirements: Twenty-four (24) semester hours, exclusive of GER 101 and GER 102.

At least sixteen (16) semester hours must be taken at Aquinas.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS	GRADE	PREREQUISITES
_____ GER 201 Intermediate German I: Exploring the German-Speaking World	4.0	_____ GER 102
_____ GER 202 Intermediate German II: German in Intercultural Settings	4.0	_____ GER 201
_____ GER 301 Communicating across Differences	4.0	_____ GER 201 or GER 202
_____ GER 302 Expressing Identity Through Writing (WI)	4.0	_____ GER 201 or GER 202
Choose eight (8) semester hours from the following:		
_____ GER 400 Community Engagement & Research (SC)	4.0	_____ GER 301 or GER 302
_____ GER 405 Seminar in German Studies	4.0	_____ GER 301 or GER 302
_____ GER 410 Arts & Society in D-A-CH Countries	4.0	_____ GER 301 or GER 302

SPANISH MINOR

2025-2026

Minor Requirements: Twenty-four (24) semester hours, exclusive of SPA 101 and SPA 102.

At least sixteen (16) semester hours must be taken at Aquinas.

A maximum of eight (8) semester hours may be purchased through Credit by Exam or Life Experience.

A cumulative GPA of 2.0 or above must be maintained in the minor.

Only courses with a grade of C or better will count toward the minor.

AQUINAS REQUIREMENTS		GRADE	PREREQUISITES
_____ SPA 201 Intermediate Spanish I: Language & Culture	4.0	_____	SPA 102
_____ SPA 202 Intermediate Spanish II: Language & Culture	4.0	_____	SPA 201
_____ SPA 301 Spanish Composition (WI)	4.0	_____	SPA 202
_____ SPA 302 Spanish Conversation	4.0	_____	SPA 202
Choose eight (8) semester hours of the following:			
_____ SPA 303 Spanish Pronunciation	4.0	_____	SPA 301
_____ SPA 305 18th to 21st Century Spanish Literature	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 310 Spanish American Literature	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 315 Chicanx/Latinx Literature	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 320 Cultures of the Spanish-Speaking World	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 325 Introduction to Community Interpretation	4.0	_____	SPA 301 & SPA 302
_____ SPA 400 Spanish Linguistics (SC)	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 405 Medieval Spanish Literature & 21st Century U.S. Culture (SC)	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 410 Engaging Latinx Grand Rapids	4.0	_____	SPA 301, SPA 302 recommended
_____ SPA 415 Spanish Translation: Concepts & Practice	4.0	_____	SPA 301

French Course Descriptions:

FRE 101 Beginning French I: Language and Culture (4) An introduction to the French language and francophone cultures. In this course students focus on communicative proficiency and practice listening, speaking, reading, and writing at an elementary level (Novice Mid on the ACTFL proficiency scale). To develop intercultural competence skills, students also learn about differences between French-speaking countries and the USA.

FRE 102 Beginning French II: Language & Culture (4) A continuing study of the French language and francophone cultures. In this course students focus on communicative proficiency and practice listening, speaking, reading, and writing at an advanced elementary level (Novice High on the ACTFL proficiency scale). To strengthen their intercultural competence skills, students continue to learn about and study the cultures of the French-speaking world. Prerequisite(s): FRE 101 or appropriate placement test score.

FRE 201 Intermediate French I: Language & Culture (4) This course is part of a two-semester sequence of intermediate French. Through the study of different and varied cultural topics of the francophone world, students will move beyond what is often referred to as “survival skills” learned in first-year French to become more sophisticated language users. At the 200 level, students will begin work at the ACTFL Novice High level and should exit this level at Intermediate Low. Prerequisite(s): FRE 102 or appropriate placement test score.

FRE 202 Intermediate French II: Language & Culture (4) This course is part of a two-semester sequence of intermediate French. Through the study of different and varied cultural topics of the francophone world, students will move beyond what is often referred to as “survival skills” learned in first-year French to become more sophisticated language users. At the 200 level, students will begin work at the ACTFL Novice High level and should exit this level at Intermediate Low. Prerequisite(s): FRE 102 or appropriate placement test score.

FRE 301 French Conversation & Composition I (4) This course is an intermediate-low to intermediate-mid level course according to the ACTFL Proficiency Guidelines. It is conducted solely in French and focuses on oral communication while also continuing to work on structural elements of the French language and building vocabulary and fluency. The topics that students will discuss might include new trends in French society, the environment, the arts, the education system, immigration, etc. Prerequisite(s): FRE 201 or FRE 202 or appropriate placement test score.

FRE 302 French Conversation & Composition II (4) This course is an intermediate-low to intermediate-mid level course according to the ACTFL Proficiency Guidelines. It is conducted solely in French and focuses on written communication while also continuing to work on oral communication. Different writing genres are explored, including description, narration, exposition, and argumentation. Students study and critique model compositions and practice the composition process in stage. The topics students will discuss might include new trends in French society, the environment, the arts, the education system, immigration, etc. Prerequisite(s): FRE 201 or FRE 202 or appropriate placement test score.

FRE 396 Special Topics in French (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

FRE 397 Internship in French (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

FRE 398 Readings in French (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

FRE 399 Independent Project in French (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

FRE 400 French & Francophone Contemporary Cultures (4) Designed to be taught as a variable topic course, thus allowing students to take it more than once as long as its topic varies. This course will focus on a specific aspect of the French and/ or Francophone cultures. Examples of possible topics are Women in France, French Cinema, French (neo-)Colonialism, and its Impacts, The Francophone World Today, French Society and Politics. By the end of the semester students will perform at an intermediate-high level of proficiency on the ACTFL scale. Prerequisite(s): FRE 301 or FRE 302 with C or above.

FRE 405 French for Professions (4) This course will provide students with tools to help them communicate and acquire autonomy in French in a professional context. By the end of the semester students will perform at an intermediate-high level of proficiency on the ACTFL scale. This course also prepares students for the worldwide recognized Diploma in French Business (B1 level). Prerequisite(s): FRE 301 or FRE 302 with a C or above

German Course Descriptions:

GER 101 Beginning German I: Language & Culture (4) An introduction to German language and culture with a focus on communicative proficiency. Students will learn to read, write, comprehend, and speak German at an elementary level (Novice Mid on the ACTFL proficiency scale). Focus will also be placed on developing intercultural competence through a comparative study of cultural differences between Germany, Austria, Switzerland, and the USA.

GER 102 Beginning German II: Language & Culture (4) A continuing study of German language and culture with a focus on communicative proficiency. Students will learn to read, write, comprehend, and speak German at an advanced elementary level (Novice High on the ACTFL proficiency scale). Focus will be placed on understanding the unique historical and political events that have helped create the culture of the German-speaking world, as well as what that means for German-American relations. Prerequisite(s): GER 101 or appropriate placement test score.

GER 201 Intermediate German I: Exploring the German-Speaking World (4) This course will spend time getting to know the cities, regions, landscapes, environment, and social interactions of the German-speaking world. Topics will include: Green Germany: environment and sustainability; Expressing oneself through social media, hobbies, clothes, and actions; Social Justice in Germany and the US; and an exploration of the major metropolitan areas of Germany, Austria, and Switzerland. Students will focus on the intermediate structural elements of German as well as building their vocabulary and gaining a higher level of intercultural competence. At the 200 level, students will begin work at the ACTFL Novice High level and should exit this level at Intermediate Low. Prerequisite(s): GER 102 or appropriate placement test score.

GER 202 Intermediate German II: German in Intercultural Settings (4) This course will work on ways to apply the German language in real-world and intercultural settings. Topics will include: Entertainment, Studying Abroad, Health and Wellness, and News and Politics of Current Events. Students will focus on the intermediate structural elements of German as well as building their vocabulary and gaining a higher level of intercultural competence. At the 200 level, students will begin work at the ACTFL Novice High level and should exit this level at Intermediate Low. Prerequisite(s): GER 201 with C or above or appropriate placement test score.

GER 301 Communicating across Differences (4) This course is designed with an emphasis on oral communication and the further development of speaking skills through controlled conversations correlated with readings, role plays, debates, discussions, and presentations, while also continuing to work on structural elements of the German language and building vocabulary and fluency. Topics will include: language, history, film, politics, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, and gender issues. At the 300 level, students should begin work at the ACTFL Intermediate Low level and exit at Intermediate Mid. Prerequisite(s): GER 202 with C or above or appropriate placement test score

GER 302 Expressing Identity Through Writing (4) This course will focus on written communication while also continuing to work on structural elements of the German language and building vocabulary and fluency. Topics will include: Creative expression through short stories and poetry; Writing a resume, cover letter, and personal portfolio; Understanding the literature of Post-WWII Germany, and writing an extended personal narrative. At the 300 level, students should begin work at the ACTFL Intermediate Low level and exit at Intermediate Mid. Prerequisite(s): GER 201 and GER 202 with C or above.

GER 396 Special Topics in German (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

GER 397 Internship in German (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

GER 398 Readings in German (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

GER 399 Independent Project in German (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

GER 400 Community Engagement & Research (SC) (4) This course will revolve around one community-based project in which students will work as a team to do research and create a product based on the needs of a community partner. The project will include use of the German language and understanding of the German culture to create materials and/or events, which contribute to the German-American community here in West Michigan or for a broader audience online. Students will apply their German proficiency as they learn from those outside the Aquinas campus, build professional communication skills, and serve the needs of others. At the 400 level, students will begin work at the ACTFL Intermediate Mid level and exit at Intermediate High. Prerequisite(s): GER 301 or GER 302 with C or above.

GER 405 Seminar in German Studies (4) Variable topics in German Literature and Culture. In seminar form for students with advanced proficiency in the German language. Prerequisite(s): GER 301 or GER 302 with C or above.

GER 410 Arts and Society in D-A-CH Countries (4) This course will focus on creative expression in the German-speaking world including: architecture, the visual arts (drawing, painting, photography, sculpture, and filmmaking), literary arts (prose, poetry, and drama), performing arts (dance, music, theater, and street art), fashion, folk art, oral storytelling, the culinary arts, and installation art. At the 400 level, students will begin work at the ACTFL Intermediate Mid level and exit at Intermediate High. Prerequisite(s): GER 301 or GER 302 with C or above.

Spanish Course Descriptions:

SPA 101 Beginning Spanish I: Language & Culture (4) Introduction to the Spanish language and to the cultures of the Spanish-speaking countries. Students will practice listening, speaking, writing, and reading at the novice level. This course is intended for students with no previous knowledge of Spanish. Students with 3 or more years of high school Spanish, native speakers, or heritage speakers should not take this class.

SPA 102 Beginning Spanish II: Language & Culture (4) Continuation and development of listening, speaking, reading, and writing skills. Further exposure to the cultures of Spanish-speaking countries. Prerequisite(s): SPA 101 or appropriate placement test score.

SPA 201 Intermediate Spanish I: Language & Culture (4) Expansion of the four language skills and cultural knowledge at an intermediate level. Class will consist of in-person meetings and virtual conversations with native speakers. Prerequisite(s): SPA 102 with C or above or appropriate placement test score.

SPA 202 Intermediate Spanish II: Language & Culture (4) Further expansion of the four language skills and cultural knowledge at an intermediate level. Class will consist of in-person meetings and virtual conversations with native speakers. Prerequisite(s): SPA 201 with C or above or appropriate placement test score.

SPA 301 Spanish Composition (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. Prerequisite(s): SPA 202 with C or above or appropriate placement test score.

SPA 302 Spanish Conversation (4) A course designed to integrate the four basic language skills: speaking, listening, writing and reading with an emphasis on speaking and listening. The main focus of this course is to bring students to the intermediate high level via controlled conversations correlated with readings, reports, debates, discussions, and presentations. Topics include, among others, language, politics, national and personal identities, diversity issues, foreigners, minorities, the educational system, religion, and gender issues. This course may be repeated if taken abroad and on campus. Prerequisite(s): SPA 202 with C or above or appropriate placement test score.

SPA 303 Spanish Pronunciation (4) This course provides a comprehensive description of the sound system of Spanish, with attention to the major phonetic characteristics of regional varieties of Spanish both from Spain and Latin America. The main goal of this class is to help students improve their own pronunciation of Spanish through an understanding of how sounds are produced (phonetics) and organized in the Spanish language (phonology) as well as through numerous opportunities to practice their pronunciation inside and outside the classroom. This class will also address common pronunciation problems faced by learners of Spanish. Prerequisite(s): SPA 301 with C or above.

SPA 305 18th to 21st Century Spanish Literature (4) This course consists of readings, discussion and analysis of Peninsular works in prose, poetry, and theater from the 18th century to the present. In this course we will be enlightened by the Enlightenment, romanced by the Romanticism and then we will contemporize these classic works in the style of 20th and 21st century Spanish writers. The course's organizing theme and texts will vary. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 310 Spanish American Literature (4) This course is designed to be taught as a variable topics course, thus allowing students to take it more than once as long as its particular topic varies. This course will focus on the diversity of Spanish literature, and how it reflects society and its historical period. Examples of possible topics are: Women and Gender in Spanish Literature, Minorities in Spanish Literature, Literature and Resistance. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 315 Chicana/Latina Literature (4) This course is designed to be taught as a variable topics course, thus allowing students to take it more than once as long as its particular topic varies. Course materials will be in Spanish, English, and Bilingual texts and films. Assessment centers upon Spanish oral and written skills.

This course will focus on questions regarding immigration, adaptation, and multigenerational living within the US. Examples of possible topics are: Latina-Americanas, Cuban-American Literature, Chicana Literature, New Mexican "Road Trip", Border-Lives, Latina Environmentalisms, Chicana Readings, Southwest US. This course has had an Experiential / Service Learning component. Examples of past excursions include New Mexico, Chicago (Pilsen Area) and Detroit (SW "Mexicantown"). Fee required. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 320 Cultures of the Spanish-Speaking World (4) This course is designed to be taught as a variable topics course, thus allowing students to take it more than once as long as its particular topic varies.

This course will focus on different cultural aspects of the Spanish-speaking world. Examples of possible topics are: Spanish Language film, Spanish culture and civilization from pre-Columbians to the 21st Century, Spanish culture and Civilization in Spain, Dictatorships in the Spanish-Speaking World, Politics in Spain since 1975, Arts in Latin America, etc. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 325 Introduction to Community Interpretation (4) This course consists of introducing students to the theory, application, and practice of English to Spanish and Spanish to English community interpreting. Throughout the course, students will practice and perfect sight translations, consecutive interpretations, and simultaneous interpretations. These translations and interpretations will primarily cover the fields of social services, schools, medical services, and other community-based settings. This course is primarily designed to assist students who are interested in pursuing a career related to interpreting and/or translating as well as those who wish to improve their proficiency in written and spoken Spanish. Students will seek opportunities to perform sight translations and/or interpretations on campus and in their communities. Prerequisite(s): SPA 301 and SPA 302 with C or above.

SPA 396 Special Topics in Spanish (4) Special topics offered on an occasional basis. Not accepted for General Education credit.

SPA 397 Internship in Spanish (variable) Internships offer students the opportunity to integrate academic reflection with a career and work environment. All internships must be approved by the department chairperson and the Career Services Office. Course fee required.

SPA 398 Readings in Spanish (variable) Individually negotiated program of readings on a selected topic established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

SPA 399 Independent Project in Spanish (variable) Individually negotiated project in a selected area established between instructor and student. Department chairperson approval required. Contracts filed with Registrar. Not accepted for General Education credit.

SPA 400 Spanish Linguistics (4) This course is an introduction to the study of the different areas of the Spanish language: the sound system (phonology), word formation (morphology), the structure of utterances (syntax), and meaning and usage (pragmatics). Several aspects related to language variation, such as regional dialects, bilingualism, and Spanish in the US will be discussed. Students will have the opportunity to research and present on these topics. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 405 Medieval Spanish Literature & XXI US Culture (SC) (4) This course consists of readings, discussion, and analysis of Peninsular works in prose, poetry, and theater from the 12th century to the 17th century. We will also explore current national and international themes in literature, art, music, and politics in order to find commonalities between these periods of time. The course's organizing theme and its selection of genres and texts will vary. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 410 Engaging Latinx Grand Rapids (4) Engaging Latinx GR is an experiential learning course dedicated to understand the effects of immigration within the US Midwest, and thus adding to the diversity and multicultural life within the greater Grand Rapids Area. Class lectures and discussions will be conducted completely in Spanish. In addition to the on-campus class time, Aquinas students will volunteer a minimum of two hours a week at César E. Chávez Elementary School, a transitional bilingual school on Hall Street at 1205 Grandville Avenue SW Grand Rapids, MI 49503. Through this study, we will gain a perspective on multicultural and multilingual life in the Spanish-Speaking diaspora of Western Michigan. Assessment is based on AQ class participation, CECE volunteer hours, and 4 Written Spanish Thematic Compositions. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 415 Spanish Translation: Concepts/Practice (4) This course is an introduction to the methods, techniques, and problems involved in translating from Spanish into English, and vice-versa. Emphasis is on the practice of translating general material with some consideration of the translation of specialized texts. The course will also involve the discussion of translation problems, recognition of appropriate solutions, and the use of specific translation strategies. The goal of this course is, therefore, to use translation to provide learners of Spanish with hands-on manipulation of grammatical, lexical, discursive, and cultural detail, so that they can improve their understanding of the Spanish language and appreciate the complexity and rigorous nature of professional translation. Students will have the opportunity to practice translation both in class and outside of class. Prerequisite(s): SPA 301 with C or above. SPA 302 recommended.

SPA 420 Translation and Interpretation Practicum (4) A full-time (or equivalent part-time) work assignment that provides the opportunity for the student to extend classroom learning through work experience in an appropriate setting. Prerequisite(s): SPA 325 or SPA 415.

VI. Graduate Programs

Graduate Programs

Master of Arts in Counseling

Daniel R. Cruikshanks, Ph.D., Program Director

Victoria August, M.A.

Ayla M. Ludwig, Ph.D.

Jennifer Meador, Ph.D.

Introduction

The Master of Arts in Counseling Program (MAC) is housed in the Department of Psychology & Counselor Education. The program offers specialization courses in counseling children, grief counseling, marriage and family counseling, clinical supervision, and sexuality counseling. The MAC program exceeds the current academic requirements of the Michigan Board of Counseling for Licensed Professional Counselors. Further, the degree exceeds the academic requirements of the National Board for Certified Counselors for National Counselor Certification (NCC).

The Master of Arts in Counseling Program (MAC) meets the academic and field experience requirements for those candidates who wish to become a Licensed Professional Counselor. The purpose of the MAC Program at Aquinas College is to develop in candidates the knowledge, skills, values, and attitudes needed to provide appropriate and effective counseling services in a variety of helping settings. Skills in interpersonal helping, interaction, communication, and sensitivity acquired in the program are applicable to a variety of professional areas including education, community social services, business and industry, government, and the ministry.

Completion of the MAC degree requires a minimum sixty (60) semester hours of coursework. Field experiences include a 100-hour Practicum and at least two semesters of Internship (minimum of 600 hours). On completion of the degree requirements, graduates are eligible to become Limited Licensed Professional Counselors (LLPC) in Michigan and may work as professional counselors under the supervision of a Licensed Professional Counselor until they have completed 3000 hours (two years full-time) of post graduate supervised work. Upon completion of this post-graduate supervised experience and successful completion of the National Counselor Exam, LLPCs become Licensed Professional Counselors (LPC) and may practice independently in Michigan.

MAC candidates who plan to practice in other states generally will meet or exceed the licensure requirements for professional counselors in all fifty (50) states in the US. However, as requirements for licensure vary from state to state, candidates who anticipate moving to another state should consult with the Program Director or their faculty advisor for assistance in determining specific state requirements. Candidates who know that they will practice outside of Michigan in states with specific course requirements not already met by the MAC program will have the ability to adapt the program to meet the specific needs of that state.

MAC Mission Statement

The mission of the MAC Program at Aquinas College is to produce counselors who function as highly skilled and ethical professionals prepared to work with diverse client populations in a variety of clinical settings. Students develop their counselor identity through the intersection of instruction, technical application, research, advocacy, and supervision provided by their MAC faculty field supervisors. On completion, students are able to:

- Demonstrate mastery of major counseling theories and skills and the ability to utilize them therapeutically in clinical settings.
- Have strong foundational knowledge in the area of human growth and development and use this knowledge to inform their therapeutic work with their clients.
- Value and respect diversity and demonstrate multicultural competency in their work with clients from diverse backgrounds.
- Show mastery of skills necessary to work therapeutically with clients who have experienced crisis, or trauma.
- Possess an adjustment-oriented approach that emphasizes not only diagnosis and remediation of psychopathology, but also prevention, wellness, early intervention, and advocacy.
- Assess, evaluate, diagnose and treat mental and emotional problems using current protocols and technologies of the field.

MAC Program Objectives

Upon completion of the MAC degree, candidates will:

1. Demonstrate an understanding of the professional counselor identity.
2. Demonstrate an understanding of social and psychological processes that underlie human development across the lifespan and family life cycle transitions in the practice of professional counseling.
3. Demonstrate competence in the research skills needed to evaluate the effectiveness of counseling intervention; noting the impact of cultural, racial, ethnic and lifestyle variables on counseling relationships and outcomes.
4. Demonstrate competence in the application of counseling theories, techniques, and skills needed to provide individual, family and group counseling
5. Demonstrate knowledge of professional issues and practices such as cross-cultural factors, ethics, mental health laws, career and educational information, referral agencies, and other counseling related services and understand the professional, legal, moral and ethical responsibilities of the professional counselor
6. Demonstrate competence in the ability to administer and/or interpret the results of psychological instruments that measure aptitude, cognitive ability, personality, achievement, and interests.
7. Develop an individual philosophy of counseling based upon a consideration of concepts from major counseling theories and multicultural approaches in concert with their own personality and value systems.
8. Apply assessment, counseling, referral and outcome evaluation skills to meet client needs within the clinical setting.
9. Demonstrate the ability to function and perform professionally and competently in a clinical setting.

MAC Application and Admission Requirements

Applications for admission to the MAC Program are submitted online at <https://admissions.aquinas.edu/apply/>. Applicants who meet the minimum requirements for Conditional Admission are eligible to begin classes in the following semester. New cohorts begin in fall and spring semesters. Spring cohorts are started contingent on meeting the minimum cohort size.

The minimum requirements for admission to the MAC Program are:

1. A completed Graduate Studies Application for Admission.
2. A bachelor's degree from an accredited institution.
3. A minimum cumulative GPA of a 3.0 or higher on a 4.0 scale.
4. A minimum of three undergraduate courses in psychology or related social sciences. a. If the applicant is deficient in the undergraduate social sciences requirement, they may be required to successfully complete appropriate undergraduate courses without graduate credit prior to final admission to the program.

Because the number of qualified applicants may exceed the number of places available, satisfying minimal standards does not guarantee admission to the program. As a result, not all well-qualified applicants will be admitted.

The MAC Program at Aquinas College admits new students in the fall and spring semesters. ***All students must complete COU500: Orientation to Graduate Studies at Aquinas prior to beginning classes.*** COU500 is offered as a one-day, 0 credit hour course, on the Saturday before classes begin. Full-time students take three courses per semester, while part-time students typically take two courses per semester.

Preliminary Interview

Applicants meet with the MAC Program Director or member of the faculty to discuss their interest in the field of professional counseling, their career goals, and how the program will help them achieve those goals.

Official Transcripts

Transcripts will be accepted from institutions accredited by the North Central Association of Colleges and Schools, Higher Learning Commission, or other regional accrediting commissions recognized by the Council on Higher Education Accreditation (CHEA). Official (sealed) transcripts must be sent directly from ***all*** previously attended colleges or universities including any other graduate programs attended.

The Graduate Record Exam (GRE)

The GRE is ***not*** required for admission to the MAC Program unless the undergraduate GPA is less than the minimum cutoff of 3.0. Applicants with an undergraduate cumulative GPA of less than 3.0 may be required to take the GRE and have the record sent to Aquinas College.

Preferred Minimum Scores:

1. Verbal Reasoning: 142
2. Quantitative Reasoning: 142
3. Analytical Writing: 3.3

Applicants who either do not meet the undergraduate minimum GPA requirement of 3.0 or the minimum GRE score requirements may be admitted on Probation and considered for full admission. These applicants must earn minimum grades of B in each course taken to qualify for full admission to the MAC Program.

Letters of Recommendation

At least two letters of recommendation are required. Applicants inform recommenders of the program's deadline. Letters must be from professional or academic persons knowledgeable of the applicant's academic and/or professional experiences and dispositions. Recommenders should speak to their assessment of the likelihood that the candidate will succeed in graduate school and become an ethical and competent mental health counselor. ***Letters from family or personal friends are not acceptable.***

Recommenders are asked to give their personal impressions of the applicant's academic skills and abilities specific to unique demands of the MAC Program. Applicants may waive the right to inspect their letters of recommendation on a voluntary basis.

The MAC Program may verify the authenticity of academic letters of recommendation with the recommender.

Professional Goals Statement

Applicants submit a two to three-page statement of professional goals. In this paper, applicants describe the reasons for their interest in the MAC Program including a statement of long-term professional goals and how this program will help them achieve their professional goals.

Criminal Background Check

FBI criminal background checks are required for all students prior to final admission to the MAC Program. The MAC Program requires field placements (practicum and internship) and other experiences working with potentially vulnerable populations. As such, we are required to conduct criminal background checks to ensure public safety. Individuals who have been convicted of a felony offense (and some misdemeanors) may not be eligible for licensure as professional counselors in Michigan and other states.

Although a prior conviction may not preclude one from completing the MAC degree, it is important to understand that individuals with a prior conviction may not be accepted by practicum or internship sites and may not be eligible for licensure.

Determination for admission to the MAC Program for people with felony convictions is made on a case-by-case basis by review of the MAC Faculty. Students with felony convictions admitted to the MAC Program must be aware that admission to the MAC Program does not guarantee that they will be able to secure field placements, licensure or jobs as professional counselors. Failure to secure a field placement would mean failure to complete the MAC degree. We strongly recommend that prospective MAC students contact the Michigan Department of Licensing and Regulatory Affairs (LARA) to discuss their specific situation and the implications for licensure as a professional counselor. We also strongly encourage applicants to discuss any legal history with the Program Director as soon as possible.

Applicants will need to submit to an FBI background check prior to final acceptance in the MAC Program. There are several options for electronic fingerprinting in the Grand Rapids area including [BGI Associates, LLC](#) and [IdentoGo](#). Applicants coming from outside of the Grand Rapids area should find a fingerprinting service in their area.

Evidence of English Language Proficiency

All applicants from countries/regions in which English is not the official language are required to submit official evidence of English language proficiency. This requirement applies to applicants from Bangladesh, Nepal, India, Pakistan, Latin America, the Middle East, Israel, the People's Republic of China, Taiwan, Japan, Korea, Southeast Asia, most European countries, and non-English-speaking countries in Africa.

Students who have completed at least one year of full-time academic course work with grades of B or better in residence at a recognized U.S. institution do not need to take a standardized test. Applicants must provide all official transcripts for review.

To qualify for a TOEFL exemption students must:

- Have a basic degree from a recognized institution in a country where the official language is English.
- Have completed a basic or advanced degree at an institution, in the United States or a United States institution abroad, where the language of instruction is English and the institution is accredited by one of the United States' regional accrediting agencies.
- Have completed at least one year of full-time academic course work with a B average or better at a regionally accredited institution within the United States.

There are two standardized tests students may take: the Test of English as a Foreign Language (TOEFL), and the International English Language Testing System (IELTS).

Application Fee

The MAC Program does not charge an application fee.

Transfer Credit from Other Institutions

Students may transfer a maximum of nine (9) graduate semester hours (3 courses), at the discretion and upon approval of the MAC Program Director, for classes taken from another approved college or university. Only courses with grades of B or higher taken within six years prior to formal admission to the MAC program will be considered. A maximum of nine (9) graduate semester hours of MAC Program coursework taken as a non-classified (non-matriculating) student at Aquinas College prior to admission may be applied toward the degree.

Requirements for Final Admission into the MAC Program

All students are admitted to the MAC Program conditionally. Final admission to the program will be determined by the faculty as follows:

1. Successful completion of first semester courses with minimum grade of B in each course.
2. Maintenance of Good Academic Standing as defined in the Graduate Catalog.
3. Successful completion of COU504 Counseling Techniques and Practice.
4. Final admission interview with the MAC faculty.

Following this interview, students receive a written decision regarding their admission status. Conditionally admitted students accepted into the MAC Program are reclassified as Fully Admitted candidates, meaning they are a candidate in the MAC degree program. All MAC candidates will be held to the catalog requirements in effect at the time they first enrolled in coursework in their graduate program unless changes are required due to changes to Michigan Licensure Law or Rules. Revisions to course prerequisites will apply to all candidates regardless of the catalog of admission.

Requirements for Admission to Advanced Techniques & Practicum in Clinical Counseling Guidelines for all field placements are outlined in the Aquinas College Graduate Handbook under Field Placement Process as well as in the MAC Field Placement Handbook, both available in PDF form and housed in Course Connect in COU500. In accordance with Michigan Law and CACREP Standards, all MAC Program candidates are required to complete a minimum 100 hour practicum (a minimum of forty [40] hours must be in direct service with clients) in an approved mental health setting. Candidates may not register for Practicum until they have completed all required prerequisite courses and have an overall collection of satisfactory ratings on their Personal Characteristics Review Forms. All field experiences are coordinated by the MAC Clinical Coordinator.

Admission as a “Coursework Only” Student

Students who do not wish to be admitted to the MAC Program, but wish to take courses for credit, will be permitted to do so provided they hold a bachelor’s degree from an accredited institution and complete the non-degree seeking graduate application form. Students with at least a bachelor’s degree may take up to nine (9) semester hours without being formally admitted to the program. If the student decides to enter the MAC Program, they can count these hours toward their master’s degree in counseling if approved by the Program Director. Under no circumstance shall a candidate who wishes to transfer from “Coursework Only” status to program status be allowed to apply more than nine (9) semester hours of credit toward their master’s degree. Students not licensed in Michigan who enter with an outdated master’s degree in counseling (or a master’s degree in counseling from another state that does not meet Michigan standards) may take courses toward licensure as needed to become license eligible, with approval of the Program Director. Coursework Only students will not be permitted to take Practicum or Internship at Aquinas. Both categories of candidates must follow the prescribed application process. “Coursework Only” students will complete all the steps outlined above.

MAC Academic Standing and Professional Expectations

Students must adhere to all College rules, policies, and requirements for graduate students. Students also must meet MAC Program requirements for good academic standing, which include:

- All MAC courses except for field placement courses must be taken for a letter grade and all students are expected to earn a grade of B or better in every graded course.
- A minimum grade point average of 3.0 is required for graduation.
- Field placement courses offered by the MAC Program (i.e., Practicum and Internship) are graded on a Pass/Fail basis.
 - The Counseling Program awards a grade of “Pass” if the student’s work would have been worth a grade of B or better were the course to have been graded using the College’s letter grade scale.
- If a student obtains a substandard grade (C+, C, or F) in a course required as part of the student’s plan of study, the student must meet with their advisor to discuss their status in the program and develop a Remediation Plan. This will include retaking the class and earning a grade B or better.

- The student will have one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate.
- According to College policy, the original substandard grade will remain on the official transcript.
- Four (4) situations can lead to an Academic Probation status including:
 - Failure to maintain a 3.0 GPA in the program, failure to remediate a substandard grade in a course required in the student's plan of study, more than one substandard grade in graduate work, or a failing grade in any required course.
- Failure to remediate probationary status may lead to dismissal from the MAC Program. A student who has been terminated under this policy may appeal the decision by following the College Grievance Policies.

In the event that a student fails to maintain the standards needed to remain in good standing, they will meet with their academic advisor to develop a Remediation Plan in which they will address the issues and determine a plan to return to good academic standing.

MAC Program Requirements

MAC Graduate Student Handbook

Specific policies and procedures governing the operation of the counseling program as well as information about internship and licensure are detailed in the Graduate Handbook. The Graduate Handbook is made available to new students prior to registration for classes during the annual New Student Orientation, and is available online in Course Connect (COU500).

Requirements for Admission to Internship

Guidelines for all field placements are outlined in the Aquinas College **Graduate Student Handbook** under Standards of Practice as well as in the **MAC Field Experience Handbook**. The internship is designed as a capstone experience providing candidates an opportunity to receive on-the-job training and experience in an approved mental health environment under the supervision of a Licensed Professional Counselor. In accordance with Michigan Law and CACREP Standards, all MAC candidates are required to complete a 600-hour internship. The MAC Program requires that Internship is completed in no fewer than two terms.

All information pertaining to field experiences is coordinated by the *MAC Clinical Coordinator*.

COU702: Internship 1 in Clinical Counseling Internship 1 allows for the initial accumulation of a total of 100 to 300 clock hours. It may be taken for one (1) to three (3) hours up to two times for a total of three (3) hours. MAC candidates are not eligible to begin Clinical Internship prior to successful completion of COU701: Advanced Techniques & Practicum.

COU703: Internship 2 in Clinical Counseling

Internship 2 allows for the accumulation of an additional 100 to 300 clock hours. It may be taken for one (1) to three (3) hours up to two times. MAC Candidates must complete a total of six (6) semester hours of internship with no less than 600 clock hours of time in the field placement. MAC candidates are not eligible to begin Clinical Internship 2 prior to successful completion of COU702: Internship 1 in Clinical Counseling.

Requirements for Graduation

In order to be recommended for graduation, candidates must:

1. Maintain good academic standing as defined in the Graduate Catalog and as evidenced by a minimum cumulative grade point average of 3.0.
2. Proper application for degree. It is the student's responsibility to initiate the process upon completion of forty-two (42) semester hours, or two semesters prior to anticipated completion of the program. Applications are available on the Aquinas Registrar's website under Forms. Students who complete requirements in December, May, or August, respectively, are encouraged to participate in the May Commencement ceremonies.
3. Complete a minimum of sixty (60) semester hours of approved coursework (including field experiences) within the published time limit.
 - a. Candidates have six calendar years from the date of the first course taken toward their graduate degree to complete the MAC Program.
4. Pass COU750: Comprehensive Examination
 - a. The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in May for August graduates. Candidates must register for COU750: Comprehensive Examination in the semester prior to their expected graduation. Candidates who fail to register for COU750 by the **Last Day to Add** listed on the Graduate Studies Calendar may be ineligible to take the exam and may be unable to graduate by their expected date
 - b. The Comprehensive Examination is a 200 question, multiple choice exam designed to model the National Counselor Exam, the exam used for licensure by the Michigan Counselor Board. The exam is designed to prepare candidates to pass their licensure exam. It is also used to evaluate the candidate's accrued knowledge across the eight CACREP core content areas and as part of the MAC Program evaluation process. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. **Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum standard score of eighty-five (85) in each of the eight (8) subtests.**
 - c. Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, they may not be able to retake it until the next offering except as determined by the Program Director. If a candidate fails the exam a third time, then they may be dismissed from the MAC program or required to retake courses as determined by the MAC faculty and at the discretion of the Program Director.

Full-time Status

Graduate students are considered full-time with nine (9) hours of coursework during regular semesters. During the summer six (6) hours of coursework is considered full-time. Generally, students are permitted to take no more than nine (9) hours of coursework in a given term. Rare exceptions may be made on the recommendation of the student's advisor and with approval of the Program Director.

Time Limitations

Candidates have a maximum of six (6) calendar years from the date of the first course taken toward their graduate degree to complete the MAC program. If the program is not completed within six (6) calendar years from the date of the first course taken toward the MAC degree, the candidate may lose credit for coursework and/or transfer credit and may be required to repeat the outdated course(s). Candidates who for any reason are unable to complete their program within the six-year window may request an extension. To request a time extension, candidates must petition the Program Director for an extension by writing a letter explaining the circumstances leading to the delay and proposing a plan outlining how the program will be completed in the shortest reasonable amount of time.

Transfer Credit

Aquinas College will accept up to nine (9) hours of graduate transfer credit towards the MAC degree. For candidates who already possess a master's degree in a related area (as determined by the Program Director) and wish to complete the requirements to become a Licensed Professional Counselor, a maximum of eighteen (18) hours of counseling related coursework may be transferred if it is judged to be equivalent to current course requirements. Transfer coursework affects how much time candidates have to complete their graduate degree. Several factors should be noted concerning transfer credit/Aquinas College coursework:

1. Coursework must be documented to be comparable with Aquinas College MAC Program coursework. Candidates must submit course syllabi and catalog course descriptions along with official transcripts from the issuing institution with any request for graduate transfer of credits.
2. All transfer credit must have been completed within six (6) calendar years of the first class taken in the MAC Program at Aquinas College. Once accepted, these classes will be counted toward graduation. Prior Aquinas College coursework being applied to the graduate degree is also included in the six (6) calendar year rule.
3. The earned grade(s) in the course(s) to be transferred must be a "B" or better.
4. Transfer credit will be evaluated by the candidate's academic advisor and approved by the Program Director.
5. Transfer credit does not affect the cumulative grade point average established with Aquinas College.
6. Some courses will not be eligible for transfer and must be completed at Aquinas College (i.e., Counseling Techniques, Legal and Ethical Issues, Practicum and Internship)

Program Fees

Practicum, Internship (COU 701, COU 702, COU 703) Travel Fee \$25.00 per credit hour Lab
Fees/Testing Materials (COU 504, COU 506, COU 507, COU 602, COU 701, COU 705) \$100.00

MAC Curriculum Overview

Three Year Program of Study for Full-Time Cohorts

The Three Year Plan is a full-time program that enables students to complete the program with three courses per semester in three years to complete the sixty (60) semester hour program. Students must enroll in sufficient electives, marked optional, to complete the requisite sixty (60) semester hours during the three-year time period.

Term	Course	Credits
Fall Year 1		
COU 500	Orientation to Grad Studies	0
COU 502	Foundations of Clinical Mental Health Counseling	3
COU 504	Counseling Techniques and Practices	3
COU 504-L	Counseling Techniques and Practices Lab	0
COU 505	Theories of Counseling and Helping	3
Spring Year 1		
COU 506	Psychopathology & Diagnosis	3
COU 507	Assessment in Counseling	3
COU 604	Legal and Ethical Issues in Counseling	3
Summer Year 1		
COU 503	Lifespan Development	3
	Elective (Optional)	(3)
Fall Year 2		
COU 602	Career Development & Counseling	3
COU 601	Research Methods & Program Evaluation	3
	Elective (Optional)	(3)
Spring Year 2		
COU 603	Social Justice & Diversity	3
COU 606	Theory and Practice of Group Counseling	3
	Elective (Optional)	(3)

Summer Year 2		
COU 701	Advanced Techniques & Practicum	3
COU 704	Psychopharmacology & Substance Abuse	3
Fall Year 3		
COU 702	Internship 1 in Clinical Counseling	3
COU 706	Crisis & Trauma Counseling	3
	Elective (Optional)	(3)
Spring Year 3		
COU 703	Internship 2 in Clinical Counseling	3
COU 705	Evaluation of Mental & Emotional Status	3
	Elective (Optional)	(3)
COU 750	Comprehensive Exam	0
	Total	60

Note: Students who use financial aid in the summer and need to take two courses to remain full-time may choose to take elective courses in the summer. Note that this will reduce the number of ***required*** courses needed during the regular academic year. ***Students must work with their advisors to determine the best plan for them.***

Four Year Program of Study for Part-Time Cohorts

The Four Year Plan is a part-time program that enables students to complete the program with two courses per semester in four years to complete the sixty (60) semester hour program. Students must enroll in sufficient electives, marked optional, to complete the requisite sixty (60) semester hours during the four-year time period.

Term	Course	Credits
Fall Year 1		
COU 500	Orientation to Grad Studies	0
COU 504	Counseling Techniques & Practices	3
COU 504-L	Counseling Techniques & Practices Lab	0
COU 505	Theories of Counseling & Helping	3
Spring Year 1		
COU 506	Psychopathology & Diagnosis	3
COU 507	Assessment in Counseling	3
Summer Year 1		
COU 503	Lifespan Development	3
	Elective (Optional)	(3)
Fall Year 2		
COU 502	Foundations of Clinical Mental Health Counseling	3
COU 602	Career Development & Counseling	3
Spring Year 2		
COU 603	Social Justice & Diversity	3
COU 604	Legal & Ethical Issues in Counseling	3
Summer Year 2		
COU 704	Psychopharmacology & Substance Abuse	3
	Elective (Optional)	(3)
Fall Year 3		
COU 601	Research Methods & Program Evaluation	3

COU 706	Crisis & Trauma Counseling	3
Spring Year 3		
COU 606	Theory and Practice of Group Counseling	3
	Elective (Optional)	(3)
Summer Year 3		
COU 701	Advanced Techniques & Practicum	3
Fall Year 4		
COU 702	Internship 1 in Clinical Counseling	3
	Elective (Optional)	(3)
Spring Year 4		
COU 703	Internship 2 in Clinical Counseling	3
COU 705	Evaluation of Mental & Emotional Status	3
COU 750	Comprehensive Exam	0
	Total	60

Note: Students who use financial aid in the summer and need to take two courses to remain full-time may choose to take elective courses in the summer. Note that this will reduce the number of *required* courses needed during the regular academic year. ***Students must work with their advisors to determine the best plan for them.***

Elective Courses

COU 516 Marriage, Family and Couples Counseling
COU 518 Spirituality and Religion in Counseling
COU 519 Counseling the Terminally Ill and Bereaved
COU 522 Sexuality Counseling
COU 605 Counseling Children and Adolescents
COU 707 Clinical Supervision

MAC Course Descriptions

COU 500 Orientation to Grad Studies at Aquinas & the MAC (0) The MAC New Student Orientation is required of all new students. This Orientation workshop begins the MAC graduate experience and provides the student's indoctrination into the counseling program. During this one day workshop, students are introduced to the campus, campus services, college administration, department faculty, support staff/services and MAC candidates. It also allows an integrative discussion of the requirements of the MAC program. Students are oriented to the Graduate College Catalog, the Graduate Handbook, and the Field Placement Handbook.

COU 502 Foundations of Clinical Mental Health Counseling (3) This introductory course is designed to meet the specific standards for clinical mental health counselors as suggested by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). With an emphasis on developing Counselor Identity, this course provides an overview of community mental health and agency counseling, addressing such issues as the foundations of community counseling, the role of the counselor in providing clinical mental health counseling and community counseling, prevention, outreach, systemic issues, multicultural issues, professional and client advocacy and social change, and service delivery programs. Effective dimensions of assessment, treatment, and diagnoses will be presented. The importance of ethical issues and consultation in community agencies will also be discussed.

COU 503 Lifespan Development (3) The course addresses counseling implications for assessing and enhancing human development across the lifespan. The content includes: (a) theories of human development; (b) theories of learning and personality development; (c) human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (d) the stages of family development; and (e) strategies for facilitating optimal development over the lifespan.

COU 504 Counseling Techniques & Practice (3) This course will focus on the integration of counseling theory into practice. Candidates will be introduced to techniques, skills, and interventions of counseling applied to a variety of human problems. Using an intensive seminar format, candidates will learn and practice essential interviewing and counseling skills/techniques necessary to become effective counselors within a multicultural society. Candidates will receive instruction on the development of a therapeutic relationship, establishment of appropriate counseling goals, intervention strategies design, client outcomes evaluation, and appropriate termination of the counselor-client relationship. Particular emphasis will be on understanding and applying empathy. Candidates will practice the skills they are studying in simulated counseling sessions in the Counseling Laboratory where candidates are videotaped, observed and given feedback.

COU 504L Counseling Techniques & Practice Lab (0) Students will complete a minimum of 10 weeks of Lab. During Lab, students complete a series of 10 simulated counseling sessions of varying lengths. During the first four weeks of lab, students work with a peer for a 30-minute session wherein they role play a character based on vignettes designed to create particular situations and scenarios. Following completion of the role play sessions, students “go live” for the remaining six sessions. During “live” sessions, student counselors provide counseling to an assigned peer client.

COU 505 Theories of Counseling & Helping (3) This course provides an overview of the major theories of counseling with a special focus on gender, culture, counselor preparation, and common theoretically-based assessment and case formulation strategies. Because the purpose of counseling is to help individuals make personally meaningful changes in their lives, candidates will examine the means by which counseling theories attempt to produce such changes. Candidates will explore the historical and intellectual foundations of major counseling theories, while at the same time, observing skills and techniques employed by practitioners using those theoretical perspectives. Candidates will apply theories to case studies to practice the application of various models to cases. Overall, candidates are encouraged to explore the major theoretical orientations as well as their personal beliefs and values in an effort to develop and deepen their understanding of counseling process and outcome.

COU 506 Diagnosis of Mental & Emotional Disorders (3) This course introduces candidates to the field of abnormal behavior with emphasis on psychopathological conditions, their diagnosis, and treatment strategies throughout the life cycle. Personality theories and counseling approaches will be matched with appropriate psychopathologies. Emphasis will be on the use of the DSM 5 of the American Psychiatric Association with a focus on differential diagnosis and acquaintance with associated disorders of the primary diagnoses via case studies.

COU 507 Assessment in Counseling (3) This course will focus on the development of knowledge and skills needed for effective assessment of clients including an introduction to psychological testing. Emphasis is on learning how to gather data and make interpretations of individuals, groups, and case studies. Candidates will be sensitized to individual differences in gender, culture, ethnicity, and environmental factors that affect test results.

COU 516 Marriage, Family & Couples (3) This course focuses on the application of systems theories in counseling. The candidate will develop the knowledge and skills needed for effective counseling of couples and families, including assessment techniques, major intervention strategies and establishment and maintenance of rapport. Role of communication patterns, behavioral contingencies, cognitive and affective processes in the functioning of family and marital relationships.

COU 518 Spirituality & Religion In Counseling (3) This course involves the study and application of theory and techniques to assist a counselor in the appropriate integration of spirituality into the counseling process. The purpose of this course is to promote knowledge and skills that counselors should possess to effectively engage clients in the exploration of their spiritual and religious lives as they relate to other psychological concerns.

COU 519 Counseling the Terminally Ill & Bereaved (3) The purpose of this course is to acquaint students with the issues and implications of dying, death and loss in their own lives and in the lives of their clients. Death and loss will impact each of us personally and professionally throughout our lives. Counselors must be prepared for this impact both because of its importance with regard to “self-care” and because regardless of whether or not they specifically serve the terminally ill and the bereaved, they will encounter clients facing death or loss during the course of their career. This seminar presents an overview of the basic historical and cultural issues related to our efforts to grapple with dying and death and explores the social processes by which we recognize, understand, and allow grief in our culture (and others). This seminar will present opportunities for self-exploration and reflection on this difficult topic so that candidates can gain a better understanding of how best to work with people who are dying and/or grieving. Theories on loss and grief processes will be explored as well as established best practice models for evaluating, assessing and treating clients with terminal illness, their family members, and the bereaved.

COU 522 Sexuality Counseling (3) A key study of human experience is sexuality. As sexual beings, it is critical that we not only understand our own sexuality and how it affects our daily lives and interactions, but it is also essential that we have a clear grasp of how sexuality shapes lived experience in those we serve. Sexuality Counseling presents an investigation of sexuality within the larger context of the human experience. Emphasis is placed on the study of human sexual development, dimensions of sexual behavior, sex education, health issues, sex therapy, and cultural, ethical, spiritual and legal aspects of sexuality. The course emphasizes applications in clinical work with individuals and couples.

COU 601 Research Methods & Program Evaluation (3) This course will focus on the development of knowledge and skills needed to conduct research and program evaluation. Emphasis will be on reading and understanding research, measurement, research designs and strategies, and descriptive and inferential statistical analysis using computer applications.

COU 602 Career Development & Counseling (3) This course will provide in depth exploration of knowledge, skills and tools needed effectively to facilitate career exploration, vocational planning, and career decision-making for clients. Course content includes: (1) a study of the world of work as it impacts the psychological and sociological life of the individual; (2) an examination of career development theory, decision-making, and the application to counseling and psychotherapy; (3) the identification of informational resources related to career choice; and (4) an exploration of the needs and concerns of clients from a variety of diverse backgrounds.

COU 603 Social Justice & Diversity (3) This course is designed to facilitate the development of the background knowledge and techniques to work more effectively with culturally diverse populations. Candidates will learn ways to apply cross-cultural theory and will achieve a basic mastery of the skills and techniques appropriate for their work settings as counselors. Beliefs, values, and the impact of cultural differences upon the assumptions underlying counseling theories and therapy will be explored. A 16-hour Service Learning field experience is required.

COU 604 Legal & Ethical Issues in Counseling (3) This course is designed to help candidates develop a personal framework for ethical action and to become competent in addressing ethical issues in the field of professional counseling. Emphasis will be placed on understanding and identifying relevant legal and ethical issues in mental health counseling, including ethical decision-making protocols. This course will use the Ethical Standards of the American Counseling Association (ACA) and its affiliates and the Michigan Counseling Board rules and ethical standards to build a practical framework for approaching ethical dilemmas in a systematic way. This course is intended to deepen awareness of new and emerging ethical issues and provide the tools necessary for ethical practice in the field.

COU 605 Counseling Children & Adolescents (3) This course focuses on the development of knowledge and skills needed for effective counseling of children and adolescents based on current best practices models. Problems commonly experienced by children and adolescents will be explored as well as assessment techniques, major intervention strategies and establishment and maintenance of rapport. This course integrates developmental theory with specific strategies and techniques such as play, bibliotherapy, brief solution focused therapy, art therapy, music therapy, group design, and the therapeutic use of creative arts. Particular emphasis will be placed on understanding culturally and ethnically diverse children, adolescents and their families.

COU 606 Group Counseling (3) This course will facilitate the study of the psychological dynamics of small groups, including the stages of group development and variables that affect leader effectiveness; practice with a variety of active group techniques. Emphasis will be on the development of effective counseling practices in a variety of small group settings. Candidates will participate in a counseling group and facilitate at least one group session.

COU 701 Advanced Techniques & Practicum (3) In this course, candidates begin their field experience by working in an approved mental health setting under the supervision of an LPC in the field and the instructor. The focus of this course is on further development of individual and group counseling skills. Candidates will begin to work directly with clients, and under supervision, gain experience with the activities that a regularly employed staff member in the setting would be expected to perform. Candidates also will meet in class for group supervision and instruction. Counseling skills will be critiqued through the use of live and/or taped observations. Candidates must complete a minimum of one hundred contact hours of service under clinical supervision.

COU 702 Internship 1 in Clinical Counseling (1-3) This course represents Part I of the capstone experience for the program by providing the candidate with the opportunity for advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a professional counselor. In class, emphasis will be placed upon examining and developing case conceptualization, improving counseling skills and implementing intervention strategies within a diverse society. Internship I allows for the initial accumulation of a minimum of 300 clock hours (120 clock hours of direct service) toward the minimum 600 total clock hours of internship required for state licensure. Professional identity as a counselor will also be emphasized. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. COU702 may be taken for 1-3 hours up to two times for a total of three (3) semester hours.
Prerequisite: COU701.

COU 703 Internship 2 in Clinical Counseling (1-3 sem. hrs) This course represents Part II of the capstone experience for the program by providing the candidate with the opportunity for a continuation of advanced practice and application of clinical counseling principles with clients in an agency or human services setting under supervision by a professional counselor. Internship II allows for the completion of a minimum of 300 clock hours (120 clock hours of direct service) toward the 600 total clock hours of internship required for state licensure. Counseling skills will be critiqued through the use of live and/or taped observations in class, in the field, and in the Counseling Laboratory. Professional identity as a counselor will also be strongly emphasized. COU703 may be taken for 1-3 hours up to three times for a total of three (3) semester hours. See a detailed description of Standards of Practice at the end of the course descriptions. Prerequisite: COU702.

COU 704 Psychopharmacology & Substance Abuse (3) This course focuses on the study of the effects of psychoactive chemicals on neurochemical, neurophysiological, behavioral and mental processes. Emphasis is in the biological model of mental illness and substance dependence and the role of the counselor in treatment of medicated clients in consultation with physicians. Consideration is given to the disease model of chemical dependency, including the psychological dynamics and family patterns associated with chemical dependency, recognition of symptoms including current approaches to treatment and intervention.

COU 705 Evaluation of Mental & Emotional Status (3) Candidates will be guided in using assessment procedures to evaluate and diagnose mental and emotional status and formulate appropriate treatment plans. Focus will be on the administration, scoring, interpretation, and write up of individual and group standardized tests of mental ability, personality, interest, achievement, and aptitude. Special emphasis will be given professional consultation in mental health and forensic settings based on evaluation outcomes.

COU 706 Crisis Intervention & Trauma Counseling (3) This course will present counseling approaches which effectively address crises. The course will examine the impact of trauma and crisis and potential neurobiological responses. The students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations such as, suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism. Students will examine the implications for assessment and intervention in the midst of a crisis and learn self-care strategies.

COU707 Clinical Supervision (3) This course provides training in the theory and practice of clinical supervision in counseling. Students will gain understanding and experience in providing mental health clinical supervision to other counselors. These experiences will include live supervision of counseling students in the Counseling Lab, Individual supervision of Practicum Students, the review of video/audio client tapes, providing feedback to counselor trainees, and reviewing documentation (intakes, treatment plans, progress notes, and termination summaries). All supervisory work done by students will take place under the supervision of the instructor. Special attention will be given to legal and ethical practices as defined by both state law and the ACES ethical guidelines.

COU 750 Comprehensive Examination (0) The comprehensive examination is intended to be one of the culminating experiences of the graduate program. The exam is offered in January for May graduates, in September for December graduates, and in June for August graduates. MAC Candidates must register for COU750 Comprehensive Examination in the term prior to their expected graduation. Candidates who fail to register for COU750 by the Last Day to Add listed on the Graduate Studies Calendar will be ineligible to take the exam and unable to graduate by their expected date. The Comprehensive Examination is a 200 question, multiple choice exam designed to evaluate accrued knowledge across the eight CACREP core areas. The exam consists of eight subtests of 25 questions each. Candidates have thirty minutes to complete each subtest and a total of four hours to complete the entire exam. Candidates will not be considered for graduation until they have passed the comprehensive examination with a minimum score of 70% in each of the eight subtests. Candidates who fail any section of the examination will have thirty (30) days to prepare for a second attempt at which time they will retake only those sections failed. If a candidate fails the exam a second time, he/she may not retake it until the next offering. If a candidate fails the exam a third time, he/she may be dropped from the MAC program or required to retake courses at the discretion of the Program Director.

Master of Management

Linda Hagan, Ph.D., Program Director
Jason Good, Ph.D.
Brian DiVita, M.M., M.S.

Introduction

The Master of Management (M.M.) is a graduate degree that focuses on managing people as well as numbers. The best managers can see clearly, because they have developed perspective. Aquinas' Master of Management program offers a broad view of business. Our graduate students learn to think strategically, understand organizational culture and effectively motivate the people who power a business. Our perspective on management education is shared by America's business leaders: the skills they look for include leadership, team-building, communication, and ethics, all of which are emphasized in Aquinas' M.M. Program.

Our professors bring to the classroom a portfolio of academic scholarship and real-world experience. Students will gain perspective from the diverse careers and experience of classmates who represent dozens of different organizations and industries. Course offerings in the M.M. program cover such topics as organizational behavior, strategic management, leadership, ethics, problem solving, and team dynamics.

MM Mission Statement

The mission of the Master of Management Program is to develop professionals who are able to provide meaningful leadership within their organizations through the application of advanced management practices. The program focus is dedicated to examining both functional and strategic managerial issues, with a special emphasis on the cultural and behavioral dynamics that occur within an organization. The mission is accomplished by integrating a global perspective where managerial communication and leadership effectiveness are incorporated into an adaptive learning sequence of theory, practice, application, reflection and growth.

Values

The mission is further expressed and supported through several core values that ensure relevance, rigor and consistency, while maintaining the needed flexibility and convenience typically associated with graduate studies.

- We value an applied and collaborative learning environment where the classroom experience serves as the foundation for content learning, student engagement, personal growth, and professional development.
- We value multi-modal learning to further augment the traditional graduate experience by offering a flexible learning atmosphere that promotes inquiry and exploration by incorporating technology, field research opportunities, and independent study components into the core curriculum.
- We value an empirical approach to problem-solving that emphasizes the value of data-driven decision making that is supported by extensive research and analysis.
- We value a broad discipline exposure with a global perspective to foster practical learning by incorporating the use of teams, mentors, guest speakers, clinics, workshops, shadowing and graduate internships.

- We value the integration of ethics into everyday business decision-making, and encourage corporate social responsibility at all levels, among all stakeholders, at all times.
- We value industry relationships and encourage ongoing engagement among local corporations, not for-profit organizations, and governmental agencies.

MM Program Objectives

All graduates from the Master of Management program will be able to:

1. Research, analyze and identify key management issues
2. Think critically, assess and respond appropriately to functional and strategic management issues
3. Plan strategically
4. Manage decisively
5. Communicate effectively
6. Lead successfully

MM Application and Admission Requirements

Regular Admission

Consideration for admission into the Master of Management program is based on the following:

1. A bachelor's degree from a college or university accredited by a regional association such as the Higher Learning Commission.
2. An undergraduate GPA of 3.0
3. With the completed application, evidence of interest, aptitude and ability to undertake graduate studies in management, including:
 - a. Official transcripts from all universities and colleges previously attended. (Students should request that transcripts be sent by each institution directly to Aquinas College).
 - b. Professional resume detailing previous work experience with dates and professional accomplishments
 - c. Written statement of intent indicating candidate's personal and professional goals, interest in degree focus, past related professional experiences, and contributions they might make in the classroom
 - d. Two letters of recommendation (The letters must be from professional or academic persons knowledgeable of the applicant's academic and/or professional experiences and dispositions. Letters from family or personal friends are not acceptable. Letters should include the recommender's relationship to the candidate, number of years known and in what capacity, and how the recommender rates the candidate's ability and aptitude to successfully complete the graduate degree program. The recommender should include their organization affiliation, title, and contact information.), and,
 - e. A personal interview with faculty. (Upon receipt of the completed application, the Graduate Studies Office will contact the applicant to set up an appointment for an interview with a program administrator.)

Conditional Admission and Probation

Applicants may be requested to submit GMAT scores if the other criteria for admission are not met, such as GPA below 3.0. Students conditionally admitted will be on probation and must maintain a cumulative GPA of 3.0 during the first twelve (12) semester hours of coursework. Failure to do so may result in dismissal from the program.

Application Procedure

To enroll as a candidate for the Master of Management degree, candidates must complete the free online application on the college's website. Additional documents must be submitted to: Director of Graduate Management Programs, Aquinas College, 1700 Fulton Street E, Grand Rapids, MI 49506-1801. Upon receipt of the completed application, the Graduate Studies Office will contact the applicant to set up an appointment for an interview with a program administrator.

Audit

With program director approval, individuals may audit MM courses. Auditors must be formally admitted to the College and must pay tuition for auditing, which is half the regular graduate tuition rate. Students who audit a course are not obligated to complete coursework. No course credits are awarded. Course audit is denoted with "AU" on the official transcript.

Guest Students

An individual may register as a guest graduate student for up to six (6) credits. No transcripts or test scores are required, but program director approval is necessary prior to enrollment, along with application to the College. Tuition, fees and course requirements are the same as those for admitted students. Credits and grades earned will appear on the official transcript and may be eligible for transfer to another institution.

MM Academic Standing and Professional Expectations

Probation/Dismissal Policy

If a graduate student's cumulative grade point average falls below a 3.0, the student will be placed on academic probation within the department. If the cumulative GPA remains below 3.0 after completion of an additional six (6) semester hours, the student will be dismissed from the program.

Transfer Credits

A maximum of nine (9) graduate semester hours from an accredited institution may be transferred to the Master of Management program. In order to be considered for transfer credit, coursework completed at other institutions must have been taken at the graduate level within five years of the student's admission to Aquinas. Only those courses in which the grade earned is 3.0 or better may be transferred to the MM program. The content of the course must be consistent with the objectives of the MM program. Once a student is enrolled in the program, he or she must have approval from the Program Director before taking any courses at other institutions for potential transfer to the MM program.

MM Program Requirements

The Master of Management is comprised of ten (10) courses, totaling thirty (30) credits. Courses are eight weeks in duration and are offered in six sessions per year, including Fall (two quadesters), Spring (two quadesters), and a summer semester; along with a virtual, 3-week Winter semester. Courses typically meet once per week in the evening from 6:00 p.m. to 10:00 p.m. in a virtual hybrid format or fully online. Students attending full time, which is 9 credits per semester (over two quadesters) can complete the program in as little as eighteen months if a full-time student, or take up to seven years.

The Master of Management degree is conferred when the following requirements are met:

1. Completion of a minimum of thirty (30) semester hours of graduate credit with an overall grade point average of 3.0 or better on a 4.0 scale. See list of courses under Curriculum and Courses for specific course requirements
2. At least twenty-four (24) semester hours of graduate coursework taken at Aquinas College.
3. Completion of all requirements within a period of seven (7) years after registration for the first course at Aquinas College
4. Payment of all financial obligations including parking tickets, library fines, and fees to the College.
5. Completion and submission of the Master of Management Application for Degree Candidacy (Degree Audit) to the Aquinas College Registrar. It is the student's responsibility to initiate the process upon completion of eighteen (18) semester hours or two (2) quadesters prior to anticipated completion of the program. Applications are available on the Aquinas College Registrar's site. Students who complete requirements in December, May or August respectively, are encouraged to participate in the May commencement ceremonies.

MM Curriculum Overview

A minimum of thirty (30) semester hours or ten (10) Core courses comprise the Master of Management degree program.

Required Core Curriculum - Thirty (30) credits

The following courses are required and are considered the core curriculum:

Credits

MG 500	The Global Economy	3
MG 510	Research, Analytics & Decision Making	3
MG 520	Organizational Behavior & Culture	3
MG 530	Marketing Management	3
MG 540	Organizational Theory & Design	3
MG 570	Ethics & Social Responsibility of Management	3
MG 580	Managing Financial Decisions	3
MG 638	Negotiating & Conflict Management	3
MG 648	Leadership Development & Performance	3
MG 695	Strategic Management & Innovation	3

MM Course Descriptions

MG 500 The Global Economy (3) This is a course in Managerial Economics, which focuses primarily on the microeconomic environment in which a manager must operate. Besides understanding how market structures affect firm performance, the course explores the use of economic concepts as managerial tools.

MG 510 Research, Analytics & Decision Making (3) A conceptual presentation of descriptive and inferential statistics and their use in decision making. The course involves research design, planning and evaluation research, problem selection, proposal writing and presentation, and research report writing and evaluation.

MG 520 Organizational Behavior & Culture (3) Individual factors affecting human behavior in organizations are explored in this course. Theoretical concepts which provide the foundation for the study of organizational behavior are examined together with an emphasis on leadership, team development, motivation, and communication. Application of these concepts to the management of organizations is accomplished through class activities. While the focus is almost entirely on the core organizational behavior topics, the development of a management philosophy and the understanding of the link between both managerial activities and organizational effectiveness are used as integrating themes.

MG 530 Marketing Management (3) Policy formation through marketing management is studied with special emphasis on the influence of marketing institutions, market structure, governmental regulations, and fluctuations in population and national income.

MG 540 Organizational Theory & Design (3) This course treats the organization as an entity for study, looking at such issues as the historical growth of organizations, organizations as reflections of society, organizational structure, mission, goals, culture, and politics. Emphasis is given to the examination of the characteristics of open systems, studying models of organizations for their effectiveness, developing strategies for innovations and change within organizations.

MG 570 Ethics & Social Responsibility of Management (3) A study of the role and responsibilities that organizations have in their relationship to local, state, national, and international communities. Impact on economic, social, and cultural systems, and the ultimate influences an organization has on personal and social functioning are reviewed.

MG 580 Managing Financial Decisions (3) An examination of techniques used in establishing standards and budgets for control with an overview of product costing and overhead applications. The course also includes the flow of accounting data in the creation of financial statements. Careful study is also given to the problems of making business decisions, budgeting and cost control, and using accounting data in planning operations and policy formulation.

MG 638 Negotiation & Conflict Management (3) This course focuses on the development of negotiating skills in typical organizational settings. Through the use of classroom simulation, students acquire skills in all aspects of negotiating. Extensive use of the workshop format is employed.

MG 648 Leadership Development & Performance (3) A study of leadership research including leadership traits, styles, contingency theories, and group leadership approaches. Students apply these results through an analysis of their own personality traits and leadership styles.

MG 695 Strategic Management & Innovation (3) This capstone course in the student's program is intended to consolidate the information accumulated in earlier coursework in order to demonstrate the interaction of all sub functions of the organization. Students will be placed in real-world situations through the use of cases, simulation, and actual management circumstances, and will be expected to defend any recommended actions. Should be taken during the last six (6) credit hours of the program.

Master in the Art of Teaching

Justine Kane, O.P., Ph.D., Dean of Education

Michelle Anderson, Ed.D.

Briana Asmus, Ph.D.

Amy Barto, M.Ed.

Stefani Boutelier, Ph.D.

Stacy Slomski, M.A.

Program under review and is not currently accepting applications.

Master in Education

Justine Kane, O.P., Ph.D., Dean of Education

Michelle Anderson, Ed.D.

Briana Asmus, Ph.D.

Amy Barto, M.Ed.

Stefani Boutelier, Ph.D.

Stacy Slomski, M.A.

Introduction

The Aquinas College School of Education (AQ-SOE) is approved by the Michigan Department of Education (MDE) to offer an innovative, cohort variation of our Master in Education (M.Ed.) program. The **Accelerated Master in Education (AME)** program prepares participants for initial teacher certification at either the elementary (grades PK-3 or 3-6) or secondary (grades 5-9 or 7-12) level by applying a flexible, residency model. The AME program aligns with [Michigan's revised certification structure](#) and standards for the preparation of teachers. Cohort participants secure clinical placements to support their content-area preparation and complete courses that meet online one evening a week and two Saturday mornings a month in a synchronous or asynchronous format.

The goal of the AME program is to offer a pathway to initial teacher certification for persons working in PK-12 schools who have a Bachelor's degree. AME is ideally suited for paraprofessionals, individuals on temporary/emergency permits, or long-term substitute teachers. Offering an accelerated curriculum paired with an extensive school residency, participants complete their initial certification in one grade band in 16 months and then continue on to complete a master's thesis project. If certification is desired in two grade bands, PK-3 & 3-6 or 5-9 & 7-12 a participant must meet with the AME program director to determine if the placement has the flexibility to address the requirements during your time in the program. Accepted participants who are not able to fulfill all their clinical fieldwork may be required to extend their program to complete a semester of traditional student teaching. Each candidate is evaluated on a case-by-case basis to ensure that all professional preparation competencies have been met prior to being recommended for State certification. All candidates should refer to the Graduate Catalog for

School of Education Mission

The mission of the Aquinas College School of Education is to facilitate the development of competent, compassionate, and committed educators of integrity.

AME Application and Admissions Requirements

Applications for admission to the AME Program are submitted online at <https://admissions.aquinas.edu/apply/>. Applicants who meet the minimum requirements for Provisional Acceptance are eligible to begin classes in the following semester. Applications are accepted May-July for the Accelerated Master in Education (AME) program. A candidate begins the program in the fall semester.

Admission requirements

1. Bachelor's degree from an accredited college or university
2. Submission of an official transcript from each college or university attended
3. Minimum cumulative GPA of 3.0
4. Completed online application
5. A detailed cover letter expressing career goals, outlining past experiences working with children/youth, and identifying existing or potential school sponsorships.
6. Current professional resume
7. Minimum of two letters of recommendation from individuals employed in PK-12 education.
8. 2-3-minute teaching demonstration video (any topic or audience)
9. Documentation of at least 100 hours working with students in the target age group
10. Passing the appropriate MTTC subject-area test(s) (secondary candidates only)
11. Passing the AME Basic Math Test (elementary candidates only)
12. Basic proficiency in Mathematics and English Reading/Writing as demonstrated by transcript review
13. Criminal/background check clearance

Provisional Acceptance

Degree candidates are considered to be provisionally accepted to their specific programs until six (6) semester hours of coursework have been successfully completed. The purpose of the provisional phase is to ensure that every student demonstrates competence at the graduate level of study.

Audit

With School of Education approval, individuals may audit School of Education courses. Auditors must be formally admitted to the College and must pay \$150.00 tuition for auditing. Students who audit a course are expected to attend and participate in the course but are not obligated to complete coursework. No course credits are awarded. Course audit is denoted with "AU" on the official transcript.

Guest Students

An individual may register as a guest graduate student for up to six credits. No transcripts or test scores are required, but School of Education approval is necessary prior to enrollment, along with application to the College. Tuition, fees and course requirements are the same as those for admitted students. Credits and grades earned will appear on the official transcript and may be eligible for transfer to another institution.

Application Fee

The AME Program does not charge an application fee.

Transfer Credit from Other Institutions

Students may transfer a maximum for nine (9) graduate semester hours (3 courses) at the discretion and upon approval of the AME Program Director for classes taken from another approved college or university. Only courses with grades of B or higher taken within six years prior to formal admission to the AME program will be considered. A maximum of nine (9) graduate semester hours of AME program

coursework taken as a non-classified (non-matriculating) student at Aquinas College prior to admission may be applied toward the degree.

Requirements for Final Admission into the AME Program

All students are admitted to the AME Program provisionally. Final admission to the program will be determined by the faculty as follows:

1. Successful completion of the first semester with minimum grade of B in each course.
2. Maintenance of Good Academic Standing as defined in the Graduate Catalog.
3. Successful completion of EN501 Introduction to Education.

Students will receive a written decision regarding their admission status. Provisionally admitted students accepted into the AME Program will be notified by letter of their final acceptance. All AME candidates will be held to the catalog requirements in effect at the time they first enrolled in coursework in their graduate program unless changes are required due to changes to Michigan Department of Education Rules. Revisions to course prerequisites will apply to all candidates regardless of the catalog of admission.

AME Academic Standing and Professional Expectations

Graduate Program Academic Catalog

Specific policies and procedures governing the operation of the AME program are outlined in the Graduate Catalog is made available to new students prior to registration for classes during the annual New Student Orientation, and is available online at [Academic Catalogs](#).

Academic Standing

If at any time after completion of the first six (6) semester hours, the student's cumulative grade point average falls below a 3.0, the student will be placed on academic probation. If the cumulative GPA remains below 3.0 upon completion of at least six (6) additional semester hours, the student will be dismissed from the program. If desired, an appeal to be reinstated must be made in writing to the School of Education. If approval is granted, the candidate will be allowed to register for no more than three (3) semester hours at one time until their GPA is brought above the required 3.0 minimum. The student will be allowed to continue in the program only if a course grade of 3.0 or above is earned.

Educator Ethics & Professional Dispositions

All members of the School of Education are expected to adhere to department professional disposition expectations and the standards set by the Michigan State Department of Education for educator ethics.

Each semester, faculty will consider students' professional dispositions for teaching and will report any areas of concern to the department. Although concerns from one faculty member and/or one course will not trigger immediate action, repeated and regular concerns will initiate a review. If you receive multiple concern reports, you will be asked to meet to discuss these concerns and develop a remediation action plan.

The Michigan Department of Education (MDE) "Michigan Code of Educational Ethics" can be found here: https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

Michigan Test for Teacher Certification (MTTC)

Students must pass all relevant Michigan Tests for Teacher Certification (MTTC) before they will be permitted to begin the graduate research courses.

Requirements of Graduation

In order to be recommended for graduation, teacher candidates must:

1. Maintain good academic standing as defined in the Graduate Catalog and as evidenced by a minimum cumulative grade point average of 3.0.
2. Proper application for degree. It is the student's responsibility to initiate the process upon completion of the required semester hours, or two semesters prior to anticipated completion of the program. Applications are available on the Aquinas Registrar's website under Registrar Forms. Students who complete requirements in December, May, or August, respectively, are encouraged to participate in the May Commencement ceremonies.
3. Complete all semester hours of approved coursework (including clinical placements) within the published time limit.
4. Candidates have five (5) calendar years from the date of the first course taken toward their graduate degree to complete the Master in Education (AME) program.
5. Successful completion of a graduate thesis.

Full-time Status

Graduate students are considered full-time with nine (9) hours of coursework during regular semesters. During the summer six (6) hours of coursework is considered full-time. Generally, students are permitted to take no more than nine (9) hours of coursework in a given term. Rare exceptions may be made on the recommendation of the student's advisor and with the approval of the Program Director.

Time Limitations

Candidates have a maximum of five (5) calendar years from the date of the first coursework taken toward their graduate degree to complete the Master in Education (AME) program. If the program is not completed within five (5) calendar years from the date of the first course taken toward the AME degree, the candidate may request an extension. To request a time extension, candidates must petition the Program Director for an extension by writing a letter explaining the circumstances leading to the delay and proposing a plan outlining how the program will be completed in the shortest reasonable amount of time.

AME Curriculum Overview

The participant will complete the courses listed below with the cohort online one evening a week and two Saturday mornings a month in a synchronous or asynchronous format.

PROFESSIONAL Coursework		CR
EN 501	Introduction to Education	3
EN 502	Instructional Design	1
EN 503	Teaching Apprenticeship	3
EN 543	Literacy for Diverse Learners	3

EN 579	Inclusion	3
EN 590	Teaching Internship & Seminar	6
EN 596	School & Society	3
EN 610	Reading Diagnosis & Remediation	3
ELEMENTARY Coursework		
EN 530	Lower Elementary Literacy Methods (Q1)	3
EN 532	Upper Elementary Literacy Methods (Q2)	3
EN 540	Lower Elementary Math Methods (Q1)	3
EN 542	Upper Elementary Math Methods (Q2)	3
EN 560	Methods in Science / Social Studies	3
SECONDARY Coursework		
EN 508	Secondary Curriculum, Methods, & Assessment	3
EN 550	Adolescent Development	3
EN 554	Literacy & Methods in the Disciplines	3
GRADUATE RESEARCH Coursework		
EN 510	Research Methods, Design & Analysis	3
EN 630	Thesis: Data Collection / Analysis	3
EN 640	Thesis: Presentation & Publication	1

Course Descriptions

EN 501 Introduction to Education (3) This course is designed to help Aquinas students explore the profession of teaching, discover the cultural and political aspects of being an educator in today's world, answer the questions about what it takes to be a high-quality teacher, and determine whether or not the teaching profession is the appropriate career choice. Students will attend weekly seminar sessions, engage in reading, reflective writing assignments, class discussions, and other learning activities/assessments, complete a 30 hour field placement, and participate in a minimum of four site visits as scheduled by the instructor during class hours.

EN 502 Instructional Design (1) This course will familiarize students with the Understanding by Design (UbD) framework for PK-12 unit and lesson planning. Students will create detailed unit and lesson plans, learn how to integrate UDL (Universal Design for Learning) principles into lessons, and draft a year-long curriculum map to include content, literacy, and technology standards. Required for elementary and secondary certification. No fieldwork component. Taken concurrently with EN501.

EN 503 Student Teaching Apprenticeship (3) Apprenticeship under the supervision of an approved mentor teacher as outlined in the candidate's MOU and may include experiences before, during, and after the official school day such as tutoring, substitute teaching, or interventionist. A minimum of 200 Student Contact Hours beyond the 30 exploratory hours is required. Teacher candidates will be expected to complete weekly logs, reflective journals, assigned readings, and attend posted workshop sessions and events as outlined in the syllabus. Prerequisite: EN501.

EN 508 Secondary Curriculum, Methods & Assessment (3) This course explores curriculum theory and curriculum in endorsement areas. The implementation of curriculum will connect to the Universal Design for Learning (UDL), the Danielson Framework, assessments, classroom management practices, and Michigan secondary curriculum expectations (including graduation requirements, teacher contact hours, and professional development mandates). Students will understand current trends in the delivery methods for inclusion and differentiation (e.g., special education and English Language Learners). Learners will develop a curriculum map, including sequential days of detailed lesson design and appropriate assessments. Prerequisite: EN501. Field component: 40 hours in the target grade band.

EN 510 Research Methods, Design, and Analysis (3) A conceptual presentation of descriptive and statistical data and their use in research decision making. The course addresses research methods, research design, literature review, problem selection, proposal writing and presentation, and ethical issues related to educational research studies. Students will develop an understanding of quantitative and qualitative research, research methods and associated research factors. Students will read, interpret, and evaluate published educational research. As a culminating activity, students will design a research of their own and draft a formal research proposal with accompanying IRB application. Prerequisite: Completion of thirty (30) credits in a graduate education program. Offered Fall semester only.

EN 599 Continuing Graduate Work (0) Graduate students who have completed the required credits or are taking a break of a semester or more between courses must register for Continuing Graduate Work to maintain access to college resources including the library and receive communications from their advisor. These credits are not required during the summer terms.

EN 530 Lower Elementary Literacy Methods (3) This course focuses on essential topics in literacy development in grades PK-3, including print concepts, phonological awareness, phonics, spelling, letter and word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, and composition. The course addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs with a focus on classroom management, and strategies to engage diverse learners within the learning environment as well as curricular resources and design, assessment tools, and interventions, instructional approaches, and technologies. Prerequisite: EN501. Field component: fifteen (15) hours in a PK-3 literacy classroom.

EN 532 Upper Elementary Literacy Methods (3) This course focuses on essential topics in literacy development in fourth through sixth-grade children, including spelling, syntax, fluency, vocabulary, comprehension, composition, and speaking and listening, and addresses the whole learner with specific attention to cognitive, physical, behavioral, social, and emotional needs. This course addresses diverse learners within an engaged learning environment as well as curricular resources and design, assessment tools and interventions, instructional approaches, and technology. Prerequisites: EN530. Field component: fifteen (15) hours in grades 3-6 literacy classroom.

EN 540 Mathematics for Lower Elementary Teachers (3) Clearly, teaching young children mathematics is complex. Teaching is more than adding and subtracting; it is what teachers say, do, and think with learners. A mathematics education course is one that merges mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge that focuses on the whole learner with specific attention to PK-3 aged students' needs (cognitive, physical, behavioral, social, and emotional). As an educator, students will focus on promoting ALL learners' participation by developing a socially healthy PK-3 grade mathematical community. Students will be introduced to reflective thinking to understand how their own biases, content knowledge, and past experiences will impact their instruction. The major mathematical content areas covered in this course will be counting and cardinality; Operations (addition, subtraction, and foundational ideas for multiplication); initial place value and regrouping concepts; measurement and data (time, money, relative positions, lengths in metric and standard); and Geometry (naming shapes, shape composition, shapes in the real world, composition/decompositions of shapes, 2D and 3D shapes). This course will expose students to various curricular resources, assessment tools, and instructional technology to promote active engagement and give direction to instruction. Students will be introduced to the scholarly reading, critiquing, and research that shapes the field of mathematics education. A minimum of 12 clinical experience hours are required for this course.

EN 542 Mathematics for Upper Elementary Teachers (3) Upper elementary teachers have a huge undertaking, they need to help students to become efficient and deep-thinking mathematicians. A mathematics education course that merges mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge is one that focuses on the whole learner with specific attention to the 3-6 grade aged student's needs (cognitive, physical, behavioral, social and emotional). As an educator, students will focus on promoting participation of ALL learners through the development of a socially healthy mathematical community in grades 3-6 settings. Students will be introduced to reflective thinking to understand how their own biases will impact their instruction. The major mathematical content areas covered in this course will be: place value (multi digit operations, base 10 and other bases); multiplication and division (factors, multiples, area model, distributive property, commutative property, order of operations and inverse operations); fractions (unit fractions, equivalent fractions, relationship to decimal equivalents, operations with fractions and proportional reasoning); geometry (area, perimeter, volume, angle measure, shapes and attributes); and arithmetic patterns (setting up for algebraic thinking). This course will also expose students to various curricular resources, assessment tools, and instructional technology to promote age-appropriate active engagement and give direction to instruction. Students will be introduced to the scholarly reading, critiquing, and research that shapes the field of mathematics education. A minimum of 12 clinical hours are required for this course.

EN 543 Literacy for Diverse Learners (3) This course is designed to present effective literacy instruction for linguistically, culturally, and socioeconomically diverse students. Topics explored will include matching students to books, academic vocabulary instruction, classroom management, and classroom learning environment. Students will work in a diverse classroom throughout the semester, observing for literacy practices and assisting students with reading and writing needs. Field component: thirty (30) hours tutoring in a school setting (daytime).

EN 550 Adolescent Development (3) This course is designed to equip teachers to better understand the needs and development of children at each of the following grade band levels: 5-9 and 7-12. Topics addressed include child development, adolescent identity, social-emotional needs, cultural awareness, age-appropriate instructional methods, learning theory application, classroom management, and family/parent relationships. In addition, this course will integrate effective technology modeling, design, and digital citizen practices for each grade band. Prerequisite: Fieldwork component: 15 hours observation at the assigned grade level: 5 hours Gr 5-6, 5 hours Gr 7-8, 5 hours Gr 9-10 and/or 5 hours Gr 11-12.

EN 554 Literacy & Methods in the Disciplines (3) This course is the study of literacy in content material across the curriculum for students in grades 5-12. Strategies are presented that enhance student comprehension while reading, writing, listening, speaking, viewing, and doing an activity within a discipline. The relationship of literacy to success in the content areas is explored via instructional practices and multimodal strategies that have been shown to increase student engagement with academic literacies.

EN 560 Methods for Elementary Science & Social Studies (3) Students will demonstrate knowledge, understanding, and application of the major concepts and modes of inquiry for the fields of science and social studies. Additionally, they will demonstrate content knowledge to promote all elementary learners' abilities to make informed decisions as engaged citizens to enact change in a culturally diverse, democratic society and interdependent world. Fieldwork Component: 10 hours in grade PK-3 or 3-6 classroom.

EN 579 Inclusion (3) 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. This course examines the various models of co-teaching and collaboration used by special and general educators in the K-12 general education environment. It also provides instruction and experience in creating and differentiating curriculum utilizing a backwards-design model, and providing access to the general education curriculum. Finally, the course examines multiple aspects of collaboration within special education including parents, paraprofessionals, and other school personnel. Prerequisite: EN501.

EN 590 Teaching Internship & Seminar (3) Seminar sessions will provide support and professional development to teacher certification candidates. Education portfolios, professional development plans, self-evaluations, and program reflections must be completed and approved prior to completion of this course including demonstration of current Adult/Child CPR First Aid certification and disclosure of any criminal infractions.

EN 596 School and Society (3) Through the lenses of literature, theory, and narrative, this course analyzes public education in the United States along with the issues of a global society, as a way of informing and empowering teachers toward a stance of production and as agents of change. Components of that context include multiple perspectives of theoretical, cultural, political and economic forces. Using a multicultural critique as a foundation, the course investigates the effects of social change on school changes due to social stratification, especially poverty, as well as racial and ethnic demographics. In addition, the course investigates the disparities of wealth and basic human needs existing in the world today. Pre-service and practicing teachers should understand, in the age of a global economy, the needs and demands of not only their local students, but students around the world, and how each affects the other.

EN 599 Topical Issues in Education (variable credits) Special topics in Education, offered on an occasional basis. SOE approval required.

EN 610 Reading Diagnosis and Remediation (3) This course provides an in-depth study of differentiated instruction with students who need intervention, language support, special education services, and/or enrichment. Students will examine their own teaching practices, considering student learning needs suitable to certification levels and endorsements. Also, students will be required to complete thirty (30) hours of tutoring in a school setting and in collaboration with parents. Field component: thirty (30) hours of tutoring (variable times/hours) Prerequisite: Michigan Teacher Certification.

EN 630 Thesis: Data Collection and Analysis (3) Upon IRB approval gained in EN 510, students will begin to collect and analyze data. Continued addition and synthesis of literature review, methodology, and design will be required (specifically related to chapters 1-4 in student's thesis draft). Students will participate in work labs with peers and faculty to gain and provide feedback and edits for working drafts. Qualitative and quantitative data analysis will be applied and further practiced. This will include writing chapter 4 (data collection and analysis) and chapter 5 (results, discussion and recommendations) for the final thesis. Prerequisite: EN510. Offered Spring and Summer semesters.

EN 599 Thesis: Presentation and Publication (1) Graduate students will continue to work on revisions, analysis, etc. as needed. They will submit their completed thesis for final copy editing and gain approval from their content reader and faculty mentor. Students will also present their thesis to a small prearranged committee audience. The finalized thesis document must be submitted as a PDF with appropriate signatures of approval. This course may be taken as many semesters as needed to complete the thesis sequence. Prerequisite: EN599 (3 cr), offered Fall, Spring, and Summer semesters.

EN 640 Thesis: Presentation and Publication (1) This course will familiarize students with the Understanding by Design (UbD) framework for PK-12 unit and lesson planning. Students will create detailed unit and lesson plans, learn how to integrate UDL (Universal Design for Learning) principles into lessons, and draft a year-long curriculum map to include content, literacy, and technology standards. Required for elementary and secondary certification.

VII. Student Conduct

Student Conduct

Student Conduct

Student Conduct. Aquinas College, rooted in the Catholic Dominican tradition and inspired by the pillars of Prayer, Study, Service, and Community, is committed to fostering an inclusive educational community where all faculty, staff, and students are able to learn and grow as lifelong learners dedicated to a pursuit of the common good. The Student Conduct Process exists as a tool to foster this environment and ensure that the individual rights and responsibilities of community members and the best interest of the community as a whole are taken into account.

The Student Conduct Process, within the Dean of Students Office, is designed to be educational, restorative, and a means by which groups and individuals are held accountable in an equitable manner. Standards of conduct, as outlined in the Student Handbook and other college policies, at times fall within the purview of federal, state, and/or local requirements. Additionally, in holding the community to a high standard these policies may exceed federal, state, and/or local requirements.

The Student Conduct Process applies to all students, both undergraduate and graduate, and all Registered Student Organizations (RSOs).

College policies apply to the education programs and activities of the College, to conduct that takes place on the campus or on property owned or controlled by the College, or at college-sponsored events. College policies also apply to activities on the College's computer and internet networks, digital platforms, and computer hardware or software owned or operated by the College.

College policies can also be applicable to the effects of off-campus misconduct that effectively deprive someone of access to the College's educational programs. The College may also extend jurisdiction to off-campus locations and activities when the Dean of Students determines that the conduct meets the definition of prohibited conduct and affects a substantial College interest.

A substantial College interest includes: Any action that constitutes a criminal offense.

Student Personal Welfare All Aquinas College students are expected to behave in a manner that protects and preserves their health, safety, property, and/or physical well-being, as well as that of others in the campus community. This expectation includes the responsibility to take appropriate measures, including seeking appropriate assistance, when there is evidence to suggest that they may be unable to adhere to this standard, thus jeopardizing their success and the success of others at the College.

Follow-up procedures where the student conduct may be a danger to self or others. The Dean of Students, or designee, as appropriate, shall review the situation and take the following measures, as necessary:

1. The student may be required, at the discretion of the Dean of Students, or designee, to have a professional assessment by qualified medical doctor or psychiatrist, to determine suitability to participate in the educational opportunities offered by the College and to live on campus.

2. The student may be required to abide by the requirements set by the Dean of Students, or designee, and other key College personnel related to appropriate personal conduct on campus.
3. The student may be required to have a professional treatment session with the licensed mental health professional after the incident or release from a medical facility or a behavioral/mental health center, depending on the circumstances and the information received from the treating medical personnel, to assure that it is safe to return the student to their campus residence and educational program.
4. A "Release of Information" form may be required from the student under appropriate circumstances allowing the Dean of Students Office and/or SCAT to be informed of the assessment and any "after-care" plan of the licensed mental health professional. All such information obtained will be treated as confidential medical information, released only on a need to know basis. The student MUST follow this plan. Failure to adhere to the requirements set by the mental health professional may result in corrective action which may include removal from residence, classes, school and/or campus.
5. In the event of a serious situation, the Dean of Students, or designee, may take other steps, including contacting the student's parents, guardians, and/or significant others, or requiring additional mental health sessions.
6. A student may appeal the actions of the Dean of Students to the Provost. However, the student must comply with any requirements implemented for perceived safety concerns pending a final decision by the Provost.

Emergency Situations. In emergencies where the Dean of Students Office 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 Students Office may summarily suspend students, pending review through the appeal process below.

The student shall have the right to appeal the action of the Dean of Students Office to the President. An appeal in these situations must be delivered electronically or in writing to the President's office within seven (7) days of the Dean of Students Office decision. If the appeal is not made within the allotted seven (7) days, the right of appeal is no longer available, unless the student is physically or mentally unable to submit the appeal. In that case, the seven (7) day period begins as soon as the student is physically able and/or mentally competent to file an appeal. The decision of the President is final.

Disability Accommodations. The policy and these guidelines will be implemented with due regard for any rights the student may have under Section 504 of the Rehabilitation Act and/or the Americans with Disabilities Act. Accommodations will be available upon request under appropriate circumstances.

Tobacco Use. As of August 1, 2015 Aquinas College is a smoke free campus.

AQUINAS COLLEGE

1700 Fulton Street East
Grand Rapids, MI 49506-1800
616-632-8900