

AQUINAS COLLEGE

2021-2022

Catalog



**4210 Harding Pike
Nashville, Tennessee 37205
615-297-7545
Fax 615-279-3892
www.aquinascollege.edu**

Founded 1961

TABLE OF CONTENTS

I.	Contact Information	2
II.	Academic Calendar	3
III.	General Information	4
IV.	Admission to the College	8
V.	Financial Information	13
VI.	General Academic Information	19
VII.	Student Services	30
VIII.	Student Life	32
IX.	Undergraduate General Education	33
X.	School of Education	34
XI.	Arts & Sciences	45
XII.	Centers	51
XIII.	Course Descriptions	53
XIV.	Administration and Staff Directory	85
XV.	Faculty Directory	86
XVI.	Index	88

AQUINAS COLLEGE CONTACT INFORMATION

(Phone) 615-297-7545 (Fax) 615-279-3892

Office of the President.....	Ext. 423
Office of the Provost and Vice President for Academics.....	Ext. 449
School of Education.....	Ext. 422
Arts & Sciences.....	Ext. 478



Admissions	Ext. 432
Campus Security	Ext. 451
Center for Catholic Education.....	Ext. 471
Center for Evangelization & Catechesis	Ext. 469
Financial Aid	Ext. 257
Human Resources.....	Ext. 411
Institutional Research.....	Ext. 478
I.T. Helpdesk	Ext. 555
Library.....	Ext. 435
Registrar	Ext. 414
Student Accounts	Ext. 257



Administrative Office Hours Monday through Friday (8:00 a.m.-4:00 p.m.)

Library Hours* Monday - Thursday (8:00 a.m.-4:00 p.m.)
Friday (8:00 a.m. – 12:00 p.m.)
Saturday – Sunday (Closed)

**Hours are subject to change. Please call the Library at (615) 297-7454 ext. 435 for current information or consult the library's webpage.*

ACADEMIC CALENDAR

AUGUST 2021

- 19Undergraduate Student Orientation
- 19School of Education Student Orientation
- 23**Fall Semester Begins**
- 24Mass of the Holy Spirit

SEPTEMBER 2021

- 6Labor Day Holiday – College Closed

OCTOBER 2021

- 11-14**Mid-Term Exams**

NOVEMBER 2021

- 1All Saints' Day – College Closed
- 24-26Thanksgiving Break – College Closed

DECEMBER 2021

- 2Last Day of Fall Semester Classes
- 6, 7, 9**Final Exams**
- 8Feast of the Immaculate Conception of the Blessed Virgin Mary – College Closed
- 17-31Winter Break – No Classes

JANUARY 2022

- 5..... **Spring Semester Begins**
- 17..... Martin Luther King, Jr. Holiday – College Closed
- 27..... St. Thomas Aquinas Mass and Celebration
- 21..... March for Life

FEBRUARY 2022

- 21-24 **Mid-Term Exams**

MARCH 2022

- 14-18 Spring Break – No Classes

APRIL 2022

- 14..... Holy Thursday – College Closed
- 15..... Good Friday – College Closed
- 18..... Easter Monday – College Closed
- 21..... Last Day of Spring Semester Classes
- 25-28 **Final Exams**

MAY 2021

- 4..... **Baccalaureate Mass and Commencement**
- 9..... **Maymester Begins**
- 30..... Memorial Day Holiday – College Closed

JUNE 2022

- 1..... **Summer Semester Begins**

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

Payments and Financial Aid Deadlines may be found in the Office of Student Accounts and the Office of Financial Aid.

Any calendar date may be subject to change. Any change will be posted on the portal for students and faculty.

GENERAL INFORMATION

PURPOSE OF THE CATALOG

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

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

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

Each semester a schedule of courses is available on the Aquinas College website, which lists courses offered during the semester as well as times and locations. Not all courses listed in this catalog are offered every semester.

HISTORY AND HERITAGE OF AQUINAS COLLEGE

The founding of Aquinas College in 1961 was the realization of a long-held dream of the Dominican Sisters of St. Cecilia of Nashville, Tennessee: to have a place where the newest members of the religious community could receive their initial degrees to serve in the community's teaching apostolate. Over the years, this fundamental mission has remained, even as the sisters have continually found ways to serve the educational, professional, and catechetical needs of the Nashville community and beyond.

Since their founding in 1860, the Dominican Sisters of St. Cecilia Congregation have been devoted to the apostolate of teaching. In order to provide professional preparation for the sisters, the Congregation established St. Cecilia Normal School in 1928. In 1929, the St. Cecilia Normal School became the first institution of its kind to be affiliated with The Catholic University of America in Washington, D.C.

In 1961, St. Cecilia Congregation opened Aquinas Junior College, which assumed the purpose of the Normal School. Two significant milestones in the institution's history occurred at this point: the College was established at its present location on The Dominican Campus, and it was opened to the public. The first students in the fall of 1961 included 50 nursing students from St. Thomas School of Nursing, 13 sisters, and five lay women. In 1962, Aquinas Junior College became co-educational.

In 1971, the College was granted accreditation by the Southern Association of Colleges and Schools to award the Associate degree. In 1994, Aquinas Junior College changed its status to a four-year college when approval was given to offer a bachelor's degree in education. In 2012, Aquinas College received approval to offer Master's degrees in education.

In addition to the current array of offerings in teacher preparation programs, past programs in nursing and other health care fields, business and law enforcement represented the College's response to the permanent and changing educational needs of the Nashville community and beyond. Sensitivity to the Church's urgent need for well-formed educators has prompted to College to focus all of its resources on the preparation of teachers at the undergraduate and graduate levels. Along with educating the young sisters of the Congregation, the College continues to provide area schools with lay teachers who have been prepared with a strong spiritual and professional foundation.

Current degrees awarded are

School of Education

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

Arts & Sciences programs

Bachelor of Arts in English
Bachelor of Arts in History
Bachelor of Arts in Philosophy
Bachelor of Arts in Theology

PHILOSOPHY STATEMENT OF AQUINAS COLLEGE

The Catholic Church, from the beginning of the Order of Preachers in 1216, has called Dominicans to teach the Word of God. St. Dominic embodied the teaching mission of the Church in the apostolic work of his Order. By sending his followers out into the world, he sought to proclaim the Gospel to all people.

The Dominican Sisters of St. Cecilia Congregation have continued this mission of St. Dominic through their dedication to Christian education in institutions of learning. For over 150 years, the St. Cecilia Congregation has owned and administered academic institutions in which students come to a deeper understanding of their faith, their heritage, and their responsibilities as members of society.

The College reflects the philosophy of the Catholic Church as it pertains to education. Each student is recognized as an individual of eternal worth whose immortal soul is destined for happiness with God. Aquinas College views its work of education as encompassing the human, spiritual, intellectual, and professional formation of the whole person. This total formation in the context of a community is united in Christ and the Church, and includes mutual seeking of truth and growth in charity. The College community strives together for the integration of faith, culture, and life that is the hallmark of Catholic education.

At Aquinas College, students are formed as educators in the Dominican tradition. An education in the tradition of St. Dominic, St. Thomas Aquinas, St. Catherine of Siena and the other Dominican saints is ultimately about ardently seeking the One who is Truth and Charity—God himself—through prayer, assiduous study, and community. Having themselves been formed in the contemplation of Truth and Charity, our graduates are then sent forth to share the fruits of their contemplation through teaching and the witness of their lives. Thus they share in the Dominican charism of preaching and the salvation of souls.

MISSION STATEMENT OF AQUINAS COLLEGE

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

CORE PRINCIPLES

Our core principles are derived from the Catholic and Dominican moral and intellectual tradition.

- The dignity, freedom, and flourishing of every human person as made in God’s image.
- The complementarity of faith and reason as the basis for academic community.
- The prudent stewardship of God’s individual and communal gifts.

GOALS OF AQUINAS COLLEGE

1. Provide academic programs in education and in the liberal arts that foster the intellectual and moral virtues, professional excellence, and integration of faith and life.
2. Provide services and support that facilitate academic progress, inquiry, and achievement.
3. Cultivate a student experience directed toward the formation of the whole person in virtue, wisdom, maturity, and Christian friendship through social, spiritual, and academic activities.
4. Provide opportunities to engage with the local and broader communities, especially in endeavors related to cultural and intellectual interests, continuing education, catechetics, and faith formation.
5. Steward the gifts and resources entrusted to the College to advance its mission.

BOARD OF DIRECTORS

The entire governance of Aquinas College is vested in the St. Cecilia Congregation, a Tennessee not-for-profit congregation and in the Board of Directors, each body having the duties, powers, privileges and discretion set forth in their bylaws. The College and the Congregation enjoy a cooperative and mutually beneficial relationship as evidenced chiefly in the furtherance of the Congregation's religious apostolate in relation to the College's mission and goals of service. The Board of Directors consists of 11 to 15 directors, with a majority of members who are not Dominican Sisters. The Board of Directors ensures that the College operates in accordance with the teachings and traditions of the Roman Catholic Church and the Congregation and does all else that is necessary to promote the spiritual, physical and financial well-being of the College.

APPROVALS AND ACCREDITATION

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

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

MEMBERSHIPS

American Association of College Registrars and Admissions Officers (AACRAO)
American Theological Library Association (ATLA)
Association for Supervision and Curriculum Development (ASCD)
Catholic Higher Education Supporting Catholic Schools (CHESCS)
Dominican Higher Education Council (DHEC)
International Society for Technology in Education (ISTE)
Nashville Area Library Alliance (NALA)
National Catholic Education Association (NCEA)
Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC)
Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
Tenn-Share
Tennessee Association of Colleges for Teacher Education (TACTE)

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Tennessee Association of Independent Liberal Arts Colleges for Teacher Education (TAILACTE)
Tennessee Independent Colleges and Universities Association (TICUA)

BUILDINGS AND FACILITIES

The *Main College Building* houses the offices of the President and Vice President for Academics, as well as the offices of Institutional Research, the Registrar and Admissions, Financial Aid and Student Accounts, the School of Education, Information Systems and Technology; and Safety & Security. In addition, it accommodates classrooms, faculty offices, and a variety of facilities, such as:

St. Jude Chapel, which is available for prayer at any time; Mass is offered monthly.

Breen Hall, which serves as the lecture hall for the College.

Ann and Monroe Carell, Jr. Education Center, which includes computers and software utilized in the educational settings.

The *Aquinas Library* and *Student Learning Services*, which provides both print and non-print materials and contains various types of study areas, including group study rooms and computer carrels.

Siena Hall is located behind the Aquinas College main building. This residential facility is used for hosting conferences, workshops and retreats offered through the Center for Catholic Education and the Center for Evangelization & Catechesis. Additionally, Siena Hall is used for periodic classes or events for Aquinas College students, faculty, and staff, other groups on The Dominican Campus, or select events in keeping with the College's educational mission.

The *Aquinas Center* is located on the north side of the campus near Siena Hall and provides space for hosting larger scale conferences and workshops offered through the Center for Catholic Education and the Center for Evangelization and Catechesis as well as other events sponsored by Aquinas College or The Dominican Campus.

The *White House*, a restored mansion built by Joseph Warner in 1911, houses several administrative offices for Dominican Campus Shared Services, a Board Room, and meeting spaces.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, sets forth requirements regarding the privacy of student records. FERPA governs the disclosure of education records maintained by an educational institution and access to these records. In accordance with FERPA, Aquinas College students have the right to review the accuracy of information and request amendment to the information kept in their cumulative file by the Registrar upon written request. Students wishing to waive FERPA rights to allow information sharing with designated individuals should complete the

[*"Consent to Release Education Records \(FERPA Release form\)"*](#) available in the Office of the Registrar and on the Aquinas College website. Additional information regarding FERPA regulations is available in the *Aquinas College Student Handbook* and on the Aquinas College website.

NON-DISCRIMINATION POLICY

It is the policy of Aquinas College, while reserving its lawful rights where applicable, to take actions designed to promote the Dominican and Roman Catholic principles that sustain its mission and heritage and to comply with all federal and state laws prohibiting discrimination in employment and in its educational programs. Aquinas College admits qualified students of any race, color, ethnicity, or national origin who desire to be part of the faith-based mission of the College to

all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate based on race, color, ethnicity, or national origin in administration of its education policies, admission policies, scholarships or loan programs. Aquinas College does not participate in Federal Title IV or Title IX funding, nor receive and process Institutional Student Information Records (ISIRs), and therefore, Aquinas College students are not able to receive federal or state of Tennessee grants and scholarships.

Aquinas College reserves all rights and protections granted to it in the area of admissions by applicable laws and constitutional provisions in furtherance of its religious objectives.

ADMISSION TO THE COLLEGE

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

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

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

APPLICATION FOR ADMISSION

Application for admission to any program begins with the Office of Admissions. Aquinas College reserves the right to make exceptions to the admission requirements for all programs offered at the College. Written requests for exceptions to the admission requirements, supported by evidence of extenuating circumstances, will be considered by the Admissions Committee with the approval of the Vice President for Academics after an official application for admission has been filed.

ADMISSION REQUIREMENTS

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

The admission requirements outlined below for both first-time freshmen and transfer students are for admission to Aquinas College only and should not be construed as acceptance to a particular academic program (such as the School of Education) that may have acceptance requirements that exceed those for general admission to the College. Any additional acceptance requirements for such programs are indicated in the sections of this Catalog describing those programs.

First-time Freshman Applicants

High School Graduates must submit an official transcript from an accredited high school. High School Graduates must submit the [Secondary School Report Form](#) completed by your school counselor and one recommendation ([Academic Recommendation Form](#)).

Home School Graduates must submit an official transcript from an accredited home school agency, for example Kolbe Academy, Mother of Divine Grace, Seton Home Study, Regina Caeli Academy. Home School Graduates from a non-accredited school must complete a transcript using the Aquinas College form ([Official High School Transcript for Aquinas College](#)). All Home School Graduates must submit two recommendations ([Academic Recommendation Form](#)).

High School and Home School Graduates must also submit an official ACT, SAT or CLT score report. Applicants must have an overall GPA of at least 2.4 and minimum ACT enhanced scores of 22 Composite, 22 English, and 22 Math; or minimum CLT scores of 70 Composite; or minimum SAT scores of 490 Critical Reading and 490 Math or for SAT taken after March 2016 minimum score of 1060 with 540 Evidence Based Reading and Writing and 520 Math.

GED Recipients must have an official copy of their GED with a composite score of 50 or above on the paper version or 500 or above on the computerized version. GED Recipients within the last five years must submit official ACT, SAT, or CLT scores. Applicants must have an overall GPA of at least 2.4 and minimum ACT enhanced scores of 22 Composite, 22 English, and 22 Math; or minimum CLT scores of 70 Composite; or minimum SAT scores of 490 Critical Reading and 490 Math or for SAT taken after March 2016 minimum score of 1060 with 540 Evidence Based Reading and Writing and 520 Math.

GED Recipients must submit two recommendations ([Academic Recommendation Form](#)).

First-time freshman applicants who are not in compliance with the above criteria will be required to take the English and/or Math Assessment and will then be referred to the Admissions Committee, which, with the approval of the Vice President for Academics, will rule on acceptance into Aquinas College. If the Admissions Committee rules to accept the applicant, the student is admitted on academic probation, the letter of acceptance becomes the legal contract, and any conditions specified therein must be met for a student to continue in subsequent semesters.

Transfer Applicants

Transfer applicants must submit official transcripts from all previously attended regionally accredited colleges, universities, or other post-secondary institutions. Transfer applicants must have a cumulative GPA of at least 2.4 based on all post-secondary credit-bearing coursework at regionally accredited institutions. (Coursework completed more than

10 years prior to application is excluded from the GPA calculation.) Transfer students must have successfully completed (grade of C or higher) a non-developmental/non-remedial course in mathematics at the post-secondary level.

Transfer students must submit the [Transfer College Report Form](#).

If fewer than 24 credit hours of college work have been completed at previous institutions, an official high school or home school transcript and official ACT, SAT or CLT scores are required as well. Transfer applicants must have minimum ACT enhanced scores of 22 Composite, 22 English, and 22 Math; or minimum CLT scores of 70 Composite; or minimum SAT scores of 490 Critical Reading and 490 Math or for SAT taken after March 2016 minimum score of 1060 with 540 Evidence Based Reading and Writing and 520 Math.

Transfer applicants who are not in compliance with the above criteria may be required to take the English and/or Math Assessment and referred to the Admissions Committee, which, with the approval of the Vice President for Academics, will rule on acceptance into Aquinas College. If the Admissions Committee rules to accept the applicant, the letter of acceptance becomes the legal contract, and any conditions specified therein must be met for a student to continue in subsequent semesters.

When a transfer applicant's transcripts have been received, a transfer credit evaluation will be completed and then sent to the student. Transfer credit will not become a permanent part of the student's academic record until the student matriculates.

International Applicants*

International applicants are accepted under the same admission requirements outlined above for first-time freshman and transfer student applicants. In addition to the regular admission requirements, international applicants must satisfy the following requirements.

Students whose native language is not English will be required to demonstrate the ability to undertake advanced academic work in an English speaking institution. An English language proficiency test such as TOEFL is used to assess readiness. Currently available testing dates and locations may be found at the official website.

For international applicants seeking an undergraduate degree, the minimum recommended score is:

- Test of English as a Foreign Language (TOEFL-iBT) – internet-based 80
- Paper-based (*currently offered only in locations where the internet-based test is not available*) 600

For international applicants seeking a graduate degree, the minimum score required is:

- Internet-based..... 100
- Paper-based (*currently offered only in locations where the internet-based test is not available*) 600

Please refer to the graduate section for further information regarding graduate admission requirements.

The scores from the TOEFL must not be older than three years from requested date of entry. This proficiency requirement will be waived if a student has scored a minimum of 22 on the ACT English section or minimum of 490 on the SAT Critical Reading, or SAT taken after March 2016 minimum score of 1060 with 540 Evidence Based Reading and Writing and 520 Math, or if the applicant has received a bachelor or more advanced degree from an accredited U.S. institution or from a university outside the U.S. at which English is the official language of instruction.

International applicants who do not meet the minimum TOEFL score will be referred to the Admissions Committee, which, with the approval of the Vice President for Academics, will rule on acceptance into Aquinas College. If the Admissions Committee rules to accept the applicant, the student is admitted provisionally, the letter of acceptance becomes the legal contract, and any conditions specified therein must be met for a student to continue in subsequent semesters.

International applicants are required to provide official proof of the ability to pay.

All credentials must be in English. Post-secondary education credit and degree verifications from an international applicant must be accompanied by an official copy of a third party course-by-course credential evaluation either from World Education Services (<https://www.wes.org/>) or Educational Credential Evaluators (<https://www.ece.org/>). At this time, all the required legal papers must be submitted. Information regarding certified services can be obtained from the Office of Admissions. International applicants who have not completed a minimum of remedial Math or English on the college level will be required to take English and/or Math Assessments. The Office of Admissions will set the date and time for completing this requirement.

First-time freshmen must submit a certified translation of academic transcripts and other academic records. First-time freshmen are exempt from submitting a WES or ECE translation.

**An International student is defined as anyone who is enrolled in courses at institutions of higher education in the United States who is not a U.S. citizen, an immigrant (permanent resident), or a refugee. These may include holders of F (student) Visas, H (temporary worker/trainee) Visas, J (temporary educational exchange-visitor) Visas, and M (vocational training) Visas.*

STUDENTS NOT SEEKING A DEGREE

New students wishing to take a course at Aquinas College but are not seeking a degree, may do so in one of the categories below. These students

- must complete an application for admission and must meet the current admissions requirements for enrollment at Aquinas College;
- may be required to submit an official transcript from the most recently attended post-secondary institution or official evidence of high school graduation if a post-secondary institution has not been attended;
- must meet the prerequisite(s) for the course(s) they desire to take; and,
- may not be eligible for financial aid.

Audit Courses carry no credit but are recorded on the student's transcript with "AU". Students seeking only audit courses need not submit transcript evidence.

Visiting Students who are regularly enrolled at other institutions may submit a letter of good standing in place of an official transcript from the institution in which they are enrolled. If the student's intention is to take courses at Aquinas College to fulfill degree requirements elsewhere, it is the visiting student's responsibility to determine if the course(s) taken at Aquinas College will satisfy the program requirements of the degree they are seeking at their home institution.

Students who have previously been enrolled at Aquinas College that are returning to enroll in a course and are not seeking a degree, must meet the current admissions requirements for enrollment at Aquinas College, but will not need to complete a new application.

READMISSION TO AQUINAS COLLEGE

Students desiring readmission to Aquinas College for a new program of study after more than one semester of absence, not including summer sessions, must meet the current admissions requirements. At that time, all outstanding financial obligations to Aquinas or any other institution must be satisfied and official college transcript(s) for any courses taken since the last semester of attendance at Aquinas must be submitted. Any student readmitted to the College must fulfill degree requirements stipulated in the Catalog in effect at the time of return. Non-degree seeking students who have previously been enrolled at Aquinas College and return to enroll only in an occasional course are not considered as seeking readmission.

One semester absence: These students must report to the Office of the Registrar to verify their absence, having satisfied all Aquinas obligations, any changes in address or phone numbers and submit an official transcript if coursework has been taken.

Two or more semesters' absence: These students must report to the Office of Admissions to ensure they meet current admissions requirements. At that time, all outstanding financial obligations to Aquinas or any other institution must be satisfied and official college transcript(s) for any courses taken since the last semester of attendance at Aquinas must be submitted. Any student readmitted to the College must fulfill degree requirements stipulated in the Catalog in effect at the time of return.

ADMISSION STATUS

Students are admitted to Aquinas College in one of the following statuses.

Good Standing: All admission requirements have been met.

Provisional: Students from whom all required documentation (e.g. all official transcripts) has not been received may be admitted provisionally. When all documentation is received, the provisional status will be changed to good standing by the Office of Admissions. Provisionally admitted students will not be awarded financial aid of any kind, nor will they be allowed to take final examinations, receive transcripts or re-enroll for subsequent semesters until all paperwork is received. If all necessary paperwork is not received by the Office of Admissions within three weeks from the start of courses, provisional students will be administratively removed from the enrollment of courses. Students removed from the enrollment of courses will be eliminated from course rosters and will be ineligible to receive any refund of monies paid during the registration process.

Conditional: Students may be conditionally accepted to the College. The condition(s) of admission will be decided by the Admissions Committee and communicated to the applicant.

Academic Probation: Students who have not met admissions requirements but have been admitted after review and approval by the Admissions Committee and the Vice President for Academics are placed on academic probation. At the recommendation of the Admissions Committee, academic restrictions are placed upon these students (e.g., credit hour restrictions, minimum GPA by end of term, successful completion of developmental courses, etc.). Student records are reviewed at the end of each term and students making satisfactory progress will have their status changed from academic probation to good standing by the Registrar.

The Graduate Programs in Education Committee reserve the right to exercise discretion in admission decisions for graduate students.

FINANCIAL INFORMATION

TUITION AND FEES

Financial arrangements for tuition and fees for each term are due by the payment deadline published on the Student Portal and Academic Calendar. This includes confirmation and acceptance of financial aid awards and scholarships. Students receiving financial aid, scholarships, and third-party payments are responsible for any remaining balance on their accounts in excess of the amount awarded or applied. All third party payments require documentation in the Office of Student Accounts provided by the payer or student. Students are officially registered after all financial arrangements have been completed.

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

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

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

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

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

Charges assessed for returned checks and/or declined credit cards will be the responsibility of the student.

Tuition

Undergraduate Tuition <i>per credit hour</i> (1 to 11 credit hours).....	\$950
Undergraduate Tuition <i>per semester</i> (12 to 18 credit hours).....	\$13,200
Undergraduate Tuition <i>per year</i> (12 to 18 credit hours each semester)	\$26,400
Undergraduate Tuition <i>per credit hour in addition to per year or per semester cost</i> (over 18 credit hours).....	\$950
Graduate Tuition <i>per credit hour</i>	\$770

Regular Fees

Application Fee.....	\$25
Undergraduate Audit Fee <i>per course</i> (computer courses may not be audited)	\$325
Graduate Audit Fee <i>per course</i>	\$550

DELINQUENT PAYMENTS

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

REFUNDS

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

To obtain a refund

- a student approved for financial aid must have received that aid and his/her account must have been credited for the financial aid and that aid must have posted to the student’s ledger;
- direct education expenses incurred by the student must have been processed by the Office of Student Accounts and applied to the student’s ledger; and,
- any payments by check or credit card must have cleared the bank.

Refund checks, including those associated with financial aid, will be issued when adequate funds have been received and processed and a credit balance exists. These will be processed in a timely manner.

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

When a student, within fall or spring semesters, including day and evening courses, drops a course, withdraws from a course or withdraws from the College within the published period, tuition will be refunded as follows:

- 100% of tuition paid will be refunded/credited through the fifth calendar working day of the semester;
- 80% of tuition paid will be refunded/credited through the second week of the semester;
- 50% of tuition paid will be refunded/credited through the third week of the semester;
- 25% of tuition paid will be refunded/credited through the fourth week of the semester;
- No refunds will be granted after the fourth week of the semester.

The following refund schedule applies to the summer I and II sessions:

- 80% of tuition paid will be refunded/credited the first day of class only;
- 50% of tuition paid will be refunded/credited the second day of class;
- 25% of tuition paid will be refunded/credited the third day of class.
- No refunds will be granted beyond the third day of class.

The following refund schedule applies to accelerated courses:

- 100% of tuition paid will be refunded/credited and the course is dropped if the student withdraws prior to the first meeting date;
- 80% of tuition paid will be refunded/credited if the student withdraws prior to the second meeting date;
- No refunds will be granted from the second meeting date through the end of the course.

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

FINANCIAL AID

Aquinas College offers financial aid in the form of institutional aid and endowed scholarships. In addition, personal education loans from student loan providers will be certified.

Students must be provisionally or fully admitted to the College before a financial aid package is developed. The Office of Financial Aid requires all students to submit an [Aquinas College Financial Aid Application](#) for consideration of any aid Aquinas College can offer.

(Please see [Non-Discrimination Policy](#) on p. 7)

SATISFACTORY ACADEMIC PROGRESS POLICY

Students who receive institutional aid must be making satisfactory academic progress (SAP) toward earning a degree. For SAP purposes, progress is measured by the student's cumulative GPA, percentage of credit hours earned in relation to those attempted, and the length of the academic program. In order to ensure that each student makes satisfactory progress both in terms of the cumulative number of hours completed and the cumulative GPA earned, Aquinas College will use the following satisfactory academic progress policy and analyze student performance at the end of each semester.

The Office of Financial Aid reviews student transcripts at the end of each fall, spring, and summer semester. The first time a student fails to meet the minimum requirements of the grade point average, he or she will be placed on a one-semester financial aid warning. The student's financial aid will continue through the warning period. If the student fails to meet the minimum requirements of the particular award at the end of the warning period, he or she will be placed on satisfactory academic progress suspension and financial aid will be terminated. A student has the right to appeal the suspension.

COMPONENTS OF SATISFACTORY ACADEMIC PROGRESS

Satisfactory Grades satisfactory grades are A, A-, B+, B, B-, C+, C, C-, D+, D, P, W, or WP. Unsatisfactory grades are F, NP, FN, WF, or I. If, at the end of a semester, a student receives all unsatisfactory grades, he or she will be placed on immediate financial aid warning.

Cumulative Grade Point Average (GPA)

Students are required to maintain a satisfactory cumulative grade point average based on the total number of hours attempted as indicated below.

<u>Number of Hours Attempted</u>	<u>Cumulative GPA</u>
0-23	1.75
24+	2.0

Please note each school may have additional program specific requirements to maintain [Good Standing](#).

Financial Aid Warning

Students will be placed on a one semester financial aid warning for

- failure to maintain the minimum cumulative grade point average or
- failure to pass at least 67% of cumulative hours attempted for the degree.

The warning will be removed from a student's record the following semester provided the minimum requirements for satisfactory academic progress (SAP) are met. If the requirements are not met, financial aid will be suspended.

Financial Aid Suspension

Students will be placed on financial aid suspension for failure to meet the minimum requirements for satisfactory academic progress (SAP) for two successive semesters. Financial aid will be reinstated when the requirements for SAP are met or if SAP is successfully appealed.

Appeals Process

Students must demonstrate that they were unable to complete a semester under normal circumstances (e.g., medical problems, accident, or death in the immediate family). Students must provide evidence that they are capable of achieving satisfactory academic progress by the end of the next enrolled semester. Appeals are made to the Office of Financial Aid using the [Satisfactory Academic Progress Suspension Appeals form](#) and must include documents as indicated on the form.

Appeal documentation and any mitigating circumstances will be reviewed by the Financial Aid Satisfactory Academic Progress Committee. The Committee reserves the right to speak directly with the student. The Committee may deny the appeal, approve the appeal, or approve the appeal with the condition that an academic plan is prepared for the student in consultation with his/her Dean or academic advisor.

Students' financial aid will continue for one semester if an appeal has been processed and approved. The student will be reviewed at the end of each semester to ensure SAP is being met.

General Information

Credits completed at other institutions are not calculated in a student's cumulative grade point average at Aquinas College.

Audit (AU), Withdraw Passing (WP), Withdrawal (W), Not Passing (NP) count as credits attempted but not earned and have no impact on GPA.

Withdraw Failing (WF) and Failure non-attendance (FN) count as credits attempted but not earned and are factored into the GPA as an "F".

Pass (P) and No Grade (NG) count as credits attempted and earned but have no impact on GPA.

Incompletes (I) and In Progress (IP) count as credits attempted but not earned and have no impact on GPA.

Repeated courses count as credits attempted. The second time a course is taken the grade will be used in calculating the GPA. The first attempt remains on the transcript but is not used in calculating the GPA.

Developmental courses are graded Pass (P) or Not Passing (NP) and have no impact on GPA.

Students who are approaching the maximum number of credit hours, and are warned that their financial aid will soon be exhausted, may appeal for the continuation of financial aid if extenuating circumstances have led to an excessive accumulation of credit hours.

Students who change grade levels while on financial aid warning must meet the cumulative grade point average for that grade level at the end of the financial aid warning period.

Reinstatement of Financial Aid Eligibility

A student may be eligible to have his/her financial aid reinstated whenever he/she enrolls without financial aid and successfully completes the requirements necessary for satisfactory academic progress standards.

AQUINAS COLLEGE SCHOLARSHIP PROGRAM

Aquinas College maintains an extensive scholarship program. Scholarship applicants must

- be a degree-seeking student in a designated program;
- have and maintain a minimum cumulative GPA of 2.0 unless otherwise stated; and,
- register for and complete the minimum credit hours stated.

Scholarships are renewable on a semester-by-semester basis, provided the student maintains the required cumulative grade point average and other criteria as specified in the scholarship agreement.

Scholarships will be awarded according to the decisions of the Office of Financial Aid and the Scholarship Committee appointed by the President of the College. All scholarship amounts are subject to change and scholarships may be added or deleted at any time.

In the event that a student receives excess institutional funds, Aquinas College will reduce the total amount of institutional scholarships received until there is a zero balance. No refunds of institutional funds will be given.

Scholarship Application Procedures

- Be admitted to Aquinas College as a new student.
- Complete the Aquinas College Financial Aid Application.

SCHOLARSHIPS IN THE SCHOOL OF EDUCATION

The *Ann and Monroe Carell, Jr. Catholic Teacher Education Scholarship* was established by Ann and Monroe Carell, longtime friends and supporters as well as former Board of Director member (Ann) of Aquinas College to provide financial assistance to a Catholic student pursuing a degree in the School of Education. The scholarship is renewable for a maximum of four academic years with a minimum GPA of 3.0 and the completion of a minimum of 12 credit hours per semester.

The *J.W. Carell Family Scholarship* was established by Jim Carell, father of several Aquinas College graduates, to support the education of a Dominican Sister at Aquinas College, preferably in the School of Education.

The *Andrew Marianelli Teacher Education Scholarship* was named in honor of Andrew Marianelli, former member of the Aquinas College Advisory Council and is awarded to students in the School of Education. The scholarship requires a GPA of 3.8 and a minimum of 12 hours per semester.

The *Angela Healey McCormick Memorial Scholarship* was established by her family to honor Mrs. McCormick and her twenty years of service in the Davidson and Williamson counties educational system. Applicants must be a resident of Williamson or Davidson counties. To apply for the scholarship, applicants must submit a 250-word essay and two letters of recommendation. The scholarship is renewable for a maximum of four academic years and recipients must maintain a 2.75 GPA.

The *Jim and Marion Clayton Scholarship for the Education of the Dominican Sisters* was established in memory of the parents of Jim Clayton, III, a former Aquinas College board member and the grandparents of Carole Reinke AC'00, SCA'97, OS'93, Susan Kennedy SCA'88, OS'84 and Nancye Henderson SCA'84, OS'80. The scholarship provides tuition for a Dominican Sister attending Aquinas College, preferably in the School of Education.

The *Judge William R. Baker Scholarship Endowment* will provide support to Aquinas College students enrolled in the School of Education. The funds are available for both undergraduate and graduate students.

The *Anne and Kevin Lynch Family Scholarship* is awarded to a Catholic, full time graduate student in the Master of Arts in Teaching program or the Master of Education in Teaching and Learning program. Preference is to be given to religious Sisters.

SCHOLARSHIPS IN THE ARTS & SCIENCES PROGRAMS

The *J. Randall Wyatt, Jr. Scholarship Fund* was named in honor of Judge Randall Wyatt, Jr., a former instructor in the Criminal Justice Program at Aquinas College. Awarded to a student who has been admitted into the Arts & Sciences programs and who maintains a minimum GPA of 2.5. The student must demonstrate financial need, and enroll in and complete a minimum of 12 credit hours per semester.

The *Sister Henry Suso Scholarship* was named in memory of Sister Henry Suso Fletcher, O.P., a former president of Aquinas College. The scholarship provides financial assistance for one student pursuing a major in the Arts & Sciences programs who demonstrates exceptional academic capability as evidence by a minimum GPA of 3.2. The student must enroll in and complete a minimum of 12 credit hours per semester.

The *Jean and Bernard Curran Scholarship Fund* was established in 1987 by the family members of a Dominican Sister to provide financial assistance to one student pursuing a major in the Arts & Sciences programs with financial need. This scholarship is only available in even-numbered years (e.g., the academic year of 2018-2019). The student must maintain a GPA of 3.2 and must enroll in and complete a minimum of 12 credit hours per semester.

The *Evelyn Howington Scholarship* was named in honor of former St. Cecilia Academy faculty member, Evelyn Howington, and provides financial assistance to one student pursuing a major in the Arts & Sciences programs with a minimum GPA of 3.0. This scholarship is only available in odd-numbered years (e.g. the academic year 2019-2020). The student must enroll in and complete a minimum of 12 credit hours per semester.

GENERAL SCHOLARSHIPS

The *Mary Sue and Joel Cheek Scholarship Fund* was established by the Cheeks, lifelong friends of Aquinas College, to provide tuition assistance to Catholic students who demonstrate financial need. Applicants may be enrolled in any program and must be in good academic standing.

The *Margaret and Dan Maddox Tuition Assistance Scholarship* was established by Mr. and Mrs. Maddox and provides tuition assistance to a student in any program who demonstrates financial need.

The *Grannis Family Scholarship Fund* is named for a family very devoted to the success of not only Aquinas College but also The Dominican Campus. The scholarship was established by Jay Grannis (OS '72) and his mother, Evelyn, in 2002 to ensure that students from all financial backgrounds can attend Aquinas College.

The *Sister Dominica Scholarship* was established to honor Sr. Dominica Gobel, O.P., Academic Dean, for her service to Aquinas Junior College since its beginning in 1961. It is awarded to two full-time undergraduate students with a minimum GPA of 3.0.

The *Marianelli Scholarship* is awarded to a full-time, undergraduate student who meets the entrance requirements for acceptance into any academic program.

The *Janet and Bill Bachus Family Scholarship* was established by alumnus and Board of Directors member, Stephen Bachus '80, in memory of his parents and ensures that students from all financial backgrounds can attend Aquinas College.

The *Terry O'Rourke Scholarship* was established by Mr. and Mrs. John Terrance O'Rourke to provide tuition assistance to a student in any program. Recipients must maintain a minimum GPA of 3.2 and demonstrate financial need.

OUTSIDE SCHOLARSHIPS

Private sources offer financial assistance and students are encouraged to research the availability of funds from private foundations and organizations. Students must inform the Office of Financial Aid upon receipt of an outside scholarship.

GENERAL ACADEMIC INFORMATION

THE ACADEMIC YEAR

Aquinas College operates according to a semester calendar with two (2) 16-week semesters, and summer sessions comprising the academic year.

CLASSIFICATION OF STUDENTS*

Students are classified as follows:

Freshman: 0 - 23 credit hours earned

Junior: 48 - 71 credit hours earned

Sophomore: 24 - 47 credit hours earned

Senior: 72 or more credit hours earned

**This classification is not the means for determining a student's academic progress toward completion of degree requirements or graduation date. Students must consult with their academic advisor to understand the number of credit hours required for completion of their specific degree and for scheduling remaining courses. Only after consulting his/her academic advisor will the student have a basis for determining an anticipated graduation date.*

COURSE SCHEDULES

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

and withdrawal, including the refund policy dates. It is the student's responsibility to obtain and be aware of the published schedules and the Aquinas College calendar.

COURSE LISTINGS/OFFERINGS

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

STUDENT COURSE LOAD

Undergraduate students taking 12 or more credit hours per semester are full-time students; less than 12 credit hours are considered part-time students. Students may not enroll for more than 18 credit hours without completing the [Request for Extension of Maximum Number of Semester Hours](#) form. This form may be obtained in the Office of the Registrar or the Registrar's page of the Aquinas College website and must be approved by the Vice President for Academics. It is the student's responsibility to obtain and be aware of the published schedules and the Aquinas College calendar.

Graduate students taking 9 or more credit hours per semester are full-time students. Graduate students taking less than 9 credit hours are considered part-time students.

DEVELOPMENTAL COURSES

Developmental courses are offered to help the student meet the required proficiency in a designated subject area. No credit is awarded for developmental courses. Course grades are Pass (P) or Not Passing (NP) and are indicated on the College transcript. Developmental courses are not considered in GPA computation.

Students who are required to take developmental courses must successfully complete them during the first semester of attendance with a minimum grade of 80% (P) before entering the next level of study. Failure to complete with 80% will necessitate a second enrollment during the following term. Students who do not pass on the second attempt will be unable to continue their studies at Aquinas College.

DOUBLE MAJOR

Students may earn two majors during the completion of their degree requirements. Students considering the possibility of the double major should consult with their academic advisor and develop a written proposal outlining their request. The Vice President for Academics is responsible for final authorization of the student's request.

TRANSFER CREDIT

All transfer credit is granted at the discretion of Aquinas College. Aquinas College reserves the right to reject any course that is contrary to the College's mission. Transfer credit is not considered in the computation of the Aquinas GPA except for the purpose of determining honors designations for graduation for students who matriculated prior to the 2014-2015 academic year.

Only courses taken at other regionally accredited institutions, in traditional format or by distance learning, for which the student has earned a grade of at least "C-", will be evaluated for transfer credit. Vocational, technical, developmental, and remedial courses will not be considered. The amount of transfer credit accepted will be determined by the Dean or Associate Provost in accordance with the degree requirements. Transfer credit is evaluated based on the student's degree requirements and will be awarded if the evaluator can determine that the course will satisfy the student's program requirement at Aquinas College. The determination is made based on comparison of course descriptions, outcomes, and/or syllabi from the student's previous institution.

Once a student begins attending Aquinas College, the student must complete all of the course work required for the degree at Aquinas College. Should special circumstances arise that require a student to take a course or courses at another institution while attending Aquinas, the student must obtain a [Request for Transfer Credit](#) form from the Associate Provost to be approved by the Vice President for Academics. This form serves as confirmation that the credit will be accepted if the required grade is made. Failure to obtain such an agreement jeopardizes the transfer of credit. A maximum of four courses taken at another accredited institution may be used to satisfy degree requirements after a student has enrolled at Aquinas College.

Non-accredited Institutions

Transfer credit is not accepted from institutions lacking regional accreditation, including professional programs and vocational institutions. Transfer of credits from new colleges or universities which are seeking regional accreditation is dependent upon the review of the course syllabus, as determined by the Dean or Associate Provost, with approval by the Vice President for Academics.

Syllabus Approval

Due to the specialized courses or mission-oriented courses, there is no guarantee that every course will be transferred to Aquinas College. If the Dean or Associate Provost has a question about the transferability of a course, the student should provide a syllabus from the course. The Dean or Associate Provost will then submit the syllabus to the faculty member who is an expert in the discipline of the course in question. The faculty member will review the syllabus for scope, content, and rigor to determine if the course is equivalent to the Aquinas course. The judgment is then communicated to the Dean or Associate Provost who will complete the transfer credit process or who will communicate to the student that the course will not transfer.

Transfer Credit – Extra Institutional Learning

Aquinas College acknowledges that learning experiences can occur in settings other than traditional college courses and thus may warrant college-level credit. Any acceptable credits gained through the following programs are recorded as transfer credit. Students may earn up to a maximum of 60 credit hours for extra-institutional learning toward a baccalaureate degree.

Extra-institutional Examples

AP (Advanced Placement) – The Office of the Registrar maintains a list of accepted exams and course equivalencies. For credit to be awarded, a minimum-scaled score of 3 is required on the College Entrance Examination Board’s Advanced Placement tests. The amount of credit allotted is based on ACE (American Council on Education) recommendations. The grade is recorded as “CR” on the student’s transcript.

CLEP (College-Level Examination Program) – The Office of the Registrar maintains a list of accepted exams and course equivalencies. Generally, a minimum score of 50 is required. Credit allotted is based on ACE (American Council on Education) recommendations. The grade is recorded as “CR” on the student’s transcript.

IB (International Baccalaureate) – Aquinas College recognizes the International Baccalaureate (IB) curriculum as a strong college preparatory program and encourages students in this program to apply for admission to the College. The Office of the Registrar maintains a list of accepted exams and course equivalencies. Examination scores are required to be submitted directly to the Office of the Registrar; credit will be awarded per examination, subject to the review and approval of the appropriate academic Dean. The grade is recorded as “CR” on the student’s transcript.

Military Credit – Credit will be awarded if equivalent to Aquinas course content and necessary for student’s degree. Students must submit an official military transcript for evaluation. All credit awarded is based on ACE (American Council on Education) recommendations. The grade is recorded as “CR” on the student’s transcript.

Computer Competency Exam – Aquinas College offers a competency examination for students who believe they have the required knowledge of Microsoft Word, Excel, PowerPoint and Access to meet the objectives of CPU 115, Introduction to Computers. Permission to take the test must be obtained from the student’s academic advisor. Students must pass the examination with a score of 70% or higher to be awarded 3 credit hours and a grade of “P”. If a student fails to pass the competency exam, it is important that the student remember to register for the CPU 115 course as soon as possible. Students should be aware that credit given by Aquinas College for the Computer Competency Exam might not be transferable to other institutions.

Change of Program

Students who change academic programs may be eligible for additional transfer credits. Upon change of program and/or major, the student’s Dean will re-evaluate the student’s official transcripts in terms of the new program of study.

Quarter Hours Conversion

Quarter hours earned at previous institutions that are accepted for transfer credit convert at a rate of .66 semester hours for each quarter hour.

TRANSFER CREDIT HANDBOOK

Additional information and detail regarding policies related to the transfer of credit can be found in the [Aquinas College Transfer Credit Handbook](#).

ADVISEMENT AND REGISTRATION

Advisement decisions are made based on the student’s designated program of study. The purposes of advisement are to guide the student in terms of course selection and to provide academic counseling. It is the responsibility of the student to set an appointment to meet with their academic advisor in order to register for the upcoming semester. If a student is taking concurrent courses at institutions other than Aquinas College with or without the intent to request transfer credit, the student must inform their advisor of these courses.

The new student advisement and registration process begins after the student has been admitted and the Registrar has notified the new student’s Dean of the admitted status. The student is assigned an academic advisor who will contact the student to discuss scheduling and registration for the upcoming semester. Following advisement, the student will be permitted to register online.

Returning students must meet with their academic advisor before registering for the next semester. Dates for academic advisement and online registration are posted by the Office of the Registrar, usually the two weeks after mid-term exams.

The student is entirely responsible for completing the requirements for the degree program in which he/she is registered. It is up to the student, in consultation with his/her academic advisor, to select the appropriate courses, maintain the required GPA, and carry the required hours in preparation for graduation. Course drops, withdrawals, and failures are the complete responsibility of the student and may affect his/her graduation date. A student’s decision to change his/her program of study may also impact progress toward graduation.

NEW STUDENT ORIENTATION

New student orientation is held prior to the beginning of the fall and spring semesters. Students receive an overview of campus policies and procedures and meet with their academic advisor. Students also receive information and training about academic integrity, student services, student activities, and safety procedures.

ATTENDANCE

Effective learning requires active involvement of both students and faculty. Each instructor establishes his/her own attendance policy. Students are expected to attend all classes and be punctual unless prevented by extenuating circumstances. It is the student's obligation to personally notify the individual course instructor(s) about any absence, in advance if possible. Students may be penalized if the number of absences becomes excessive, as defined in the course syllabus. The instructor has the discretion to allow for the completion of missed work and to determine how such work will be evaluated, including possible penalties.

SUBMISSION OF COURSEWORK

All work submitted in courses must be original and properly cited. Coursework (research, presentations, essays, papers, etc.) cannot be recycled for credit in another course or in a repeated course.

EXAMINATIONS

Instructors may give tests at any time and a final written examination/assessment is required at the end of most courses. Only in extreme emergencies will any deviation from a final examination schedule be allowed. Any unexcused absence from a final examination will result in a grade of "F" for the final examination and, depending on the weight of the exam, may result in a grade of "F" for the course.

THE GRADING SYSTEM

Final course grades represent a common standard intended to reflect the degree to which expected learning outcomes of the course have been achieved. The method(s) for determining final course grades, including grading scale, are indicated in each course syllabus disseminated at the beginning of the term. The standard used by Aquinas College faculty for determining final course grades are reported on students' transcripts as letters and conform to the following rubric:

A, A-	Work of superior quality indicating an excellent level of achievement;
B+, B, B-	Work of above average quality indicating a high level of achievement;
C+, C, C-	Work of average quality indicating a satisfactory level of achievement;
D+, D	Passing, below graduation and transfer standard;
F	Failing, course must be repeated to receive credit;
FN	Failing due to non-attendance, course must be repeated to receive credit.
RF	Course failed, then repeated, and new grade replaces the prior failing grade.

Each instructor establishes his/her own grading scale, including numerical standards and equivalent letter grades.

The following are recorded on the transcript depending upon the circumstances:

I Incomplete	AU Audit	W Withdrawal	CR Credit Awarded
P Passing	NP Not Passing	WP Withdraw Passing	
R Course Repeated	NG No Grade	WF Withdraw Failing	

- An "I" indicates that work required for a course was not completed and the student was granted a temporary extension to complete course requirements. The "I" will be removed from the transcript and a grade assigned when the student fulfills the conditions for completing the course requirements stipulated on the [Intent to Take an Incomplete](#) form (see *Incompletes* below). The "I" has no effect on the student's GPA during the period of the

extension. If the conditions for removing the “I” are not met by the end of the subsequent semester (excluding the summer term), the Registrar will assign a grade of “F” for the course.

- A “P” (*passing*) and “NP” (*not passing*) are awarded for: Enhanced Student Teaching courses and the accompanying seminar course (EDU 401/EDU 435, EDU 402/EDU 436), for the undergraduate education curricula as well as for the Supervised Student Teaching course and accompanying seminar course (EDU 501/EDU 560, EDU 502/EDU 560, EDU 632 Practicum) for graduate curricula, developmental courses, or for successful completion of the [Computer Competency Exam](#) and have no grade point value.
- A “CR” indicates credit awarded for [extra-institutional learning](#) and has no grade point value.
- A “W” appears on the transcript when a student withdraws from a course or the College during the withdrawal without academic penalty period. The “W” has no effect on the student’s GPA.
- A “WP” (*withdraw passing*) appears on the transcript when a student withdraws from a course or the College during the withdrawal with academic penalty period. The “WP” has no effect on the student’s GPA.
- A “WF” (*withdraw failing*) appears on the transcript when a student withdraws from a course or the College during the withdrawal with academic penalty period. The “WF” does affect the student’s GPA. It is calculated in the GPA as an “F”.
- An “FN” (*failure non-attendance*) appears on the transcript when a student is determined by an instructor to be in violation of either the instructor’s attendance policy (contained within each course syllabus) or the general [attendance policy](#). The “FN” is calculated into the GPA as an “F”.

QUALITY POINTS

Each grade is accompanied by an equivalent number of quality points based upon the numbers of credit hours a course is worth. A student must earn twice as many quality points as credit hours earned toward the degree to determine eligibility for graduation. Quality points are awarded as follows:

A	4.000 Quality Points per credit hour	C+	2.333 Quality Points per credit hour
A-	3.667 Quality Points per credit hour	C	2.000 Quality Points per credit hour
B+	3.333 Quality Points per credit hour	C-	1.667 Quality Points per credit hour
B	3.000 Quality Points per credit hour	D+	1.333 Quality Points per credit hour
B-	2.667 Quality Points per credit hour	D	1.000 Quality Points per credit hour
		F	0.000 Quality Points per credit hour

GRADE POINT AVERAGE

The student’s Grade Point Average (GPA) is computed by dividing the number of Quality Points (PNTS) earned from courses taken at Aquinas College by the number of Credit Hours (HRS) earned from courses taken at Aquinas College. $PNTS \text{ divided by } HRS = GPA$. Excluded from the GPA calculations are courses taken as audit, courses officially dropped, courses officially withdrawn during the “no penalty period”, courses assigned a “WP”, an course which receives a grade of “P” or “NP”, courses that have been repeated and replaced, and transfer credit for courses taken at other institutions.

MID-TERM AND FINAL GRADES

Mid-term deficiencies are provided to the student and his/her academic advisor in the fall and spring semesters, but are not recorded on the transcript. Students who receive mid-term deficiencies must make appointments with their academic advisor within one week. Final course grades are available to the student on the student portal at the end of each semester

and summer sessions. Students who prefer to have their grades mailed must notify the Office of the Registrar. Final grades will not be released until all financial obligations are met.

A student has a period of ten business days following completion of a course to refute the grade given for that course. The student must contact the instructor of the course in order to challenge the grade. (See the *Aquinas College Student Handbook* for details.)

INCOMPLETES

A student may be granted an "I" (Incomplete) for a course in which requirements were not completed due to serious illness or extraordinary circumstances beyond the student's control as determined by the faculty member. The faculty member will complete the [Intent to Take an Incomplete](#) form which will specify the conditions and timing for completing the course requirements. The *Intent to Take an Incomplete* form will be signed by the student, the faculty member, and the Dean or Associate Provost, and approved by the Vice President for Academics prior to submitting the original to the Office of the Registrar. The student is responsible for initiating the form process, which must be completed prior to the due date for final grades for the term. When conditions for completing the course requirements have been met, the faculty member will notify the Registrar of the student's final course grade. If the conditions for removing the "I" are not met by the end of the subsequent semester (excluding the summer term), the Registrar will assign a grade of "F" for the course.

REPEATING COURSES

If a student fails a developmental course, it must be repeated at Aquinas College. If a second failure results, the student will be suspended and unable to continue his/her studies at Aquinas College.

Credit-bearing courses may be repeated only once. Petitions for an exception may be accepted and reviewed by the Dean or Associate Provost. The petition must contain documentation and a compelling argument for the exception to this policy to proceed to the Vice President for Academics. The decision of the Vice President for Academics is final. The student's academic advisor will notify the student of the final decision in writing. The grade received in repeating that course supersedes the previous grade. Credit is awarded following completion of the course that was repeated. In a credit-bearing course, that is considered the initial attempt of a course, and the student receives a "WF" or "FN", the student may attempt the course one more time.

CHANGE OF ACADEMIC PROGRAM

Students who wish to change from one academic program to another must submit a copy of the [Academic Change Request](#) form to the Dean or Associate Provost. All forms can be obtained in the offices of the Dean of the School of Education and the Associate Provost.

CHANGE OF COURSE SCHEDULE

During the fall and spring semesters, official changes in a student's schedule will be accepted only during the times stipulated on the College calendar. Deadlines for these changes during summer sessions will be posted prior to the beginning of each session. Changes must be made with the consent of the student's academic advisor, the Office of Student Accounts, and the Registrar. (See [Dropping/Adding Courses](#)).

Students who fail to make financial arrangements at the time they register for courses will not be considered officially registered until financial arrangements have been made through the Office of Student Accounts. These students will be automatically deleted from the system according to dates published in the fall, spring and summer session schedules, if financial arrangements are not made by the designated date (or the first day of the course, if no date is specified).

DROPPING/ADDING COURSES

The drop/add period for

- fall and spring semesters begin on the first calendar day of the semester and end after the fifth calendar day of the semester;
- summer I and summer II sessions begin on the first calendar day of the session and end after the second calendar day of the session;
- accelerated course drops must be processed before the first class meeting.

Drop transactions do not appear on the transcript.

WITHDRAWAL FROM COURSES WITHOUT ACADEMIC PENALTY

Once the drop/add period has ended, students are permitted to withdraw without penalty from individual courses as follows:

- fall and spring semesters begin the second week and end the tenth week. No student may withdraw from any course during the two weeks prior to final examinations;
- summer I and summer II sessions begin the 3rd calendar day of the session and end after the 7th calendar day of the session;
- accelerated courses:
 - 4-week course: must withdraw before the start of the 2nd class;
 - 5-week course: must withdraw before the start of the 2nd class;
 - 6-week course: must withdraw before the start of the 3rd class;
 - 7-week course: must withdraw before the start of the 3rd class;
 - 8-week course: must withdraw before the start of the 4th class.

Once withdrawn, a "W" (withdrawn) is indicated on the transcript. "W" does not compute in the GPA. Withdrawal does not affect the GPA.

WITHDRAWAL FROM COURSES WITH ACADEMIC PENALTY

Students are permitted to withdraw with penalty from individual courses as follows:

- fall and spring semesters begin with the eleventh week and end two weeks before the start of final examinations;
- summer I and summer II sessions begin with the 8th calendar day and end after the 15th calendar day;
- accelerated courses:
 - 4-week course: must withdraw before the start of the 3rd class;
 - 5-week course: must withdraw before the start of the 4th class;
 - 6-week course: must withdraw before the start of the 5th class;
 - 7-week course: must withdraw before the start of the 6th class;
 - 8-week course: must withdraw before the start of the 7th class.

Once withdrawn, a "WP" (withdraw passing) or "WF" (withdraw failing) is indicated on the transcript. "WP" does not compute in the GPA. "WF" does compute in the GPA as an "F."

Summer I and summer II sessions; under no circumstances may a student withdraw within the last three days of the term.

When the number of meetings in a course does not conform to the “Withdraw with Penalty” policy (such as, due to holidays) refer to the *Refund and Withdrawal Schedule* for exact dates. This can be found in the front of the current course schedule, the Office of the Registrar, and available on the Aquinas College website as well as through the student portal.

Following the withdrawal period, students may not withdraw from individual courses.

WITHDRAWAL PROCESS FOR STUDENTS IN THE RESERVES AND NATIONAL GUARD

Reserve and National Guard armed forces are serving our country. The purpose of this policy is to minimize the financial and educational impact on Aquinas students called to active duty from the National Guard and Reserves.

The following procedure will be implemented at Aquinas College for students in the Reserves or National Guard who are called to active duty:

If a student receives written orders to report to active duty, the student should bring the original orders to his/her academic advisor who will make a copy to be kept on file in the Office of the Registrar.

The student should complete the withdrawal process by completing the [Change of Schedule](#) form by seeing his/her academic advisor and the Offices of Financial Aid, Student Accounts, and the Registrar. Students will receive a grade of “W” or “WP” depending upon the time in the term the student withdraws.

If the student is the recipient of Federal financial aid or recipient of VA benefits, the appropriate guidelines will be followed regarding the tuition paid up to the point of withdrawal (books are nonrefundable).

If the student is a cash-pay student or the recipient of employer tuition assistance, he/she will either receive a credit, which will be applied when the student re-enrolls, or a full refund to the payee (student or employer) for the monies paid to the point of withdrawal for the current semester or course. This policy for refunding and/or re-enrolling will be honored for 5 years or 10 semesters following the semester of withdrawal.

In the event that the call to active duty of a Reservist or National Guardsman causes his/her spouse enrolled in the college to withdraw because of hardship, the administration will, on a case-by-case basis, consider granting academic relief and tuition credit for monies paid to the point of withdrawal. Hardship on the part of the spouse is demonstrated by presenting all of the following documentation:

- a copy of the official orders calling his/her spouse to active duty;
- documentation of a change in the family income as a result of the spouse’s call to active duty;
- a letter from the responsible Reserve or National Guard commander attesting to the hardship and recommending relief; and,
- demonstrated need as determined by the Director of Financial Aid using the [Aquinas College Financial Aid Application](#).

WITHDRAWAL FROM THE COLLEGE

A student finding it impossible or inadvisable to continue his/her studies at Aquinas College may withdraw from the College. Such withdrawal is considered official only when the student processes the proper withdrawal forms and satisfies all financial obligations. The withdrawal forms must be approved by the advisor and the Office of Student Accounts and submitted to the Office of the Registrar. Students withdrawing from the College are required to meet with the Director of Student Accounts to review their financial obligations to the College and to receive information and guidance regarding debt obligations, loan repayment requirements and financial management information. Withdrawal beyond the designated period will be permitted only under extreme circumstances as determined by the Vice President for Academics.

The transcript will reflect withdrawal as “W”, “WP” (passing), or “WF” (failing). “W” and “WP” do not compute in the GPA. “WF” does compute in the GPA as an “F.” If the student fails to officially withdraw from the College, an “F” will appear on the transcript for each registered course and the GPA will be affected. Should the student desire to return to the College, the readmission procedures must be followed. Should a student withdraw with a balance due to the College, the student will be liable for this debt and neither grades nor transcripts will be released until all debts to the College have been cleared.

GOOD STANDING

Unless stated otherwise below, the student is in good standing if his/her GPA credit hours meet the standard as follows:

<i>Credit Hours Completed at Aquinas College</i>	<i>Minimum Grade Point Average</i>
0-23	1.75
24+	2.00

The term “good standing” indicates only that the student meets the minimum standard for academic progress and is not related to disciplinary matters.

Students enrolled in the Arts & Sciences program must maintain a minimum cumulative GPA of 2.0 beyond 23 credit hours and must earn a grade of “C” or higher in all courses intended to satisfy their major and minor requirements.

Students enrolled in the School of Education must have a minimum cumulative GPA of 2.75 for formal induction into the Educator Preparation Program. Students must maintain a minimum cumulative GPA of 2.75 through program completion and must attain a grade of “C” or higher in all courses in the major and professional education.

ACADEMIC PROBATION

A student is placed on academic probation at the end of any regular semester or Summer Session in which his/her cumulative GPA falls below the standard of “Good Standing.”

The student is removed from probation at the end of the probationary semester if he/she earns a semester GPA of at least 2.0 or if the semester GPA is sufficient to bring the cumulative GPA up to the standard for good standing as stated in the chart above. A student may be placed on continued probation for one additional semester with the approval of the Vice President for Academics, if considerable progress is evident. If a student fails to meet the criteria for academic progress at the end of the probationary semester, he/she will then be placed on academic suspension.

ACADEMIC SUSPENSION

Any regularly admitted student who receives a suspension at the end of any given semester or summer session will not be eligible for re-enrollment until one regular fall or spring semester has elapsed. At that time, the student may be readmitted on probation.

Upon the receipt of a second suspension, a student will not be eligible for re-enrollment until one calendar year has passed. The student’s application for readmission will then be reviewed by the Admissions Committee to determine if re-admission is in the best interest of the student.

DISMISSAL FROM COLLEGE

A student may be dismissed from Aquinas College and not eligible to re-enroll subject to the appeals process for grievances as outlined in the *Aquinas College Student Handbook* for, but not limited to, any of the following reasons:

- conduct of an unacceptable nature (See the *Aquinas College Student Handbook* for details);
- falsification of records or withholding of information.

Any student dismissed from the College will not receive a refund of tuition or fees and will not be eligible to re-enroll.

GRADUATION REQUIREMENTS

1. Credit Hours Minima

A. Candidates for undergraduate degrees must meet the following graduation requirements.

<u>Degree</u>	<u>Minimum Number of Credit Hours</u>	<u>Final 25% of Total Credit Hours Completed at Aquinas College*</u>
Bachelor of Science (B.S.)**	120	30
Bachelor of Arts (B.A.)	120	30

B. Candidates for degrees must meet the following graduation requirements.

<u>Degree</u>	<u>Minimum Number of Credit Hours</u>	<u>Final 33% of Total Credit Hours Completed at Aquinas College*</u>
Master of Education in Teaching and Learning	33	11
Master of Arts in Teaching - Elementary	36	12
Master of Arts in Teaching - Secondary	33	11

* Any deviation must be approved by the Dean or Associate Provost and by the Vice President for Academics.

** The Bachelor of Science degree may have additional program-specific requirements.

2. GPA Requirements*

- School of Education
 - Master of Education – 2.75
 - Master of Arts – 2.75
 - Bachelor of Science – 2.75
- Arts & Sciences programs
 - Bachelor of Arts – 2.0

*See [Good Standing](#) in this Catalog.

3. Financial Obligations

- Must have all financial obligations to the College fulfilled.
 - All graduate candidates are responsible for expenses incurred through the ordering of announcements, diploma frames, rings, etc.
 - Student debt seminar must be attended.

4. Debt and Loan Repayment Counseling

All students graduating from Aquinas College are required to attend one of the information seminars offered by the Office of Student Accounts (or to meet individually with the Director of Student Accounts, or both) to review their financial obligations to the College and to receive information and guidance regarding debt obligations, loan repayment requirements, and financial management information.

5. Degree Conferral and Commencement

- Submission of an [Intent to Graduate Form](#) must be completed in order to be awarded a degree from Aquinas College and have the degree recorded on the official transcript. Dates for submission of the form are communicated to the students by their academic advisors.
- Aquinas College confers degrees three times per year: December, May, and August. Commencement occurs once per year in May. Students are eligible to participate in Commencement if the following criteria have been met.
 - Graduation requirements have been completed prior to the May Commencement date or students are within 6 credit hours of completing the graduation requirements by the Commencement date.
 - Accounts are paid in full by the final payment plan deadline.
 - Aquinas College academic regalia has been ordered by the student by the specified deadline.

Should the student fail to meet graduation requirements or decide not to participate in Commencement, expenses incurred are the responsibility of the student and no refunds will be made. *Please refer to the Aquinas College Student Handbook and the Aquinas College website for additional information regarding graduation and Commencement.*

AWARDS AND HONORS

Students earning baccalaureate degrees (all coursework having been successfully completed) and having the following cumulative grade point averages will graduate with honors:

3.500 - 3.749 Cum Laude **3.750 - 3.899 Magna Cum Laude** **3.900 - 4.000 Summa Cum Laude**

To be eligible for Latin Honors for the baccalaureate degree, students must have earned at least 60 credit hours at Aquinas College. The GPA for awarding Latin Honors is computed based on credit hours completed at Aquinas College and includes only courses that are used to satisfy degree requirements. Developmental courses are not calculated in the grade point average. For students who matriculated prior to Fall 2014, the Latin Honors criteria in effect at the time of their matriculation will be utilized.

Undergraduate students who are full-time (taking at least 12 credit hours in a semester) and earn a term grade point average of 3.5–4.0 are placed on the Dean’s List. Developmental courses are not calculated in the grade point average.

TRANSCRIPTS

Transcripts and all student records are confidential. Requests for official transcripts are fulfilled in the Office of the Registrar. Current students, alumni, and former students may order official transcripts and remit payment through an online service called [Parchment](#), or visit the Office of the Registrar in person and provide verification of personal identification. Transcripts of grades will not be released if a student, past or present, has outstanding financial obligations and/or other paperwork requirements. Only transcripts from Aquinas College are released. Transcripts from other colleges or universities must be obtained from the original institution.

When applicable, the student is responsible for Federal Express or Overnight Mail charge.

For access to course catalogs and information therein from previous years, please contact the Registrar at registrar@aquinascollege.edu.

STUDENT SERVICES

COUNSELING

Confidential personal counseling with a therapist may be available for students for up to six visits free of charge with a contracted counselor offsite. Referrals for confidential counseling may be made through the Office of Student Affairs.

STUDENT LEARNING SERVICES

Student Learning Services enhances the academic performance of students through individual tutorial assistance. Students may request services or be referred by their instructor or advisor. This assistance does not replace the individual student/instructor relationship. Student Learning Services also offers study strategies for any student who is interested. Comprehensive writing support for all types of writing assignments is available. There is no charge for these services. To request tutoring or learn more about Student Learning Services, please visit the website at www.aquinascollege.edu/academics/academic-support-services/ or the Student Learning Services office located in Room #106C of the Aquinas Library. Services include individual sessions with a tutor, academic accommodations for students with learning disabilities, and study skill workshops.

STUDENT DISABILITY SERVICES

Aquinas College strives to provide an optimal opportunity for students with disabilities to be successful, while not compromising the caliber of instruction or the self-confidence of the learner. The *Americans with Disabilities Act* of 1990 prohibits discrimination against individuals with disabilities. Section 504 of the *Rehabilitation Act* of 1973, as amended, mandates that postsecondary institutions that receive federal monies provide “reasonable accommodations” for students with disabilities.

Enrolled students of the College who have a disability that requires accommodation *must request* such services from the Director of Student Learning Services. It is the responsibility of the student to be certain that all necessary documentation is provided to the Director of Student Learning Services early enough to provide sufficient planning time to coordinate and provide appropriate support services. Documentation must be provided by professionals and must

- clearly state each diagnosed disability;
- clearly describe the current functional limitations resulting from each disability;
- describe the diagnostic methodology/test instruments used (evaluation must be completed within the last 3 years with the exception of permanent physical or sensory disabilities);
- describe past accommodations, medications, or services;
- include recommendations for accommodations, medications, or services;
- submit recommendations on official letterhead and signed by a licensed professional/evaluator who is qualified to make such a diagnosis; and
- identify the professional credentials/license of the evaluator.

Once professional documentation is received and reviewed, the qualified student must work with the Director of Student Learning Services to complete the *Academic Accommodations Request Form* (located in the Student Learning Services office) for each course, listing the requested accommodations. The form will be considered complete when signed by the Director of Student Learning Services, the student, and the appropriate faculty member. A copy of this form will be given to the student and the instructor of each course for which a form was submitted. The College reserves the right to request another evaluation, if it is deemed necessary by the Director of Student Learning Services. Such evaluations are the financial responsibility of the student.

The student will work with individual course instructors to obtain the needed accommodations, following up with faculty and the Director of Student Learning Services if the accommodations are ineffective or if additional assistance is needed. The Director of Student Learning Services acts as the liaison between the student and the accommodation provider at the College. It is the responsibility of the Director of Student Learning Services to facilitate the acquisition of such reasonable accommodations as may be required.

These accommodations may include such services as classroom accommodation on tests and examinations; recording of class lectures; assistance with class scheduling and selection (though not to replace the responsibilities of the academic advisor); and referrals to Student Learning Services for tutoring services.

The accommodation is made on a per term basis. Therefore, it is the responsibility of the student to request support services each term for which the student is enrolled.

LIBRARY

The Aquinas College Library offers over 200,000 resources selected to support the College's curriculum. In addition to books and periodicals, the library provides 160 databases from information vendors such as OCLC, ProQuest, EBSCO, Gale, JSTOR, and others. These online databases provide access to more than 18,000 full-text periodicals and over 30,000 open access journals. As a member of the OCLC network, the Aquinas College Library has access to the world's largest bibliographic database with over 16,000 member libraries and more than two billion holdings. The Aquinas on-line public access catalog is powered by OCLC's WorldCat Discovery, rendering a seamless process of book and article search and InterLibrary Loan requests. Through this interface, patrons simultaneously search Aquinas's print book holdings, databases holdings, eBook holdings, and WorldCat libraries. Any items not held by Aquinas may be requested from other libraries through WorldCat Discovery's InterLibrary Loan request feature. The Library is designed for both individual and group study with carrels, work tables, study rooms, computers, and comfortable seating. Wi-Fi access is provided throughout the library, equipment for viewing and listening to audiovisual materials are available, as are photocopy services. The Library's special collections include the Monsignor Flanigen Archive, the Denman Collection of Bosley Genealogy by Judith Hoffman and Janice Reynolds, Sister Aloysius Mackin Papers, and rare books.

BOOKSTORE

The College bookstore is a "virtual bookstore" operated by e-Campus.com and accessed online through the "Bookstore" link on the Aquinas College website. All textbooks and required or recommended materials for courses are available through the virtual bookstore, which accepts credit/debit cards, checks, and money orders. Students may also sell back used textbooks on the site.

PHOTO IDENTIFICATION CARD

All students are required to obtain an Aquinas College official photo identification card. The ID card entitles a student to attend college campus activities and to use the library facilities. Pictures for ID cards are taken during New Student Orientation.

STUDENT LIFE

STUDENT RIGHTS AND RESPONSIBILITIES

A statement of "Student Rights and Responsibilities" can be found in the *Aquinas College Student Handbook*. Students are required to acknowledge that they have read and agree to adhere to the policies and procedures set forth in the *Aquinas College Student Handbook* before registering for classes.

CAMPUS MINISTRY

Aquinas College supports the spiritual growth of the student. Mass and the Sacrament of Reconciliation are offered monthly in St. Jude Chapel during the fall and spring semesters, and during the summer session as schedules permit.

STUDENT ACTIVITIES

The Student Activities Board, led by the Director of Student Affairs, formulates and implements programs of activities that foster community such as Oktoberfest, lunch events, and the End-of-the-Year Gratitude Luncheon.

Student organizations at Aquinas exist in order to enrich the academic experience. They must be in full accord with the mission of the College and the teachings of the Roman Catholic Church.

GENERAL

- Student activities are announced via flyers, portal announcements, email, and the College's website.
- All meetings, events, and classes at Aquinas College begin with a prayer or spiritual reading.
- Classrooms, grounds, or buildings may be reserved for a College sponsored activity or meeting with the approval of the Director of Student Affairs.
- Minors may not be brought to or participate in College classes, events, or activities unless approved beforehand.

UNDERGRADUATE GENERAL EDUCATION

General education is introduced in lower-level core courses as foundations for the Bachelor of Science and Bachelor of Arts degree programs. As students progress through their baccalaureate-level education, the knowledge and skills introduced at the lower level are practiced and refined as students narrow their focus in higher level coursework, usually culminating in integrative, capstone experiences.

The General Education outcomes for Aquinas College undergraduate programs are numbered below. The academic discipline(s) corresponding to each outcome at the core level are also noted.

General Education at Aquinas College prepares students to:

1. develop knowledge of the teachings of Sacred Scripture as preserved by the Tradition of the Catholic Church and communicated in her magisterial teachings;
 - Theology
 - Philosophy
2. evaluate the influences of culture, societal institutions and the history of ideas on the flourishing of the human person;
 - History
 - Social Science
 - Behavioral Science
 - all Humanities disciplines

3. produce original written works that are clearly organized, utilize appropriate rhetorical styles and are researched proficiently and cited accurately;
 - English (Composition)
4. demonstrate command of oratorical skills in areas of presentation, persuasion, and graceful public speaking;
 - English (Speech)
5. apply mathematical reasoning and skills to understand natural phenomena and to interpret quantitative data;
 - Mathematics
6. apply scientific methodology and content to analyze nature and society;
 - Natural Science
7. perform effective academic research and critically evaluate sources of data and information.
 - all academic disciplines

Aquinas College courses corresponding to the core academic disciplines noted above are listed in the following table.

Core Academic Area		Aquinas College Courses
Natural Science		BIO 111 – General Biology I BIO 112 – General Biology II
Social Science		SOC 210 – Introduction to Sociology IDS 211 – Social Nature of the Human Person
Behavioral Science		PSY 115 – General Psychology PSY 315 – Educational Psychology* PSY 320 – Human Growth and Development*
Mathematics		MAT 121 – College Algebra MAT 210 – Statistics I MAT 240 – The Nature of Math
History		HIS 201/202 – U.S. History I & II HIS 111/112 – Western Civilization I & II
Humanities	Foreign Language	SPA 111/112 – Elementary Spanish I & II
	Literature*	ENG 215 – American Literature ENG 213/214 – English Literature I & II
	Fine Arts	FAR 220 – Music History and Appreciation FAR 301 – Christian Themes in Art FAR 211 – Art History FAR 212 – Art Appreciation
	Theology	THE 110 – Fundamental Theology THE 121 – Introduction to Sacred Scripture THE 210 – Moral Theology
	Philosophy	PHI 105 – Logic PHI 215 – Ethics PHI 225 – Philosophy of the Human Person

**in some instances, higher-level courses (especially in literature) can be used to satisfy core-level requirements*

SCHOOL OF EDUCATION

The School of Education reflects the belief that teaching is more than a career choice; it is both a gift and a mission. The Mission of the School of Education of Aquinas College is to provide a broad spectrum of liberal arts, sciences, and professional education courses permeated with faith and enriched by Christian principles and values. Students are prepared to be Teachers of the Truth, thus enabling them to bring the message of salvation to bear on ethical, social, political, religious and cultural issues in a variety of public, private and parochial school settings.

Sister Mary Grace Watson, O.P.

Dean of the School of Education

M.A., Franciscan University of Steubenville

M.Ed., Xavier University

B.S., Aquinas College

The School of Education offers the following academic programs:

Undergraduate

- Bachelor of Science in Interdisciplinary Studies (Elementary Education)
- Bachelor of Science in English (Secondary Education)
- Bachelor of Science in History (Secondary Education)

Graduate

- Master of Arts in Teaching, Elementary
- Master of Arts in Teaching, Secondary
- Master of Education in Teaching and Learning

The Aquinas College School of Education initial licensure graduate will be prepared to

- demonstrate depth and breadth in subject area content;
- integrate a variety of instructional strategies to develop deep understanding of content, make connections, develop problem solving and critical thinking, and apply knowledge in meaningful ways;
- create a classroom environment that supports academic progress, positive social interactions, and active engagement in learning;
- design and implement a variety of assessments to monitor student progress, engage students in their own growth, and to guide the teacher's decision making;
- employ effective communication techniques to encourage supportive, collaborative interaction among teachers, students, and parents;
- engage in ongoing professional learning and collaboration with other professionals and professional organizations in order to remain abreast of new research, reflect upon and adapt their practice, and perform their professional responsibilities effectively;
- model respect and reverence for the dignity of all peoples of various cultures and creeds and create learning opportunities that enhance and value differences in learning styles, development and other diversities; and
- draw from the rich tradition of Catholic thought to influence the graduate's teaching practice.

ADMISSION TO THE SCHOOL OF EDUCATION

REQUIREMENTS

For initial entry into the School of Education at Aquinas College, all admission requirements for the College must be fulfilled. Students must provide evidence of the following prior to program induction:

- two (2) letters of recommendation: one professional reference and one personal reference;
- an overall GPA of 2.75;
- a completed application form for the School of Education;
- passing scores on the Praxis® Core Academic Skills for Educators (Core) Tests shown below:

Computerized and Standard Format

Math	150
Reading	156
Writing	162

- a score of 21 on the ACT or a score of 22 on the Enhanced ACT or a combined Math and Verbal score of 920 on the SAT or a combined Math and Verbal score of 1020 on the re-centered SAT is accepted in lieu of the Praxis® Core Academic Skills for Educators (Core) Tests, if the ACT and SAT were taken in high school; and not more than 10 years old;
- a health form submitted prior to the first day of Enhanced Student Teaching noting proof of immunization for rubella and tetanus, and tuberculosis screening;
- proof of individual professional liability insurance (required of all students).

Applicants must

- report any felony convictions;
- be free of substance abuse;
- report any medical or psychological problems that would prohibit a teaching career;
- schedule an interview with the Dean or a person designated by the Dean; and,
- submit evidence to the Education Office of having completed required background check(s).

Transfer students applying to the School of Education must have a cumulative GPA of 2.75. Coursework with a GPA below a "C-" will not be accepted. The Dean or designee will evaluate transcripts. Credits are accepted only from regionally accredited institutions. Students who do not pass the Praxis® Core Academic Skills for Educators (Core) Tests may not enroll in upper-division EDU courses unless they choose to pursue a non-licensure track. Transfer students must pass the Praxis® Core Academic Skills for Educators (Core) Tests upon the completion of 65 hours (cumulative credit hours, including transfer credit). Students who at a later date pass the Praxis® Core Academic Skills for Educators (Core) Tests may request induction by writing the Dean and the Education faculty that they have met all the criteria.

The Educator Preparation Advisory Council (EPAC) for Elementary and Secondary includes the Dean or designee and representatives from the professional education community. This committee is responsible for the overall assessment of candidacy to the School of Education and Educator Preparation. The Vice President for Academics and the Dean, in consultation with the EPAC and faculty, reserve the right to make exceptions to the admission requirements. Only in rare cases shall exceptions be granted. Exceptions which contradict or in opposition to TN Department of Education requirements will not be granted. Written requests for exceptions to the admission requirements, supported by evidence of extenuating circumstances should be submitted to the Dean for Committee review. An official application for admission must be filed prior to the Committee review. A formal interview with the applicant will be scheduled. The applicant will receive written notice of the action by the Committee.

Students are officially accepted into educator preparation at the end of their sophomore year or beginning of their junior year.

Students who wish to change from one academic program to another must submit to the Vice President for Academics a copy of the [Academic Change Request](#) form. All forms can be obtained in the office of the Dean.

The office of the Dean of the School of Education is located on the second floor of the Aquinas College Main Building. Additional information concerning the School of Education is available from this office.

LICENSURE

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

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

HEA Compliance Title II of the Higher Education Act requires teacher preparation institutions to report *Praxis II* test scores and other data. Information regarding Praxis pass rates for Aquinas College may be viewed at the following address: <https://title2.ed.gov/View.asp>

NON-LICENSURE

A student who chooses not to pursue teacher licensure is required to take four upper-division courses approved by his/her advisor in lieu of the student teaching. The four courses will fulfill the remaining requirements for the respective Bachelor of Science degree.

BACHELOR OF SCIENCE DEGREE INTERDISCIPLINARY STUDIES MAJOR ELEMENTARY EDUCATION MINOR

ELEMENTARY EDUCATION CORE	56 Hours
COMMUNICATIONS (3 hours)	
ENG 110 Speech	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers (or computer competency test)	3 hours
ENGLISH (3 hours)	
ENG 130 Research and Rhetoric	3 hours
FOREIGN LANGUAGES (3 hours)	
<i>One</i> three-hour credit foreign language course	3 hours
HISTORY (6 hours)	
<i>Choose one of the following course series</i>	
HIS 111/112 Western Civilization I & II	
HIS 201/202 U.S. History I & II	6 hours
HUMANITIES: FINE ARTS (3 hours)	
<i>One</i> three-hour credit fine arts course	3 hours

LITERATURE (3 hours)

Choose one of the following courses

- ENG 213 English Literature I 3 hours
- ENG 214 English Literature II 3 hours

MATH (6 hours)

Choose two of the following courses

- MAT 121 College Algebra..... 3 hours
- MAT 130 Concepts of Geometry..... 3 hours
- MAT 210 Statistics I 3 hours

NATURAL SCIENCES (8 hours)

- Two* laboratory science courses 8 hours

PHILOSOPHY (3 hours)

- PHI 225 Philosophy of the Human Person..... 3 hours

SOCIAL SCIENCES (3 hours)

- IDS 211 Social Nature of the Human Person..... 3 hours

THEOLOGY (3 hours)

Choose one of the following courses

- THE 110 Fundamental Theology 3 hours
- THE 121 Introduction to Sacred Scripture..... 3 hours

ADDITIONAL EDUCATOR PREPAREDNESS CORE (9 hours)

- EDU 240 Foundations in Education 3 hours
- HPE 110 Personal and Community Health..... 3 hours
- PSY 320 Human Growth and Development 3 hours

INTERDISCIPLINARY STUDIES MAJOR REQUIREMENTS 37 Hours

English (6 hours)

- ENG 400 Children’s Literature, Speech and Drama..... 3 hours
- ENG 393 Linguistics or ENG 410 Topics in Literacy..... 3 hours

History (3 hours)

- HIS 420 Western Civilization and America..... 3 hours

Literature (3 hours)

Choose one of the following courses

- ENG 311 World Literature: Epic 3 hours
- ENG 312 World Literature: Lyric 3 hours
- ENG 313 World Literature: Tragedy & Comedy 3 hours
- ENG 314 World Literature: Novel..... 3 hours
- ENG 330 Modern Multi-Cultural Writers 3 hours

Math (3 hours)

- MAT 240 Nature of Math..... 3 hours

Natural Sciences (4 hours)

- BIO 310 Ecosystems 4 hours

Philosophy (3 hours)

- PHI 330 Philosophy of Education 3 hours

Psychology (12 hours)

- PSY 315 Educational Psychology 3 hours
- PSY 400 Tests and Measurements..... 3 hours
- PSY 410 Behavior Interventions..... 3 hours
- PSY 423 Exceptional Child..... 3 hours

Theology (3 hours)

THE 210 Moral Theology 3 hours

PROFESSIONAL EDUCATION 27 Hours

Professional Core (15 hours)

EDU 312 Literacy Through Learning 3 hours

EDU 336 Methods in Mathematics & Science Instruction 3 hours

EDU 350 Methods in Language Arts, Social Studies & Culture 3 hours

EDU 418 Reading Assessment and Remedial Strategies 3 hours

EDU 425 Media and Technology in Education 3 hours

Student Teaching Experience (12 hours)

EDU 401 Elementary Education Seminar: Classroom Organization and Management. 1 hour

EDU 435 Enhanced Student Teaching: Elementary Licensure Program 11 hours

TOTAL DEGREE REQUIREMENTS 120 HOURS

BACHELOR OF SCIENCE DEGREE

ENGLISH MAJOR

SECONDARY EDUCATION MINOR

ENGLISH CORE 43 Hours

ENGLISH (3 hours)

ENG 130 Research and Rhetoric 3 hours

MATH (6 hours)

Any *one* (credit-bearing) course in Mathematics 3 hours

MAT 210 Statistics I 3 hours

COMPUTER (3 hours)

CPU 115 Introduction to Computers 3 hours

(must pass computer competency test or take CPU 115)

PHILOSOPHY (3 hours)

PHI 225 Philosophy of the Human Person 3 hours

THEOLOGY (6 hours)

THE 210 Moral Theology 3 hours

Any *one* 100 or 200 level course in Theology 3 hours

NATURAL SCIENCE (4 hours)

One laboratory science course 4 hours

HISTORY (6 hours)

Choose one of the following course series

HIS 111/112 Western Civilization I & II

HIS 201/202 U.S. History I & II 6 hours

FOREIGN LANGUAGES (6 hours)

Two consecutive semesters of the same foreign language 6 hours

FINE ARTS (3 hours)

One fine arts course 3 hours

SOCIAL SCIENCE (3 hours)

IDS 211 Social Nature of the Human Person 3 hours

TEACHER EDUCATION CORE	15 Hours
EDU 240 Foundations in Education	3 hours
PHI 330 Philosophy of Education.....	3 hours
PSY 315 Educational Psychology	3 hours
PSY 320 Human Growth and Development	3 hours
PSY 400 Test and Measurements	3 hours
MAJOR IN ENGLISH: SECONDARY LICENSURE REQUIREMENTS	39 Hours
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours
ENG 215 American Literature	3 hours
ENG 311 World Literature: Epic	3 hours
ENG 312 World Literature: Lyric	3 hours
ENG 313 World Literature: Tragedy & Comedy	3 hours
ENG 314 World Literature: Novel.....	3 hours
ENG 330 Modern Multi-Cultural Writers	3 hours
ENG 393 Linguistics or ENG 411 History of English Language.....	3 hours
ENG 344 Advanced Composition.....	3 hours
ENG 403 Adolescent Literature	3 hours
ENG 407 Advanced Grammar	3 hours
ENG 413 Shakespeare	3 hours
PROFESSIONAL EDUCATION	24 Hours
EDU 334 Methods of Instruction for Secondary Education	3 hours
EDU 335 Reading Strategies for Secondary Education.....	3 hours
EDU 402 Secondary Education Seminar: Classroom Organization and Management	1 hour
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours
EDU 436 Enhanced Student Teaching: Secondary Licensure Program.....	11 hours
TOTAL DEGREE REQUIREMENTS	121 HOURS

BACHELOR OF SCIENCE DEGREE
HISTORY MAJOR
SECONDARY EDUCATION MINOR

HISTORY CORE	43 Hours
ENGLISH (3 hours)	
ENG 130 Research and Rhetoric	3 hours
MATH (6 hours)	
Any <i>one</i> (credit-bearing) course in Mathematics.....	3 hours
MAT 210 Statistics I.....	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers	3 hours
<i>(must pass computer competency test or take CPU 115)</i>	
PHILOSOPHY (3 hours)	
PHI 225 Philosophy of the Human Person.....	3 hours

THEOLOGY (6 hours)	
THE 210 Moral Theology	3 hours
Any <i>one</i> 100 or 200 level course in Theology	3 hours
SCIENCE (4 hours)	
<i>One</i> laboratory science course.....	4 hours
HISTORY (6 hours)	
HIS 111/112 Western Civilization I & II	6 hours
FOREIGN LANGUAGES (6 hours)	
Two consecutive semesters of the same foreign language	6 hours
FINE ARTS (3 hours)	
<i>One</i> fine arts course	3 hours
SOCIAL SCIENCE (3 hours)	
IDS 211 Social Nature of the Human Person.....	3 hours
TEACHER EDUCATION CORE.....	18 Hours
EDU 240 Foundations in Education	3 hours
ENG 403 Adolescent Literature	3 hours
PHI 330 Philosophy of Education	3 hours
PSY 315 Educational Psychology	3 hours
PSY 320 Human Growth and Development	3 hours
PSY 400 Test and Measurements	3 hours
MAJOR IN HISTORY: SECONDARY LICENSURE REQUIREMENTS	36 Hours
HIS 201 United States History I	3 hours
HIS 202 United States History II.....	3 hours
HIS 490 Seminar in Historical Studies	3 hours
United States History (9 hours)	
<i>Choose three of the following courses</i>	
HIS 311 Tennessee History	3 hours
HIS 332 Colonial America.....	3 hours
HIS 333 The Age of Jefferson and Jackson.....	3 hours
HIS 334 Civil War and Reconstruction	3 hours
HIS 335 The Gilded Age and Progressivism	3 hours
HIS 336 The United States in The Age of World Wars	3 hours
HIS 337 The United States Since 1945	3 hours
HIS 420 Western Civilization and America.....	3 hours
HIS 421 United States Foreign Policy.....	3 hours
European History (9 hours)	
<i>Choose three of the following courses</i>	
HIS 352 Medieval History.....	3 hours
HIS 354 The Age of Reformation	3 hours
HIS 356 The French Revolution and Nineteenth Century Europe.....	3 hours
HIS 357 Europe and the World Wars.....	3 hours
HIS 358 Post World War II Europe.....	3 hours
HIS 453 The Crusades	3 hours
HIS 455 Stuart England	3 hours
HIS 456 Russian History	3 hours

World History (9 hours)

Choose *three* of the following courses

HIS 351 The Ancient World.....	3 hours
HIS 460 Studies in African History.....	3 hours
HIS 464 Studies in East Asian History	3 hours
HIS 472 Studies in Latin American History	3 hours
HIS 476 Studies in Middle Eastern History	3 hours

PROFESSIONAL EDUCATION 24 Hours

EDU 334 Methods of Instruction for Secondary Education	3 hours
EDU 335 Reading Strategies for Secondary Education.....	3 hours
EDU 402 Secondary Education Seminar: Classroom Organization and Management	1 hour
EDU 424 Instructing Diverse Learners	3 hours
EDU 425 Media and Technology in Education.....	3 hours
EDU 436 Enhanced Student Teaching: Secondary Licensure Program.....	11 hours

TOTAL DEGREE REQUIREMENTS 121 HOURS

GRADUATE STUDIES IN EDUCATION

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

MASTER OF EDUCATION IN TEACHING AND LEARNING

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

LEARNING OUTCOMES FOR MASTER OF EDUCATION IN TEACHING AND LEARNING

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

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

ADMISSION REQUIRMENTS

1. Submit proof of a current or expired Teaching Certificate.
2. Submit a completed Aquinas College Graduate application.
3. Submit a 2-page essay. Essay topics are available with the Graduate Education Application.

4. Submit one additional writing sample.
5. Submit current resume.
6. Submit two (2) recommendations using the forms provided in the Graduate Application Packet. One recommendation must be from an administrator, college supervisor, or former employer. The other recommendation must be from a professional colleague or a former teacher who can evaluate applicant's potential for success in a graduate program.
7. Provide one (1) official transcript from all previously attended colleges or universities.
 - If transcript is from an international institution: applicants must provide an official copy of a third party course-by-course credential evaluation. World Education Services (www.wes.org) or Educational Credential Evaluators (www.ece.org) offer this service.
8. An interview is required. Applicant will be contacted by the School of Education.
9. Completed criminal background and fingerprint checks prior to admission.
10. Applicants whose native language is not English, must submit a TOEFL score of at least 600 (paper-based), or 250 (computer-based), or 100 (Internet-based) test.

COURSES

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

MASTER OF ARTS IN TEACHING: ELEMENTARY AND SECONDARY

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

LEARNING OUTCOMES FOR INITIAL LICENSURE PROGRAMS

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

The Aquinas College School of Education graduate will be prepared to:

- Demonstrate depth and breadth in subject area content.
- Integrate a variety of instructional strategies to develop student's performance skills in critical thinking, problem solving, and personal achievement.
- Design and implement a variety of assessments to evaluate each student progress.
- Direct and manage individual and group behavior to promote an atmosphere conducive to academic progress.

- Model respect and reverence for the dignity of all peoples of various cultures and creeds by creating learning opportunities that enhance and value differences in learning styles, development, and other diversities.
- Employ effective communication techniques to encourage supportive, collaborative interaction among teachers, students, and parents.
- Collaborate and cooperate with other professionals and professional organizations in order to remain current and abreast of new trends and research in education.

ADMISSION REQUIREMENTS

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

COURSES

<u>MASTER OF ARTS IN TEACHING, ELEMENTARY</u>.....	36 Credit Hours
EDU 600 – Education in the Dominican Tradition	3
EDU 620 – Data-Driven Decisions in Education.....	3
EDU 630 – Modes of Instruction	3
EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction	2
EDU 512 – Literacy Through Learning	3
EDU 518 – Reading Assessment and Remediation Strategies	3
EDU 525 – Media and Technology in Education.....	3
PSY 520 – Human Growth and Development	3
PSY 523 – Exceptional Child.....	3
ENG 500 – Children’s Literature, Speech and Drama.....	3
EDU 501 – Elementary Education Seminar: Classroom Organization and Management	1
EDU 560 – Supervised Student Teaching*	6

MASTER OF ARTS IN TEACHING: SECONDARY	33 Credit Hours
EDU 600 – Education in the Dominican Tradition	3
EDU 620 – Data-Driven Decisions in Education.....	3
EDU 630 – Modes of Instruction.....	3
EDU 632 – Practicum and Application of Data-Driven Decisions and Modes of Instruction.....	2
EDU 525 – Media and Technology in Education.....	3
PSY 520 – Human Growth and Development	3
EDU 524 – Instructing Diverse Learners.....	3
EDU 535 – Reading Strategies for Secondary Education.....	3
ENG 503 – Adolescent Literature	3
EDU 502 – Secondary Education Seminar: Classroom Organization and Management	1
EDU 560 – Supervised Student Teaching*	6

** Students who have been hired to teach in a school may be eligible to take EDU 565 Job-Embedded Experience instead of EDU 560. EDU 565 is a three (3) credit hour course, taken over two semesters for a total of six (6) credit hours. Students will consult with their advisors for further details.*

ARTS & SCIENCES

Aquinas College offers Arts & Sciences programs in the Catholic liberal arts tradition. The programs direct students to the perfection of the mind through the acquisition of knowledge and intellectual virtue. The faculty endeavors to assist students in coming to a mature knowledge of themselves and of their human potential, nurturing their personal capacity for Truth, Goodness, and Beauty. The Arts & Sciences programs strive to provide integrated college-level curricula which lead students to understand that although the Truth is one, it can be discovered in many dimensions.

The Arts & Sciences programs offer a Bachelor of Arts (B.A.) degree with Majors and Minors in English, History, Philosophy, and Theology.

ADMISSION REQUIREMENTS

Meeting the admission requirements to the College satisfies admission to the Arts & Sciences programs.

THE BACHELOR OF ARTS DEGREE

The Bachelor of Arts degree consists of the Bachelor of Arts core and a Major Area of Study. Students may choose an optional Minor Area of Study, if they wish. The Bachelor of Arts degree requires the completion of 120 credit hours. Of the 120 credit hours required, 39 credit hours must be at the 300 or 400 level. Finally, at least 12 credit hours at the 400 level must be successfully completed.

THE BACHELOR OF ARTS CORE

The Bachelor of Arts core is designed to give students a breadth of experience in the liberal arts as well as prepare them for the upper-level coursework required of the Major and Minor Areas of Study.

THEOLOGY (9 hours)	
THE 110 Fundamental Theology	3 hours
THE 121 Introduction to Sacred Scripture	3 hours
THE 210 Moral Theology	3 hours
PHILOSOPHY (9 hours)	
PHI 105 Logic	3 hours
PHI 215 Ethics	3 hours
PHI 225 Philosophy of the Human Person	3 hours
ENGLISH (6 hours)	
ENG 110 Speech	3 hours
ENG 130 Research and Rhetoric	3 hours
LITERATURE (6 hours)	
Literature elective	3 hours
Literature elective	3 hours
HISTORY – two-semester sequence (6 hours)	
History sequence I	3 hours
History sequence II	3 hours
NATURAL SCIENCE (8 hours)	
Any <i>two</i> courses in Science with laboratory	8 hours
MATHEMATICS (6 hours)	
Any <i>two</i> courses in Mathematics	6 hours
FOREIGN LANGUAGE – two-semester sequence (6 hours)	
Language sequence I	3 hours
Language sequence II	3 hours
FINE ARTS (3 hours)	
Any <i>one</i> course in Fine Arts	3 hours
SOCIAL/BEHAVIORAL SCIENCE (3 hours)	
Any <i>one</i> course in Social/Behavioral Science	3 hours
COMPUTER (3 hours)	
CPU 115 Introduction to Computers	3 hours
<i>(must pass computer competency test or take CPU 115)</i>	
TOTAL BACHELOR OF ARTS CORE	65 Hours

BACHELOR OF ARTS MAJORS

The thorough Bachelor of Arts core curriculum serves as a broad foundation for the more focused studies undertaken for majors and minors. Majors available within the Bachelor of Arts degree include Theology, Philosophy, English, and History. All students intending to complete the Bachelor of Arts degree must complete a major. In addition, coursework intended to satisfy the major requirements must be completed with a grade of “C” or higher.

THEOLOGY MAJOR

Built upon the thorough foundation of the Bachelor of Arts core curriculum, the Theology major at Aquinas College offers a robust and systematic exploration of Sacred Doctrine (*sacra doctrina*) that seeks to carry the many avenues of liberal learning to their ultimate destination—the contemplation of Divine Wisdom. The curriculum of the Theology major provides a balanced sequence of courses in Sacred Scripture, dogma, and morality, rooted in the insights of the College's patron, St. Thomas Aquinas, and the teachings of the Magisterium of the Catholic Church. Students will participate in a senior seminar and thesis course, which brings their pursuit of the Theology major to completion.

THEOLOGY REQUIREMENTS OF THE BACHELOR OF ARTS CORE

THE 110 Fundamental Theology	3 hours
THE 121 Introduction to Sacred Scripture.....	3 hours
THE 210 Moral Theology	3 hours

(These three courses simultaneously satisfy the Theology component of the B.A. core curriculum.)

THEOLOGY MAJOR REQUIREMENTS

THE 316 The Sacraments	3 hours
THE 330 The Church	3 hours
THE 431 Christology	3 hours
THE 441 Theology of the Trinity	3 hours
THE 490 Senior Seminar and Thesis	3 hours

Scripture Component – Old Testament (3 hours)

Choose **one** of the following courses

THE 318 Old Testament Prophets	3 hours
THE 328 Wisdom Literature and the Psalms	3 hours
THE 338 Pentateuch	3 hours

Scripture Component – New Testament (3 hours)

Choose **one** of the following courses

THE 345 The Synoptic Gospels	3 hours
THE 410 The Writings of John	3 hours
THE 450 New Testament Letters	3 hours

Upper-Level Theology Electives

Any **four** additional courses in Theology numbered 300 or higher

33 total hours in Theology *beyond* the Bachelor of Arts core

(must have at least four courses at the 400 level)

PHILOSOPHY MAJOR

Traditionally, philosophy is defined as the study of first causes and first principles; it considers ultimate questions and foundational answers. For example, philosophers seek to understand reason, logic, truth, nature, life, being, goodness, and the human person, among many other topics. The philosophy major at Aquinas College gives students the opportunity to pursue this discipline in an intellectually rigorous program inspired by the insights and method of St. Thomas Aquinas.

PHILOSOPHY REQUIREMENTS OF THE BACHELOR OF ARTS CORE

PHI 105 Logic	3 hours
PHI 215 Ethics	3 hours
PHI 225 Philosophy of the Human Person.....	3 hours

(The above three courses simultaneously satisfy the Philosophy component of the B.A. core curriculum.)

PHILOSOPHY MAJOR REQUIREMENTS

PHI 490 Senior Seminar and Thesis.....	3 hours
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History of Philosophy (9 hours)

PHI 301 History of Philosophy I: Ancient	3 hours
PHI 302 History of Philosophy II: Medieval	3 hours
PHI 303 History of Philosophy III: Modern	3 hours

Systematic Philosophy (9 hours)

PHI 370 Philosophy of Knowledge	3 hours
PHI 460 Metaphysics	3 hours
PHI 465 Philosophy of God	3 hours

Upper-Level Philosophy Electives

Any *four* additional courses in Philosophy numbered 300 or higher

33 total hours in Philosophy beyond the Bachelor of Arts core

(must have at least four courses at the 400 level)

ENGLISH MAJOR

The Aquinas College English major combines the study of genres, authors and language into a unique and cohesive curriculum. The capacity of literature to explore and analyze the human condition and consequences of choice, especially moral choice, underscores its relevance as a unique mode of knowing. Thus, the anchor of the major is the genre-based World Literature series, supporting surveys in English and American literature and studies of authors such as Dante and Shakespeare. In addition, the English major will develop important communication skills, especially writing, as well as analytical abilities valued for post-graduate education or employment.

ENGLISH REQUIREMENTS OF THE BACHELOR OF ARTS CORE

ENG 110 Speech	3 hours
ENG 130 Research and Rhetoric	3 hours
ENG 213 English Literature I	3 hours
ENG 214 English Literature II	3 hours

(The above four courses simultaneously satisfy the English and Literature components of the B.A. core curriculum.)

ENGLISH MAJOR REQUIREMENTS

ENG 215 American Literature	3 hours
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World Literature Series (12 hours)

ENG 311 World Literature: Epic	3 hours
ENG 312 World Literature: Lyric	3 hours
ENG 313 World Literature: Tragedy and Comedy	3 hours
ENG 314 World Literature: Novel	3 hours

Author Studies (6 hours)

ENG 412 Dante	3 hours
ENG 413 Shakespeare	3 hours

English Language (3 hours)

Choose *one* of the following courses

ENG 344 Advanced Composition	3 hours
ENG 393 Linguistics	3 hours
ENG 407 Advanced Grammar	3 hours
ENG 411 History of the English Language	3 hours

Upper-Level English Electives

Any *three* additional courses in English numbered 300 or higher*

33 total hours in English beyond the Bachelor of Arts core

(must have at least 4 courses at the 400 level)

**ENG 400 Children's Literature, Speech and Drama or ENG 403 Adolescent Literature may not serve as English electives to satisfy the English major.*

HISTORY MAJOR

By its very nature, the discipline of history is intrinsically integrative, and thus furthers the liberal arts mission of Aquinas College. Toward that end, the history major at Aquinas explores a broad sweep of human accomplishments, across geographical space and wide spans of time, while especially concentrating on the United States, western civilization, and the Catholic heritage.

HISTORY REQUIREMENTS OF THE BACHELOR OF ARTS CORE

HIS 111 Western Civilization I	3 hours
HIS 112 Western Civilization II	3 hours

(The above HIS courses simultaneously satisfy the History component of the B.A. core curriculum.)

HISTORY MAJOR REQUIREMENTS

HIS 201 United States History I	3 hours
HIS 202 United States History II	3 hours
HIS 490 Seminar in Historical Studies	3 hours

European History (9 hours)

*Choose **three** of the following courses*

HIS 352 Medieval History	3 hours
HIS 354 The Age of Reformation	3 hours
HIS 356 The French Revolution and Nineteenth Century Europe	3 hours
HIS 357 Europe and The World Wars	3 hours
HIS 358 Post World War II Europe	3 hours
HIS 453 The Crusades	3 hours
HIS 455 Stuart England	3 hours
HIS 456 Russian History	3 hours

United States History (9 hours)

*Choose **three** of the following courses*

HIS 311 Tennessee History	3 hours
HIS 332 Colonial America	3 hours
HIS 333 The Age of Jefferson and Jackson	3 hours
HIS 334 Civil War and Reconstruction	3 hours
HIS 335 The Gilded Age and Progressivism	3 hours
HIS 336 The United States in The Age of World Wars	3 hours
HIS 337 The United States Since 1945	3 hours
HIS 420 Western Civilization and America	3 hours
HIS 421 United States Foreign Policy	3 hours

World History (6 hours)

*Choose **two** of the following courses*

HIS 351 The Ancient World	3 hours
HIS 425 Global History Since 1945	3 hours
HIS 459 Revolution in World History	3 hours
HIS 460 Studies in African History	3 hours
HIS 464 Studies in East Asian History	3 hours
HIS 472 Studies in Latin American History	3 hours
HIS 476 Studies in Middle Eastern History	3 hours

33 total hours in History beyond the Bachelor of Arts core

(must have at least four courses at the 400 level)

BACHELOR OF ARTS MINORS

An optional minor area of study provides an additional focus for a student's study and contributes to the liberality of the Bachelor of Arts degree. Minors currently available include Theology, Philosophy, English, History, and Educational Psychology. It is not possible to major and minor in the same discipline, and coursework completed for a major may not be duplicated to complete a minor. The number of hours required for completion of a minor will vary, depending on the minor chosen. The hours listed for each minor below are those required in addition to the requirement for each discipline in the Bachelor of Arts core curriculum. Courses intended to satisfy the requirements for a minor must be completed with a grade of "C" or higher.

ENGLISH MINOR (12 hours)

Any *four* courses in English/Literature at the 300 or 400 level 12 hours

HISTORY MINOR (12 hours)

Any *four* courses in History at the 300 or 400 level..... 12 hours

PHILOSOPHY MINOR (12 hours)

Any *four* courses in Philosophy at the 300 or 400 level 12 hours

EDUCATIONAL PSYCHOLOGY MINOR (15 hours)

PSY 115: Introduction to Psychology 3 hours

While General Psychology is not required for the Educational Psychology minor, it is recommended that students pursuing a Psychology minor take PSY 115 to satisfy any Social or Behavioral Science requirements in their degree program's core curriculum.

PSY 320 Human Growth and Development 3 hours

PSY 315 Educational Psychology 3 hours

PSY 400 Tests and Measurements 3 hours

PSY 410 Behavioral Intervention 3 hours

PSY 423 Education of the Exceptional Child 3 hours

THEOLOGY MINOR (12 hours)

Any *four* courses in Theology at the 300 or 400 level 12 hours

ELECTIVES

Elective courses are completed as necessary to satisfy the Bachelor of Arts degree requirement of 120 credit hours. It is important to restate that the Bachelor of Arts degree requires the completion of at least 39 credit hours at the 300 or 400 level. Additionally, the completion of at least 12 credit hours at the 400 level is required.

CENTERS

CENTER FOR EVANGELIZATION & CATECHESIS

The Center for Evangelization & Catechesis at Aquinas College supports the work of catechists and leaders by providing workshops, retreats, and directed study of the Catholic Faith. Rooted in the Dominican charism of contemplative study and preaching, the Center trains parents, teachers, and parish volunteers in an approach to catechesis that engages both the mind and heart.

CATECHIST FORMATION PROGRAM

Aquinas College developed the Catechist Formation Program to assist various dioceses as they help pastors, principals, and directors of religious education train prospective catechists in Roman Catholic doctrine. By making available faculty, research, and scholarship prepared in the light of the Magisterium of the Church, the Program offers a systematic and organic formation program based on the *Catechism of the Catholic Church* and other catechetical documents of the Roman Catholic Church and the United States Conference of Catholic Bishops. The Program is a non-credit program supported by Aquinas College in light of its overall mission. Currently, the CFP is offered in two formats: live trainings and online.

WORKSHOPS AND CONFERENCE PRESENTATIONS

The staff in the Center for Evangelization & Catechesis are available to give presentations or host a variety of trainings, workshops, and conferences. The Center periodically hosts training sessions and workshops at Aquinas College. Staff are also available to give workshops and talks for school faculty and religious education catechists, or at retreats and conferences nationally.

Jason P. Gale, L.Div.

Director of the Center for Evangelization & Catechesis

L.Div., Maryvale Institute

M.A., Maryvale Institute

M.A., Franciscan University of Steubenville

B.A., Franciscan University of Steubenville

CENTER FOR CATHOLIC EDUCATION

The Center for Catholic Education, in conjunction with the Aquinas College School of Education, serves Catholic elementary and secondary schools by providing spiritual and professional formation opportunities. These may be given for faculty and staff members of individual schools or on a diocesan level. Sessions for those engaged in school leadership as well as presentations for parents are also available.

Topics for Faculty Formation, Presentations, Workshops and Retreats include, but are not limited to, the following:

- Culture as the Context for Catholic Education
- The Nature, Identity and Mission of the Catholic school
- Education in the Dominican Tradition identifies and examines teaching and the educational process from the distinctive perspective of the Dominican tradition as it contributes to the mission of Catholic schools
- The influence of *Gravissimum Educationis* (*Declaration on Christian Education of Vatican II*) on the mission of Catholic schools
- How Temperament affects Teamwork, Teaching and Learning, Communication, Leadership and Seeking after Holiness
- Catholic Identity across the Curriculum

Sister Elizabeth Anne Allen, O.P.

Director of the Center for Catholic Education

Assistant Professor of Education

Ed.D., The University of Memphis

M.Ed., The University of Southern Mississippi

M.A., Notre Dame Pontifical Institute for Advanced Studies

M.A., Middle Tennessee State University

B.S., Middle Tennessee State University

PILGRIMAGE PROGRAM

The Aquinas College Pilgrimage Program sponsors a summer pilgrimage through Italy for those involved in the ministry of Catholic Education (teachers, principals, superintendents, pastors, support staff, and volunteers). Through the experience of community, the celebration of the Holy Sacrifice of the Mass together, through meals, travel, encounters, study, prayer, laughter, and reflection together, this pilgrimage offers a chance for participants to grow deeper together in the knowledge of and appreciation for their role in the evangelizing mission of the universal Church.

Sister Mary Rachel Capets, O.P., Ph.D.

Director of Pilgrimage Program

Ph.D., University of Notre Dame, Australia

M.S.E.L., Christian Brothers University

B.S., Aquinas College

COURSE DESCRIPTIONS

BIOLOGICAL SCIENCES (BIO)

BIO 111 GENERAL BIOLOGY I (4 credit hours)

Offered Fall Semester and Summer Session

This is a four-credit hour lab science course, which provides students with a solid foundation of biological principles upon which all other biological life science rests. It begins with a comprehensive study of the basic structure and functions of prokaryotic and eukaryotic cells using selected principles of biochemistry for a more complete understanding. Basic cellular organization and function will be discussed. Some fundamental principles of evolutionary science will be applied to gain a more complete understanding of the diversity that exists in all of life's kingdoms (Monera, Protista, Fungi).

BIO 112 GENERAL BIOLOGY II (4 credit hours)

Prerequisite: BIO 111

Offered Spring Semester and Summer Session

This course follows successful completion of BIO 111 and continues with the application of the principles studied the first semester. A comprehensive examination of the Kingdoms Plantae and Animalia will be addressed with an emphasis on human reproduction. The material is reinforced with a weekly 2-hour laboratory session, which will consist of microscopy and dissections to illustrate this material.

BIO 310 ECOSYSTEMS (4 credit hours)

Prerequisites: BIO 111, BIO 112

The relationships between the physical and biological worlds are examined in detail. The formation of the Earth and its current position in the solar system will begin the course. This introduction will serve as the foundation for investigating the physical characteristics of and influences on ecosystems, especially: climate and weather; water and mineral cycles; and geological features and their changes over time. These principles will form a foundation to understand select biological responses to the physical environment and interactions within ecosystems. Finally, the effects of human activity on ecosystem stability and function will be examined. This is a four credit hour course with a laboratory component.

BIO 275/375/475 SPECIAL TOPICS IN BIOLOGY (1–3 credit hours)

Requires written approval of the Vice President for Academics

Special topics to be indicated. The course may include seminars, conferences, workshops, class activity or independent study focused on a particular topic or current issue in the natural sciences.

CATECHETICS (CAT)

CAT 350 CATECHESIS: NATURE AND MISSION (3 credit hours)

This course presents a brief history and development of catechesis within the Catholic Church. Through readings, lectures, and study of the General Directory for Catechesis students will gain an understanding of the nature and mission of catechetics. A general overview of the norms, content, curriculum and sources for catechesis will be discussed as well as the essential importance of the catechist's spirituality.

CAT 370 CRAFT AND CHARISM OF CATECHESIS (3 credit hours)

This course will describe various components of catechetical pedagogy. The students will be exposed to what is meant by the craft of catechesis. The vital role that the *Catechism of the Catholic Church* gives in both content and pedagogy will be presented. Various topics will be presented in their relationship to and influence upon catechetics, such as a Catholic worldview, knowledge of developmental stages, and the role that nature and grace have in effective catechesis.

CAT 420 INTRODUCTION TO CATECHETICAL PEDAGOGY (3 credit hours)

This course will present a variety of catechetical techniques. Students will have the opportunity to create and practice catechetical lessons utilizing various pedagogies incorporating Sacred Scripture, the *Catechism of the Catholic Church*, the

saints, and Salvation History. An emphasis will be placed on the vital role that effective communication skills have on catechesis. The Ecclesial Lesson Plan will be described, modeled and used by the students in the formation of catechetical lessons.

CAT 450 ADVANCED CATECHETICAL PEDAGOGY (3 credit hours)

Prerequisite: CAT 420

The content of the course will present how to create effective catechetical lessons for prayer, liturgy, and the moral life. The course will build upon catechetical pedagogies and related techniques presented in CAT 420. The students will be given opportunities to present the faith utilizing a variety of pedagogies. Emphasis will be placed on the skills that a catechist needs in classroom management, use of technology, and evaluation of catechetical materials and resources. The course will give a brief overview of several roles of apostolic pedagogical techniques.

COMPUTER (CPU)

CPU 115 INTRODUCTION TO COMPUTERS (3 credit hours)

This course is designed to provide students with an introduction to computers and the basic computer applications of word processing, spreadsheets, databases, and multimedia presentations. The course will also address the basic understanding of computer hardware and its functions.

CPU 340 MULTIMEDIA PRESENTATIONS (3 credit hours)

The purpose of this course is to provide students with the knowledge and skills to develop effective multimedia presentations. The course will afford students the opportunity to study, discuss, and apply the use of multimedia for the purposes of presentations, tutorials, and other instructional strategies.

CPU 275/375/475 SPECIAL TOPICS IN COMPUTER (1-3 credit hours)

Prerequisite: Requires written approval of the Vice President for Academics

Special topic to be indicated. Seminars, conferences, workshops or field activities focused on current issues in the field of computers.

EDUCATION (EDU)

EDU 240 FOUNDATIONS IN EDUCATION (3 credit hours)

This is a general survey of the development of education in the United States including philosophical, legal, sociological, and historical course. This begins the teacher formation process through research and inquiry into the concepts of "profession", "gift" and "mission." Particular emphasis will be given to public, private and parochial school systems in terms of structure, administration, organization and function. All students completing this course should be able to understand the complexities facing education today. All students will be required to complete a special topic report concerning a particular topic in education. Field experience included.

EDU 312 LITERACY THROUGH LEARNING (3 credit hours)

This course examines theories of language and literacy development. A variety of instructional strategies and materials for reading and writing across the curriculum will be used to create a literacy environment appropriate within the varied content areas.

EDU 334 METHODS OF INSTRUCTION FOR SECONDARY EDUCATION (3 credit hours)

Prerequisite: Junior standing or permission from the Dean of Education

This course is designed to prepare educators of secondary students with methods and materials for teaching, listening, speaking, reading and writing. It also is designed to help students combine theory, research and practice into sound strategies for teaching in middle, junior, and senior high schools. Students will begin to develop a philosophy of secondary teaching; learning how to plan instruction that is consistent with that philosophy and with various national, state and local

standards and guidelines. Content typically includes examination and evaluation of textbooks and other curriculum materials; planning of lessons and units; discussion of issues involving professional educators; development of means to assess learning and discussion of methods to teach at the secondary level. Field experiences required.

EDU 335 READING STRATEGIES FOR SECONDARY EDUCATION (3 credit hours)

Prerequisite: Junior standing or permission from the Dean of Education

This course provides a study of current methods, teaching procedures, assessment techniques and materials for teaching reading at the secondary level. The primary emphasis of this course is on reading as a developmental process and on useful strategies to increase comprehension. Field experiences required.

EDU 336 METHODS IN MATHEMATICS AND SCIENCE INSTRUCTION (3 credit hours)

This course emphasizes various methods of instruction including technology, based on content, age, and developmentally appropriate practices. Attention is given to planning, teaching, and assessment strategies related to the elementary school mathematics and science hierarchies. Field experience included.

EDU 350 METHODS IN LANGUAGE ARTS, SOCIAL STUDIES AND CULTURE (3 credit hours)

This course is designed as an integral segment of the Educator Preparation Program and focuses on materials, methods, and procedures used in effectively integrating the elements of Language Arts—speaking, reading, writing, listening, visually representing, viewing—into Social Studies. Methodology using the discovery approach, strategies for development of creative and critical thinking, incorporation of technology, and evaluation of resources are applied to the Social Studies content objectives. An emphasis of course content is placed on geography, culture, and values needed to help students become reflective decision makers and citizens. Field experience required.

EDU 401 ELEMENTARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT

Reserved for students seeking the Bachelor of Science degree or Elementary Education Licensure. (1 credit hour)

This course, conducted in a seminar format, examines elementary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the elementary grades.

EDU 402 SECONDARY EDUCATION SEMINAR: CLASSROOM ORGANIZATION AND MANAGEMENT

Reserved for students seeking the Bachelor of Science degree or Secondary Education Licensure. (1 credit hour)

This course, conducted in a seminar format, examines secondary classroom organization and management, instruction, assessment, evaluation; complementing Enhanced Student Teaching in the secondary grades.

EDU 418 READING ASSESSMENT AND REMEDIATION STRATEGIES (3 credit hours)

This course introduces the student to formal and informal research-based literacy assessments and appropriate methodologies for remediating pre-reading and reading skills in the elementary classroom setting. Working with one elementary student throughout the semester, the School of Education student will learn how to administer literacy assessments and interpret data for the sake of planning and executing remediation.

EDU 424 INSTRUCTING DIVERSE LEARNERS (3 credit hours)

Prerequisite: Junior standing or permission from the Dean of Education

This course examines pedagogical, curricular, and social considerations pertaining to teaching and learning. Areas for discussion will include, yet not be limited to, diversity of culture, ethnicity, language, and exceptional learning needs. Emphasis will be placed on how diversity is represented in each learner and how to design and implement appropriate instructional opportunities for all learners in the classroom. Field experiences required.

EDU 425 MEDIA AND TECHNOLOGY IN EDUCATION (3 credit hours)

Prerequisites: CPU 115 or computer competency

This course is designed to provide students with the knowledge and skills to integrate instructional technology into the learning environment. The course addresses the management of different learning strategies; the development of higher order thinking skills using various instructional technologies; the selection, use, and integration of appropriate technology-

based resources; and the development of instructional materials which make use of basic computer applications of word-processing, spreadsheets, databases, presentation software, and the Internet. Students are required to develop and teach a technology-integrated lesson in a learning environment. Evaluation of hardware, software, and Websites are incorporated into this course. Practicum included.

EDU 435 ENHANCED STUDENT TEACHING: ELEMENTARY LICENSURE PROGRAM (11 credit hours)

Reserved for students seeking the Bachelor of Science degree or Elementary Education Licensure.

Enhanced Student Teaching experiences are designed as the culminating course, which synthesizes the total process of educator preparedness. The experiences give the Teacher Candidate the opportunity to plan and execute instruction in an environment, which provides structure for an increasing degree of responsibility. In order to provide both depth and breadth of experience, the professional semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban), which may be in either public or non-public accredited institutions. The two experiences must be in different grade levels. The evaluation of the Teacher Candidate's performance during the professional semester is both formative and summative in nature; and is carried out by the mentor teachers in cooperation with the Aquinas College Educator Preparation Program.

EDU 436 ENHANCED STUDENT TEACHING: SECONDARY LICENSURE PROGRAM (11 credit hours)

Reserved for students seeking the Bachelor of Science degree or Secondary Education Licensure.

Enhanced Student Teaching in the secondary classroom is designed as the culminating course, which synthesizes the total process of educator preparedness. This professional experience gives the Teacher Candidate the opportunity to plan and execute instruction in an environment which provides structure for an increasing degree of responsibility. Full immersion in the school-based community is provided as well as the analysis of the depth and breadth of each experience. The semester is divided into two modules: a nine-week experience and a seven-week experience. The two experiences may be in varied school settings (urban, rural or suburban), which may be either public or non-public accredited institutions. Student Teaching experiences will be in both middle grades and high school classrooms. The evaluation of the Teacher Candidate's competence during the professional semester is both formative and summative in nature, and is carried out by the cooperating teachers(s) in cooperation with the Aquinas College Educator Preparation Program.

EDU 375/475 SPECIAL TOPICS IN EDUCATION (1-3 credit hours)

Prerequisite: Requires written approval of the Vice President for Academics.

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

EDU 475/575 SPECIAL TOPICS IN EDUCATION: FIELD EXPERIENCE SEMESTER (Undergraduate 12 credit hours)

All coursework in the program, except for the Clinical Practice Semester; (Graduate 7 credit hours)

Permission of the Dean of the School of Education

The Field Experience Semester is designed to be a support to teacher candidates prior to Clinical Practice. The experiences during this semester will include at least two different classrooms and include classroom observations, assisting with small groups and individual students, planning, teaching and assessing lessons, assisting the teacher with preparation of materials and grading, and planning, teaching and assessing units. The teacher candidate will receive support both from their cooperating teacher and college supervisor as they assume greater responsibility throughout the semester.

**EDU 501 ELEMENTARY EDUCATION SEMINAR:
CLASSROOM ORGANIZATION AND MANAGEMENT (1 credit hour)**

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

**EDU 502 SECONDARY EDUCATION SEMINAR:
CLASSROOM ORGANIZATION AND MANAGEMENT** (1 credit hour)

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

EDU 512 LITERACY THROUGH LEARNING (3 credit hours)

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

EDU 518 READING ASSESSMENT AND REMEDIATION STRATEGIES (3 credit hours)

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

EDU 524 INSTRUCTING DIVERSE LEARNERS (3 credit hours)

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

EDU 525 MEDIA AND TECHNOLOGY IN EDUCATION (3 credit hours)

Prerequisite: Computer Competency

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

EDU 535 READING STRATEGIES FOR SECONDARY EDUCATION (3 credit hours)

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

EDU 560 SUPERVISED STUDENT TEACHING*(6 credit hours)*

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

EDU 565 JOB-EMBEDDED EXPERIENCE*(3 credit hours)*

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

Prerequisite: Permission of the Dean of the School of Education.

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

EDU 575/675 SPECIAL TOPICS IN EDUCATION*(1-3 credit hours)*

Prerequisite: Permission of the Dean of the School of Education.

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

EDU 600 EDUCATION IN THE DOMINICAN TRADITION*(3 credit hours)*

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

EDU 610 HUMAN DIGNITY AND DIVERSITY IN EDUCATION*(3 credit hours)*

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

EDU 620 DATA-DRIVEN DECISIONS IN EDUCATION*(3 credit hours)*

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

EDU 630 MODES OF INSTRUCTION*(3 credit hours)*

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

EDU 632 PRACTICUM AND APPLICATION OF DATA-DRIVEN DECISIONS AND MODES OF INSTRUCTION (2 credit hours)
Must be taken concurrently with Data-Driven Decisions and Modes of Instruction
This practicum focuses on the application of various instructional and assessment strategies presented in Modes of Instruction and Data-Driven Decisions.

EDU 650 SCHOLARLY INQUIRY AND RESEARCH (3 credit hours)
This course is designed to facilitate students' understanding and application of qualitative and quantitative research methodologies, including research ethics and informed consent, and to critically analyze and debate published research methods and relevant issues. Methods of data analysis appropriate to selected research methods will be reviewed. Examination and application of research models to inform and promote best practices will be required.

EDU 660 SCHOOL LAW (3 credit hours)
This course is designed to provide an analysis of legal issues applicable to private, public, and Catholic schools. Areas that will be addressed include: Constitutional Law, Statutes and Regulations, Common Law, Contract Law, and Canon Law. In addition, the aspect of TORT Law as it pertains to schools will be explored. References to case law and current legal topics will provide a framework for practical applications in the school environment.

EDU 670 EDUCATION IN THE DIGITAL AGE (3 credit hours)
Education in the Digital Age will examine teaching and learning with technology by investigating the issues of: digital literacy and moving beyond information, organizational policy regarding use of technology, the role of standards in technology integration, and current issues regarding use of technology in education. Emphasis will also be placed on developing necessary skills for integrating technology in the education process. A culminating project will require students to develop a project demonstrating knowledge and skills that have been acquired in this course.

EDU 680 LEARNING AND COGNITION (3 credit hours)
This course is an examination of major theories of learning and cognition. Topics include, but are not limited to, information processing, critical thinking, problem solving, memory, and motivation, with implications and applications for practitioners.

EDU 690 SCHOLARLY INQUIRY IN ACTION (3 credit hours)
This capstone course must be repeated for two consecutive semesters in the program for a total of 6 credit hours.
Prerequisite: EDU 650 Scholarly Inquiry and Research
This capstone course is designed to provide a disciplined process of inquiry for educators to explore challenges found in schools. Students will utilize a seven-step process that includes: (1) selecting a focus, (2) clarifying theories, (3) identifying research questions, (4) collecting data, (5) analyzing data, (6) reporting results, and (7) taking informed action. The research will culminate with the students' presentation of a paper or a project. This project must be approved by the Graduate Education Review Board.

ENGLISH (ENG)

ENG 110 SPEECH (3 credit hours)
This course is designed to give the student an understanding of the principles of effective speech. Emphasis is placed on the preparation, content, language and delivery of speeches before an audience. Students present informative, persuasive and commemorative speeches. They learn standards to evaluate their own public speaking performances and those of others.

ENG 111 ENGLISH COMPOSITION I (3 credit hours)
Students must earn a final grade of "C" or better to pass ENG 111.
English Composition I introduces the principles of effective writing through the rhetorical and critical analysis of essays and short stories. Students will write personal, expository and critical essays while working to improve their grammar, punctuation, mechanics skills, usage and writing style. The writing process from invention to revision is emphasized.

ENG 130 RESEARCH AND RHETORIC (3 credit hours)

ENG 130 gives intensive instruction and practice in the habits, techniques, and strategies required to analyze, evaluate, and compose rhetorically effective essays and other formal writing. Students compose several original essays based on important literature from several genres, produce responsible and efficient research projects, compare and critique their writing style relative to published works, and edit their own and their peers' writing. A short research paper is required. Students must earn a final grade of 'C' or higher to pass.

ENG 213 ENGLISH LITERATURE I (3 credit hours)

This survey course includes representative selections of British literature illustrating various genres from the Anglo-Saxon period to the eighteenth century. Students should be able to analyze a literary text according to its content, structure, and purpose, as well as to understand it as part of a historical, cultural, and literary tradition. A research paper is required.

ENG 214 ENGLISH LITERATURE II (3 credit hours)

This survey course includes representative selections of British literature illustrating various genres from the Romantic period to the present. Students should be able to analyze a literary text according to its content, structure, and purpose, as well as to understand it as part of a historical, cultural, and literary tradition. A research paper is required.

ENG 215 AMERICAN LITERATURE (3 credit hours)

Offered Spring Semester

Selected major American authors from the Colonial period to the present. Authors may include Bradford, Edwards, Franklin, Paine, Irving, Emerson, Thoreau, Poe, Hawthorne, Dickinson, Twain, Frost, Hemingway and O'Neill.

ENG 245 CREATIVE WRITING (3 credit hours)

This course introduces the form, theory, and practice of writing fiction, poetry, drama, or the essay (at the instructor's discretion), leading to a workshop in which students present their own work for discussion.

ENG 311 WORLD LITERATURE: EPIC (3 credit hours)

Offered Fall Semester, even years

This course provides a close examination of epic poetry. Authors and works may include Gilgamesh, Homer's Iliad and Odyssey, Virgil's Aeneid and Milton's Paradise Lost. The persistent themes of the epic – war, homecoming, the founding of a city, the relationship between the human and the divine will be explored.

ENG 312 WORLD LITERATURE: LYRIC (3 credit hours)

Offered Spring Semester, odd years

This course is an intensive study of lyric poetry, with an emphasis upon the relationship between poetic form and poetic meaning. Students will learn the art of scansion and learn how to identify the rhetorical schemes and tropes that allow lyric poetry its unique mode of expression. Readings will cover the entire history of the lyric, and in particular, its flourishes within the Psalms, ancient Greece, medieval Europe, seventeenth-century England, and the twentieth century.

ENG 313 WORLD LITERATURE: TRAGEDY & COMEDY (3 credit hours)

Offered Fall Semester, odd years

Through the study of drama, this course explores the depths (tragedy) and heights (comedy) of the human condition. Close attention will be paid to the relationship between the classical and Christian understandings of the human condition and the expression of that understanding within drama. Possible texts include the following: *Prometheus Bound*, *The Oresteia*, *Oedipus Tyrannos*, *Oedipus at Colonus*, *Antigone*, *The Bacchae*, *Frogs*, *Clouds*, *Birds*, *The Book of Job*, *Everyman*, *The Second Shepherd's Play*, *Dr. Faustus*, *Hamlet*, *Othello*, *Macbeth*, *King Lear*, *The Tempest*, *Mourning Becomes Electra*, and *A Raisin in the Sun*.

ENG 314 WORLD LITERATURE: NOVEL (3 credit hours)

Offered Spring Semester, even years

The study of the novel is also a study in modernism. The great novelists are deeply aware of the literary tradition that spans from Homer to Shakespeare, and of how their own work interacts with and contributes to that tradition. This course

focuses upon the novel's unique ability to synthesize the genres of epic, lyric, tragedy, and comedy. Possible works to be studied: *Crime and Punishment*; *Moby Dick*; *The Ambassadors*; *Madame Bovary*; *Great Expectations*; *The Return of the Native*; *Emma*; *Portrait of the Artist as a Young Man*; *Lord Jim*; *Heart of Darkness*; *Go Down Moses*; *Song of Solomon*; *Possession*; *One Hundred Years of Solitude*; and *Midnight's Children*.

ENG 330 MODERN MULTI-CULTURAL WRITERS (3 credit hours)

This course includes representative selections of writers from different cultural backgrounds. The choice of ethnic literature is based on American ethnic groups such as African American, Jewish, Native American, Hispanic American, and Asian American. However, modern writers of any nationality may be studied. Student papers will be based on both literary analysis and cultural studies. A research paper is required.

ENG 331 MEDIEVAL ENGLISH LITERATURE (3 credit hours)

This course focuses on the range of forms and the vigorous Christian elements in medieval British literature. Works to be included are Anglo-Saxon and Chaucerian epics; saints' lives in prose, the Anglo-Saxon lyric "The Wanderer", Anglo-Saxon and High Medieval devotional lyrics; *Sir Gawain and the Green Knight* and other works of the Pearl Poet; and fifteenth-century drama from the York, Wakefield and Chester mystery cycles. A research paper is required.

ENG 332 EARLY MODERN ENGLISH LITERATURE (3 credit hours)

Intended to complement the Shakespeare course, this course focuses on Early Modern poets and playwrights whose works are not as well known, although some of Shakespeare's work is included in the course. Other authors to be considered include Thomas More, Marlowe, Jonson, Wyatt, Sydney, Spenser, Donne, Herbert, Marvell, Crashaw, Malory and Milton. A research paper is required.

ENG 340 18th CENTURY BRITISH LITERATURE (3 credit hours)

This course examines the "Long Eighteenth Century", which spans from 1660 to 1789. The French Enlightenment's impact upon religion, politics, and philosophy gave rise to the greatest English satirists. Authors may include the poetry and prose satires of Dryden, Pope, Swift, and Johnson. In addition to satire, students will study the development of the following: the rise of the novel, the periodical essay, the biography, and literary criticism. Restoration playwrights such as Gay, Behn, Wycherley, Sheridan, and Congreve will be read as time permits. A research paper is required.

ENG 341 19th CENTURY BRITISH LITERATURE: ROMANTIC AND VICTORIAN (3 credit hours)

This course examines English poetry and prose from the French Revolution to circa 1901. The use of lyric, odes and other forms by Romantic poets is noted as an aesthetic and cultural revolution following the Enlightenment. Victorian poets and novelists are studied as the aftermath of the Romantic revolution in the context of late nineteenth-century crises: industrialization, imperialism; Freudian psychology, the Woman Question, and the assault on Christian faith by utilitarianism and Darwin's theory of evolution. Authors may include Blake, Wordsworth, Coleridge, Keats, Shelley, the Bronte sisters, the Brownings, Newman, Tennyson, Hopkins, Carlyle and Mill. A research paper is required.

ENG 342 20th CENTURY LITERATURE (3 credit hours)

This course examines a selection of twentieth-century works that may variously include epics, novels, dramas, lyrics, and essays. Representative authors may include Joyce, Woolf, Pound, Eliot, Yeats, Cather, Faulkner, Steinbeck, Ransom, and Stevens, as well as authors spanning from the second half of the century to contemporary times.

ENG 344 ADVANCED COMPOSITION (3 credit hours)

Offered every Spring semester

An advanced course in expository, persuasive, and research writing in which students will refine basic writing skills learned earlier in the composition sequence. Topics will include audience and purpose, rhetorical devices, figures of speech, appeals to logic and emotion, and the roles of grammar, punctuation, and sentence structure in achieving a student's own style. Recommended for students who wish to strengthen their writing skills and learn to evaluate the writing of others.

ENG 345 ADVANCED CREATIVE WRITING (3 credit hours)

This course is an in-depth study of the creation of poetry, short fiction, and drama (at the instructor's discretion), leading to the production of a short story, a one-act play, and several poems in classic forms.

ENG 393 LINGUISTICS (3 credit hours)

Offered Spring Semester

This course will examine language as systems of sounds, syntax, and small and large units of meaning. Other areas of language study will include writing systems, children's acquisition of language, language and the brain, social and regional dialects, language change over time, and the relationships of world languages to each other.

ENG 400 CHILDREN'S LITERATURE, SPEECH AND DRAMA (3 credit hours)

This course is an overview of age-appropriate children's literature. The course develops an awareness of the value of good literature in the education and life of children. Integration of children's literature with various performance technologies, such as storytelling, puppetry, children's theatre and creative dramatics, provides students with effective techniques for the elementary classroom. Reviewed literature offers the student a cross-cultural experience. Field experience included.

ENG 401 CHAUCER (3 credit hours)

This course examines the major works of Geoffrey Chaucer, the "Father of English poetry." While the course will primarily focus on *The Canterbury Tales*, a selection of his works will be read as time permits in order to understand literary and historical contexts and allusions, especially in terms of the shaping of Christian imagination in the formation of culture. Attention is given to Chaucerian dialect and pronunciation. A research paper is required.

ENG 403 ADOLESCENT LITERATURE (3 credit hours)

This course is an overview of developmentally appropriate literature for the adolescent student. The content reflects and projects many of life's experiences and demonstrates that significant parallels exist in the literature of global cultures and interrelated genres. Field experience included.

ENG 407 ADVANCED GRAMMAR (3 credit hours)

Prerequisite: ENG 393

Offered every Fall semester

An examination of the three most influential and successful systems for analyzing English morphology and syntax: traditional grammar, structural grammar, and generative-transformational grammar. Emphasis will be placed on the structures and functions of traditional grammar both as a basis for learning the other two and for teaching grammar in elementary and high schools.

ENG 411 HISTORY OF THE ENGLISH LANGUAGE (3 credit hours)

Offered every Fall semester

Beginning with the German roots of the English language, the course will trace the internal development of English sounds, words, and syntax through the Old English, Middle English, Early Modern and Modern English periods. Attention will also be given to external influences such as the Viking and Norman invasions, Renaissance learning with its influx of classical vocabulary, the rise of standards in the eighteenth century, and the effects of exportation of English to colonies such as North America, India, Australia, New Zealand, and parts of Africa.

ENG 412 DANTE (3 credit hours)

Offered every Fall semester

This course examines the major works of Dante Alighieri, the medieval Italian poet whose works have been called "Thomism in verse." Most of the course will be spent on the *Divine Comedy* in order to understand its literary and historical contexts and allusions and its theological structure. Minor poetry and essays will also be read as time permits. A research paper is required.

ENG 413 SHAKESPEARE (3 credit hours)

This course provides a study of selected comedies, histories, and tragedies of Shakespeare, with an emphasis on his Christian typology.

ENG 275/375/475 SPECIAL TOPICS IN ENGLISH (1-3 credit hours)

Requires written approval of the Vice President for Academics

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

ENG 500 CHILDREN'S LITERATURE, SPEECH AND DRAMA (3 credit hours)

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

ENG 503 ADOLESCENT LITERATURE (3 credit hours)

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

FINE ARTS (FAR)

FAR 210 HISTORY OF MUSIC (3 credit hours)

History of Music presents a survey of Western music from ancient to modern times. All periods will be covered and exemplified with analysis of illustrative listening examples. The student will develop a basic understanding of the major periods and their foremost exponents, as well as a fundamental grasp of the evolution of musical style.

FAR 211 ART HISTORY (3 credit hours)

Offered Fall Semester

This course is a survey of Western art from prehistoric times through the medieval period, with particular emphasis on the development of art and architecture and major iconographic themes in ancient Egypt, Greece, and Rome, and in the early Christian and Byzantine periods.

FAR 212 ART APPRECIATION (3 credit hours)

Offered Spring Semester

This course is a survey of Western art from the Late Gothic through the modern period, with particular emphasis on the development of art and architecture and major iconographic themes during the renaissance in Italy and the North and the Baroque period.

FAR 215 MUSIC THEORY (3 credit hours)

This course is designed to acquaint the beginning student with the rudiments of music such as basic notation, elementary harmony, and ear training.

FAR 220 MUSIC HISTORY AND APPRECIATION (3 credit hours)

Music History and Appreciation is a survey course designed to acquaint the student with the general history of music and to foster an appreciation for various types of music. Topics include leading composers and the relationship of music to other aspects of history and cultural development. The student will become familiar with the basic elements of music, the major periods of music, and the greatest composers of these periods.

FAR 301 CHRISTIAN THEMES IN ART (3 credit hours)

Through formal and iconographic analysis, this course examines religious themes and imagery in primarily Christian traditions, both Western and Eastern. Particularly investigated are the manners in which art, architecture, and sacred sites have served religion and human spirituality throughout the history of civilization.

FAR 410 DISCERNING THE VIRTUES IN ART AND MUSIC (3 credit hours)

Prerequisite: Previous course credit in Theology or Philosophy, and either previous course credit in Fine Arts or permission of the instructor.

This course allows students an opportunity to evaluate music and the visual arts according to the theological and cardinal virtues. The course, arranged according to virtues, enables the student to analyze art and music in a spiritual sense and to discern whether a given virtue is present or absent, how it is manifested, and whether virtue is reinforced in the listener or viewer of the art. The course will consider both sacred and secular art and music from a variety of eras, cultures, and genres.

FAR 275/375/475 SPECIAL TOPICS IN FINE ARTS (1-3 credit hours)

Requires written approval of the Vice President for Academics

Special topic to be indicated. Seminars, conferences, workshops, field activities or projects focused on current issues in the areas art and/or music.

FOREIGN LANGUAGE

FRE 111, 112 ELEMENTARY FRENCH I, II (3 credit hours each)

Must be taken in sequence.

This beginning French course places emphasis on conversation, basic grammar, simple dictation, daily oral practice and a geographical and historical perspective of the French people.

FRE 213, 214 INTERMEDIATE FRENCH I, II (3 credit hours each)

Prerequisite: FRE 112 or two years of high school French. FRE 213, 214

Must be taken in sequence.

Intermediate French is a second year course with emphasis on conversation, advanced grammar, simple composition, daily oral practice and cultural readings.

GRE 111 ELEMENTARY GREEK I (3 credit hours)

This course is the first semester of elementary Classical Greek grammar, vocabulary, and syntax. It also includes an introduction to Greek history and culture and a selection of readings in translation. Graduated passages will be read and analyzed in class almost daily. At the successful completion of this course, the student should be able to correctly read, translate, and analyze grammatically, elementary Greek words, phrases, sentences, and passages and to form selected simple English phrases and words into Greek.

GRE 112 ELEMENTARY GREEK II (3 credit hours)

Prerequisite: GRE 111

This course is the second semester of elementary Classical Greek grammar, vocabulary, and syntax. It also includes continued study of introductory Greek history and culture, especially as known through selected readings in translation. The student should be able to recount and characterize the major divisions of ancient Greek history and a selection of related cultural developments. At the successful completion of this course, the student should be able to correctly read, translate, and analyze grammatically selected elementary classical Greek words, phrases, and passages as well as translate selected English words, phrases and sentences into Greek.

ITL 111 ELEMENTARY ITALIAN I (3 credit hours)

This introductory Italian class emphasizes conversation, basic grammar, simple diction, daily oral practice, and a geographical and historical perspective on Italy.

ITL 112 INTERMEDIATE ITALIAN II (3 credit hours)

Prerequisite: ITL 111

This introductory Italian class is a continuation of ITL 111. It emphasizes conversation, basic grammar, simple diction, daily oral practice, and a geographical and historical perspective on Italy.

LAT 111 ELEMENTARY LATIN I (3 credit hours)

This course is the first semester of elementary Classical Latin grammar, vocabulary, and syntax. It also includes an introduction to Roman history and culture and, time permitting, a selection of readings in translation. The successful student will acquire practical knowledge of first semester elementary Latin and, in the context of this study, come to know an introductory level of Roman history and culture. At the completion of this course, the student should be able to read, translate, and analyze grammatically basic Latin prose.

LAT 112 ELEMENTARY LATIN II (3 credit hours)

Prerequisite: LAT 111

This course is the second semester of elementary Classical Latin grammar, vocabulary, and syntax. It also includes a continuation of introductory Roman history and culture and, time permitting, selected readings in translation. The successful student will acquire practical knowledge of second semester introductory-level college Latin. At the completion of this course, the student should be able to read, translate, and analyze grammatically more complex Latin prose and poetry.

LAT 213 INTERMEDIATE LATIN I (3 credit hours)

Prerequisite: LAT 112 or two years of high school Latin

This course is the first semester study of Classical Latin on the intermediate college level with emphasis on translation of selected passages, primarily prose, from Republican and Augustan authors. Topics include continued study of grammar, especially subjunctive uses, literary analysis and terms, and the historical setting of the passages studied. Additional readings in translation to complement the passages read in Latin will also be included. The intent of this course is that the student correctly translate, grammatically analyze articulately criticize selected Latin passages. At the successful completion of this course, the student should be able to read, translate, and discuss the artistic and historical characteristics of selected Latin passages.

LAT 214 INTERMEDIATE LATIN II (3 credit hours)

Prerequisite: Successful completion of LAT 213 or the equivalent as determined by instructor.

This course is the second semester study of Classical Latin on the intermediate college level with emphasis on the reading and translation of selected passages, especially poetry, from the Republican and Augustan periods. Additional readings in translation will be included to supplement the passages read in Latin. Topics include continued study of grammar, literary analysis and terms, the use of meter, especially in the epic, and the historical setting of the passages studied. Reports on individual topics will be required. At the successful completion of this course, the student should be able to read, translate, and analyze the grammatical and artistic characteristics of selected Latin passages.

SPA 111, 112 ELEMENTARY SPANISH I, II (3 credit hours)

Must be taken in sequence.

This beginning Spanish course includes elements of grammar, composition, dictation and transcription, oral practice, simple reading and a geographical and historical perspective of the Hispanic peoples with emphasis on their cultures, traditions customs and contributions.

SPA 213, 214 INTERMEDIATE SPANISH I, II (3 credit hours)

Prerequisite: SPA 112 or two years of high school Spanish. Must be taken in sequence.

Intermediate Spanish is a second year course that includes an intensive review of Spanish grammar with an emphasis on composition and conversation, with wide reading of Spanish and Latin American authors.

FRE/GRE/LAT/LAN/SPA 175, 275, 375, 475 SPECIAL TOPICS IN FOREIGN LANGUAGE (1-3 credit hours)

Requires written approval of the Vice President for Academics

Special topics to be indicated. The course may include seminars, conferences, workshops, field activities and/or reading and research. The focus will be on current issues in French, Greek, Latin and Spanish.

HEALTH AND PHYSICAL EDUCATION (HPE)

HPE 110 PERSONAL AND COMMUNITY HEALTH (3 credit hours)

This comprehensive course considers principles of personal and community health, wellness, safety, nutrition, and physical fitness as choices that support a complete and total health profile. Students study overviews of health-related issues and current community programs that target home, work place, school and community environments.

HPE 210 FIRST AID AND SAFETY EDUCATION (3 credit hours)

This is an in-depth course in first aid and safety, including CPR. Lectures, demonstrations, and skills-training for emergency first aid procedures and life threatening situations are provided. American Red Cross first aid and CPR certifications are obtainable.

HPE 275/375/475 SPECIAL TOPICS IN HEALTH AND PHYSICAL EDUCATION (1-3 credit hours)

Requires written approval of the Vice President for Academics

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

HISTORY (HIS)

HIS 111 WESTERN CIVILIZATION I (3 credit hours)

Offered Fall Semester

Western Civilization I studies the development of Europe from prehistory to the early 18th century and includes the ancient civilizations of the Middle East, Greece, Rome, Medieval Europe, the Renaissance, the Reformation and the Age of Absolutism. Major trends, key personalities and important institutions are investigated and assessed for their historical significance.

HIS 112 WESTERN CIVILIZATION II (3 credit hours)

Offered Spring Semester

As a continuation of Western Civilization I, this course studies the history of modern Europe from the Age of Reason to the end of the 20th century. The approach is chronological, emphasizing the development of the modern state, the evolution of scientific inquiry in an industrial and technological age, and the role of ideology against a backdrop of war and revolution.

HIS 201 UNITED STATES HISTORY I (3 credit hours)

Offered Fall Semester

This course studies United States history from pre-Columbian America through the Reconstruction, emphasizing the Colonial Era, the American Revolution, the Early National Period, the Age of Jackson and the Civil War. Major trends, key personalities and important institutions are investigated and assessed for their historical significance.

HIS 202 UNITED STATES HISTORY II (3 credit hours)

Offered Spring Semester

This course, a continuation of United States History I, studies United States history from the Gilded Age to the present. Some of the topics emphasized are the growth of big business, Progressive Reforms, the Roaring Twenties, the Great Depression, the World Wars and post-World War II America.

HIS 211 HISTORY OF THE CATHOLIC CHURCH I (3 credit hours)

This course will not satisfy the General Education requirements for two sequential History courses. Same as THE 211

This course is a survey of the history of the Catholic Church from the apostolic community until the Great Western Schism in the 14th Century. Emphasis is placed on the formation of the Church, doctrinal heresies, development of Church structure, medieval Church-state relations, and the causes of the Great Schism.

HIS 212 HISTORY OF THE CATHOLIC CHURCH II (3 credit hours)

This course will not satisfy the General Education requirements for two sequential History courses. Same as THE 212

This course surveys the development of the Catholic Church from the Reformation to the present. Topics include the Reformation, the Catholic Reformation, the Council of Trent, and Vatican Councils I and II. In addition, the course will explore the Church's influence on the modern and post-modern world with emphasis on philosophical movements, nationalism, imperialism, totalitarianism, and contemporary issues.

HIS 311 TENNESSEE HISTORY (3 credit hours)

This course is a survey of the history of Tennessee from the early Indian tribes to the present. Students will examine social, cultural, economic and political aspects of the state. All students completing this course should be knowledgeable about the people who helped make Tennessee what it is today. A special research topic that relates to the state is required. This course will include field trips to local sites of historical interest.

THE 313 DOMINICAN HISTORY (3 credit hours)

Same as THE 313

This course explores the history of the Order of Preachers from its beginnings in medieval Europe to the present day. Topics include the life of St. Dominic, the charism of the Order, a selection of Dominican saints, and the major contributions of Dominicans at critical points of Church history.

HIS 332 COLONIAL AMERICA (3 credit hours)

This course begins with European exploration and the Spanish and French empires in the Western Hemisphere, as well as their impact on Native American cultures. Special focus will be given to the development of the English colonies and the evolution of the relationship between the colonies and the English state. The course will also examine the origins, development, and impact of the American Revolution. Topics include colonial institutions, the beginnings of slavery, imperial policies and religious, political, social and economic aspects of colonial America.

HIS 333 THE AGE OF JEFFERSON AND JACKSON (3 credit hours)

Prerequisite: at least three hours in a lower-level history course

This seminar-style course offers an examination of American History from the American Revolution through the 1830s by focusing on the writings, public careers, and respective presidencies of Thomas Jefferson and Andrew Jackson. Through this immersive study of two of the most towering and controversial figures from this era, students will enhance both their understanding of historiography and their skills in developing a research project.

HIS 334 CIVIL WAR AND RECONSTRUCTION (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

Beginning with the Mexican War, this course studies antebellum America, the slavery controversy, and other causes leading to Southern secession from the Union. The war is examined in detail, as are the political and social aspects of Reconstruction.

HIS 335 THE GILDED AGE AND PROGRESSIVISM (3 credit hours)

Prerequisites: at least three hours in a lower-level history course

This course is an analysis of post-Reconstruction society, politics, and culture as America emerges as a global power and enters the modern world. Immigration, urbanization, western settlement and industrialization are considered, culminating in the reforms of the Progressive Era.

HIS 336 THE UNITED STATES IN THE AGE OF WORLD WARS (3 credit hours)

Prerequisites: at least three hours in a lower-level history course

This course examines the period beginning with the Spanish-American War and concludes with World War II. Topics considered include the causes, conduct and aftermath of the two world wars; the social and cultural aspects of the 1920s; the Great Depression; and presidential politics leading up to and concluding with Franklin Roosevelt.

HIS 337 THE UNITED STATES SINCE 1945 (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

A study of post-World War II America, this course gives special attention to the Cold War, the struggle for Civil Rights, the decades of consensus (1950s) and turmoil (1960s), Watergate and the 70s, the Age of Reagan and current challenges to America in the new millennium.

HIS 351 THE ANCIENT WORLD (3 credit hours)

Prerequisites: at least three hours in a lower-level history course

This course is an examination of the Near Eastern Neolithic Revolution, Pharaonic Egypt, the Hebrew Kingdom, Mycenaean and classical Greece, the Persian and Peloponnesian wars, and the Kingdom Republic and Empire periods in Roman history. Topics include the nature of civilization, sources of political power, and the development of major religions.

HIS 352 MEDIEVAL HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

This course will examine Europe from the fourth through the fourteenth centuries. Topics will include intellectual, economic, technical, cultural and religious expansion; the Carolingian Renaissance; church/state conflicts; church reform and the papacy; limited government; universities; scholasticism; the disasters of the fourteenth century; and the roots of the Renaissance.

HIS 354 THE AGE OF REFORMATION (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

This course will examine sixteenth- and seventeenth-century Europe from the Age of Exploration to the Peace of Westphalia. Examined in detail will be the Protestant Reformation, the Catholic Reformation, Tudor and Stuart England, the Thirty Years War, religious and political fragmentation stemming from these events and the rise of science. Particular attention will be given to such historic figures as Emperor Charles V, Martin Luther, John Calvin, St. Ignatius Loyola, Queen Elizabeth I and Cardinal Richelieu.

HIS 356 THE FRENCH REVOLUTION AND NINETEENTH CENTURY EUROPE (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

Beginning in 1789 and concluding with the start of World War I, the focus of this course will be the political, social, religious, economic and cultural changes during this long century. Studied will be the origins, effects and development of the French Revolution; the rise of Napoleon; the Age of Metternich; the Industrial Revolution and its relation to imperialism; nationalism; Vatican I and the advances in science and technology in *fin de siècle* Europe.

HIS 357 EUROPE AND THE WORLD WARS (3 credit hours)

Prerequisites: at least three hours in a lower-level history course

This course is a detailed examination of the causes, events and results of World Wars I and II. Topics will include cultural and intellectual developments between the wars, the Russian Revolutions, Communist and Nazi totalitarianism, the Great Depression, the Spanish Civil War, and the Holocaust. Major figures such as Hitler, Stalin, Mussolini, Churchill and Pope Pius XII will be studied.

HIS 358 POST WORLD WAR II EUROPE (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 211 & HIS 212

This course surveys Europe from 1945 to the present. Major themes include the establishment of the Soviet block, economic theories, the Cold War, technological and cultural developments, decolonization, Vatican II, the growth and decline of the

welfare state and the challenges of post-Cold War Europe. Some topics and personalities to be considered are the European Economic Union, Charles De Gaulle, Konrad Adenauer, Berlin, NATO, Mikhail Gorbachev and the influence of Pope John Paul II on the course of events during this momentous time.

HIS 420 WESTERN CIVILIZATION AND AMERICA (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

This course provides a detailed examination of how Western Civilization, from ancient history to present, has affected the cultural and intellectual foundations of American institutions. The format is thematic, emphasizing Western influences on American practices and traditions in areas such as religion, government, politics, economics, science and technology, law and culture.

HIS 421 UNITED STATES FOREIGN POLICY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

This course is designed to provide an overview of America's relations with other nations from the early days of the Republic to the present, emphasizing such policies as neutrality, interventionism vs. isolation, and Manifest Destiny. Also examined are specific decisions that have and continue to shape American history.

HIS 425 GLOBAL HISTORY SINCE 1945 (3 credit hours)

This course will examine the major events, ideas, and people in world history since the end of the Second World War. Special attention will be paid to postwar reconstruction, the Cold War, decolonization, the expansion of communism, the growth of globalization, immigration, the Arab-Israeli conflict, and the rise and impact of Islamic radicalism.

HIS 453 THE CRUSADES (3 credit hours)

This course is a survey of the origins, events, and impact of the crusading movement. Topics that will be examined include the Islamic response to the Crusades, anti-Jewish programs, the Templars, the Crusader States, the legacy of Saladin, crusading in Europe, modern perceptions of the Crusades, and crusade preaching and spirituality.

HIS 455 STUART ENGLAND (3 credit hours)

Prerequisite: one lower-level history survey course or approval from the instructor

This course is a survey of the history of England during the era of the Stuart dynasty (1603-1714). Among the major topics examined in the course are the persecution of Catholics and religious non-conformists, the clash between absolutism and constitutionalism, the establishment and development of English colonies in North America, the English Civil War, Restoration literature and culture, and the impact of and the scholarly debate over the Glorious Revolution of 1688.

HIS 456 RUSSIAN HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112

Among the major topics covered are pre-Kievan origins; the Kievan state; the Mongol invasion; Muscovite Russia; the establishment of the Romanov dynasty; Imperial Russia; the Rise of the Bolsheviks; the formations of the USSR; World War II; the Cold War and contemporary post-Communist Russia. Emphasis will be given to the origins and development of Russian political and cultural institutions.

HIS 459 REVOLUTION IN WORLD HISTORY (3 credit hours)

Prerequisites: at least three hours in a lower-level history course

This course examines the history and evolution of revolutionary thought and practice from the Glorious Revolution to the present. Revolutions from across the globe will be considered including the American Revolution, the French Revolution, the Bolshevik Revolution, the Mexican Revolution, and the Islamic Revolution.

HIS 460 STUDIES IN AFRICAN HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

This course will present an intensive study of Africa. Beginning with man's earliest development, this course chronologically covers such topics as early African states, the slave trade, European impact and the African response leading to independence. Major figures who contributed to this continent's greatness will be considered.

HIS 464 STUDIES IN EAST ASIAN HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

Japan, China, Korea and Vietnam are studied from their prehistoric development to the end of the twentieth century, with emphasis placed on their interconnectedness. Political, philosophical, religious, economic and social traits and systems will be addressed.

HIS 472 STUDIES IN LATIN AMERICAN HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

This course focuses on the Americas before European contact, from pre-Columbian times to the present, highlighting significant cultural achievements of the Mayas, Aztecs, and Incas, the Columbian exchange, Spanish power in the New World and political, social and economic development in post-independence Latin America.

HIS 476 STUDIES IN MIDDLE EASTERN HISTORY (3 credit hours)

Prerequisites: HIS 111 & HIS 112 or HIS 201 & HIS 202

This course surveys Middle Eastern History beginning with the rise of Islam and its effects, Ottoman Empire, European influences, the Arab states, Palestine, the creation of Israel and its role in the modern world. Major trends, key personalities and important institutions will be investigated and assessed for their historical significance.

HIS 490 SEMINAR IN HISTORICAL STUDIES (3 credit hours)

Prerequisite: History major students of senior standing or permission of instructor

This course is an introduction to the practice of historical research and writing. Students will examine the development of the discipline, with emphasis on the analysis of primary sources and methodology, considering classic works and the reasons for studying history. A research paper on a particular historiographic topic will be required.

HIS 275/375/475 SPECIAL TOPICS IN HISTORY (3 credit hours)

Prerequisite: Requires the written approval of the Vice President for Academics

Special topics to be indicated. The course may include seminars; conferences, workshops, field activities and/or readings focused on current issues in history.

INTERDISCIPLINARY STUDIES (IDS)

IDS 106 COLLEGE LEARNING IN THE DOMINICAN TRADITION (1 credit hour)

This course provides an introduction to the nature of higher education and serves as an orientation to the function, mission, identity and resources of Aquinas College with particular focus on the Dominican tradition, the importance of a liberal education and identifying and realizing a vocation. It is designed to strengthen higher level thinking skills needed for academic achievement, including effective written and oral expression, the ability to work with others, the productive use of library resources, and basic information technology skills.

IDS 211 SOCIAL NATURE OF THE HUMAN PERSON (3 credit hours)

This interdisciplinary course explores social issues as they relate to the human person and human nature as understood in the tradition of Christian anthropology, particularly as articulated by the thought of Saint Thomas Aquinas and developed in Catholic social doctrine. The course begins with a review of the philosophy of the human person with exploration of the notion of human nature, articulating these concepts as presented by Aristotle, sacred scripture, Aquinas, and further developed in the 20th century especially in the writings of John Paul II. Identifying the human person as essentially social in nature, the course develops with a discussion of human dignity, freedom, rights, and the fundamental principles of society. Topics explored include gender, race, marriage, family, work, business, economy, the political community, civil society, religious freedom, the environment, and international relations. Matters related to social conflict will include racism, gender and marriage issues, slavery and human trafficking, labor disputes, poverty, and conscience violations, among others.

IDS 275/375/475 SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES (1-9 credit hours)

Requires written approval of the Vice President for Academics. Some preparatory work may be required if the course is designated at the upper level.

Special topics to be indicated. The course may include readings, seminars, conferences, workshops, and field activities focused on religious life and/or studies of the Dominican tradition. *May be repeated.*

IDS 410 TOPICS IN LITERACY (3 credit hours)

This 400-level course combines elements of basic English grammar with the History of the English Language from Anglo-Saxon to modern periods. The course will reintroduce students to the basic levels of correct spelling, parts of speech, word analysis (including inflectional endings), and sentence structure through diagramming. An examination of the modern lexicon of Anglo-Saxon words and of Latin- and Greek-based word formation strengthens the students teaching background knowledge for the classroom. The students learn the correspondence between modern spelling and pronunciation and to the formation and classification of new and existing words. The focus is for students to apply the course to English instruction in the classroom through reading, writing, speaking, and grammar. An Action Research paper on a classroom issue in literacy is required and developed in this course.

IDS 640 MORAL COMMUNITIES (1 credit hour)

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

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

MATHEMATICS (MAT)

MAT 085 PRE-ALGEBRA (3 credit hours)

Offered Fall Semester

This is a developmental course and college level credit is not awarded for this course. This course contains a study of real numbers, integer, algebraic expressions, equations, fractions and decimals, ratios, portions, percent, polynomials, measures and graphing. A passing grade ("P") is achieved with an average score of 80%. MAT 085 is required of students who do not present at least a score of 21 on the mathematics portion of the ACT or who do not score 80% on the Math Assessment. If required, this course must be taken within the first semester of attendance.

MAT 121 COLLEGE ALGEBRA (3 credit hours)

Prerequisites: Minimum MATH ACT of 21, pass the qualifying test for MAT 085, or successfully complete MAT 085.

This course covers the study of basic concepts of algebra including real numbers, polynomials, rational expressions, complex numbers, equations and inequalities, relations, functions and coordinate geometry and systems of equations. Students enrolled in programs requiring College Algebra will be exempt from College Algebra if they present a score of 27 or above on the mathematics portion of the ACT.

MAT 130 CONCEPTS OF GEOMETRY (3 credit hours)

Prerequisite: MAT 121

Basic concepts of geometry are studied including linear and angle measurement, construction, triangles and other polygons, circles, perimeter, area and volume measures; deductive reasoning and proofs; similarity of polygons and elementary trigonometry.

MAT 210 STATISTICS I (3 credit hours)

Prerequisite: MAT 121 if required by the student's program

This course introduces techniques of data analysis used in descriptive statistics, inferential statistics, and selected non-parametric statistical tests. Emphasis is placed on methods for collecting data, processing data, and interpreting the results. Computer assignments using statistical software are required.

MAT 211 STATISTICS II (3 credit hours)

Prerequisite: MAT 210

This course covers variance and analysis of variance; correlation, linear and multiple regression analysis; statistical process control; and forecasting models. Students apply these techniques to selected real-world situations.

MAT 240 THE NATURE OF MATHEMATICS (3 credit hours)

Prerequisite: MAT 121

This course is intended to be a content-based study of mathematical ideas suited for sophomore level students in a liberal arts curriculum. Topics will include problem solving, set theory (including Cartesian products and work with infinite sets), symbolic logic, number theory, topics in algebra and variation, solutions to problems emphasizing the use of graphic calculators, triangular geometry, and trigonometry, and fundamental concepts in probability and statistics.

MAT 275/375/475 SPECIAL TOPICS IN MATHEMATICS (1-3 credit hours)

Requires the written approval of the Vice President for Academics

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

MAT 291 CALCULUS AND ANALYTICAL GEOMETRY I (4 credit hours)

Prerequisite: MAT 121

This is an introductory course in calculus and analytical geometry covering limits and their properties, differentiation, applications of derivatives, and integration.

MAT 292 CALCULUS AND ANALYTICAL GEOMETRY II (4 credit hours)

Prerequisite: MAT 121

This is the second course in a calculus series and covers applications of the integral, differentiation and integration of transcendental functions and applications, methods of integration, coordinate geometry, differentiation and integration of hyperbolic functions, polar coordinates, infinite series, indeterminate forms and power series.

PHILOSOPHY (PHI)

PHI 105 LOGIC (3 credit hours)

Offered every Fall semester

Exploring valid and invalid patterns of deductive inference, with secondary consideration of inductive reasoning, this course examines the principles of Aristotelian material and formal logic, including signs and signification, abstraction and universals, predication and judgments, and syllogistic reasoning. Informal fallacies are covered as well. The applicability of basic logical principles to both dialectical and rhetorical argumentation is treated in the latter half of the course.

PHI 211 INTRODUCTION TO PHILOSOPHY (3 credit hours)

This course introduces the student to philosophy by addressing basic concepts of the philosophy of nature: substance, matter/form, change, causes, chance, space/time, and the problem of the Unmoved Mover. On these topics, we note the views of various philosophers over the course of time, but with special emphasis on the views of Aristotle and St. Thomas Aquinas. The second half of the course addresses the properties of man from the Thomistic philosophical perspective: his vegetative, animative, and cognitive operations; the nature of the human soul; the unity of soul and body; the nature, act, and objects of the human intellect; the necessity and freedom of the human will; and the interaction of the intellect and will in the free human act.

PHI 215 ETHICS (3 credit hours)

This course introduces the student to ethics as a practical science based on reasoning derived from experience. St. Thomas Aquinas is used as a guide to investigate the purpose of human life, the nature of human actions, the use of right reason to distinguish good from bad action, the role of moral law and conscience, patterns of moral reasoning and the perfecting

of character by acquisition of moral virtues. From this study, the student should come to understand the rational basis of moral doctrine, to appreciate its profound significance for the human person, and to develop a personal commitment to act always so as to promote his true good.

PHI 225 PHILOSOPHY OF THE HUMAN PERSON (3 credit hours)

This course is a speculative study of the nature and faculties of the human person and closely related anthropological questions. Topics covered include the body/soul distinction and substantial unity of the body/soul composite, sensation, affectivity, types of knowing and willing, freedom vs. determinism, subjectivity and personhood, human origins and destiny, and the question of immortality.

PHI 301 HISTORY OF PHILOSOPHY I: ANCIENT (3 credit hours)

This course covers the development of philosophy in the ancient world, from the pre-Socratic period to the end of the late Hellenic and Roman period. It includes philosophers and topics such as Plato, Aristotle, Stoicism, Neo-Platonism, and Augustine.

PHI 302 HISTORY OF PHILOSOPHY II: MEDIEVAL (3 credit hours)

This course covers the development of philosophy in the medieval world, from the end of the late Hellenic and Roman Period to the Renaissance. It includes philosophers and topics such as the ancient sources of medieval philosophy, the rise of early scholasticism in the Cathedral schools and monasteries, Bonaventure, Albert Magnus, Scotus, and Ockham.

PHI 303 HISTORY OF PHILOSOPHY III: MODERN (3 credit hours)

This course covers the development of philosophy in the modern world, from the Renaissance to the end of the 19th century. It focuses on philosophers and topics such as the emergence of the scientific revolution, Descartes, Locke, Hume, and Kant.

PHI 315 MEDICAL ETHICS (3 credit hours)

Prerequisites: PHI 215, THE 210 *Same as THE 315*

This course investigates the bioethical issues from both the philosophical perspective of natural law and the theological perspective of faith and revelation. Topics such as abortion, euthanasia, reproductive technologies, contraception, organ transplantation, and genetic engineering are among the issues studied.

PHI 330 PHILOSOPHY OF EDUCATION (3 credit hours)

This course investigates the philosophical basis of educational thought from classical to contemporary times. After first establishing the nature of philosophy, the course examines the major philosophical systems and ideologies that have shaped educational theory. The course affords students the opportunity to critique educational philosophies and to begin to develop their own. Field experience included.

PHI 355 BUSINESS ETHICS AND SOCIAL RESPONSIBILITY (3 credit hours)

Prerequisites: PHI 215

While this course will include a consideration of various ethical theories that dominate current discussion in the business disciplines, it will focus primarily on classical moral philosophy. Using this theory, with its integration of natural law and virtue, students will be capable of providing a richer explanation of ethical decision making in business, both on the descriptive (why we do what we do) and on the normative (what we should do) levels. They will thus be equipped with the necessary tools for analyzing and evaluating particular problematic cases in the various realms of business. Drawing from the Catholic Social Tradition, students will come to understand business as a vital and positive element of human social life.

PHI 365 PHILOSOPHY OF RELIGION (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

In this course students will engage in a critical study of philosophical topics concerning religious thought within the context of the Western tradition. Topics examined include the following: the relation between reason and faith; the character of religious discourse; the possibility of disproving or demonstrating the reality of a supernatural divine being;

the divine nature and attributes; creaturely freedom in relation to divine foreknowledge and universal providence; the problem of evil; miracles in nature; the connection between morality and religion; and death and immortality.

PHI 370 PHILOSOPHY OF KNOWLEDGE (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

This course studies human knowledge and the related issues of truth, falsity, and opinion. Beginning with an examination of epistemological questions as developed initially by the Presocratics, the course centers on the classical view of knowledge as developed in the Platonic-Aristotelian tradition inherited and advanced by St. Thomas Aquinas. The philosophical movements of empiricism, idealism, and phenomenology are investigated; skepticism, both ancient and modern, is both explained and critiqued.

PHI 415 CONTEMPORARY MORAL ISSUES (3 credit hours)

Prerequisite: PHI 215

Contemporary Moral Issues is a sequel to the Ethics course. It applies the foundational principles studied in ethics to modern day problems such as questions of sexual morality, artificial human reproduction and genetic manipulation, abortion, euthanasia, capital punishment, poverty and other social-justice issues, war, and man's relation to the environment. The content of the course will vary from semester to semester, according to the issues chosen by the professor.

PHI 445 MODERN PROBLEMS IN PHILOSOPHY (3 credit hours)

This course introduces the student to Modern Philosophy and the effect it is having on society today. The study traces the development of philosophical thought as great philosophers have laid it out from the 13th Century to the present day. It examines Modern philosophy in light of Thomistic philosophical principles and highlights the relevance of sound philosophical reasoning to the Christian faith. From this study, the student should be able to analyze the truth of various philosophical views and to realize the impact these views have had on modern man.

PHI 450 POLITICAL PHILOSOPHY (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

In this course, students will be introduced to the philosophical study of political action and community. Topics covered in this class include the causes of political community, the principles of political philosophy the common good, the relation of politics to morality, and the limits of political action. Political philosophers examined in this class include Aristotle, Thomas Aquinas, John Locke, Thomas Hobbes, and others.

PHI 451 PHILOSOPHY OF SCIENCE (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

In this course students will be introduced to competing theories of science, and will engage in a philosophical exploration of the foundations, nature, methods, and aims of modern experimental science, as distinguished from Aristotelian natural philosophy. The topics examined will include nature and physical law, scientific hypotheses and theory construction, the connection between theory and observation, empirical confirmation and falsification, the question of scientific induction, prediction and types of explanation, causal determinism vs. indeterminism, contingency and necessity, realism vs. antirealism, and questions concerning scientific progress and truth.

PHI 452 PHILOSOPHY OF LAW (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

This course investigates the sources, nature, types, purposes, and authority of law. Special emphasis will be given to legal positivism and natural law theory. Other topics may include, but are not limited to, theories of justice, legal obligations and rights, civil disobedience and the force of law, church-state issues, and freedom of conscience in relation to law.

PHI 460 METAPHYSICS (3 credit hours)

Prerequisites: one previous course in Philosophy at Aquinas College

This course examines the fundamental question of the meaning of Being and the attendant issues of causality, transcendentals, and the problem of evil. Examined first are the foundations of metaphysics as initially developed by

ancient Greek philosophers (principally Parmenides, Plato, and Aristotle). Thereafter, the concept of Being as transformed in Christian thought is illuminated through an analysis of the writings of St. Thomas Aquinas (particularly *De Ente et Essentia*). Modern critiques of the traditional metaphysical project are discussed in an analytical exposition of empiricism, idealism, and existentialism.

PHI 465 PHILOSOPHY OF GOD (3 credit hours)

Prerequisite: PHI 460

This course is devoted to the study of the existence, nature, and attributes of God. The theoretical contributions of Thomas Aquinas (the Common Doctor) will be emphasized, although not to the exclusion of other significant authors (e.g., Aristotle, Augustine, Anselm of Canterbury). The relation between God and created being, the delicate balance between divine transcendence and immanence, theodicy and the classical problem of evil, and the apparent tension between human freedom and divine foreknowledge and providence are among the issues to be examined

PHI 490 SENIOR SEMINAR AND THESIS (3 credit hours)

Requires senior standing in Philosophy and permission of the Instructor

This is the final course in the philosophy sequence. A seminar in format, it will include formal presentations, discussions, and reviews as determined by the seminar director. Required of all philosophy majors, it is open only to those seniors who have satisfied the major core courses as prerequisites. The topics for the seminar are determined by the seminar director and typically involve topics in metaphysics, philosophy of knowledge, or the thought of a particular philosopher or philosophical tradition. The director elicits the active participation of the students in analyzing the texts read and relating the underlying philosophical issues to material studied in the regular philosophy curriculum. In addition, students will write and publicly defend their senior philosophy thesis, which is to be a major paper not only of in-depth research but also, and even primarily, of philosophical analysis and reflection.

PHI 275/375/475 SPECIAL TOPICS IN PHILOSOPHY (1-3 credit hours)

Requires written approval of the Vice President for Academics.

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

PSYCHOLOGY (PSY)

PSY 115 GENERAL PSYCHOLOGY (3 credit hours)

This course offers the student an introductory survey on the biological, psychological and social aspects of human behavior as viewed from the scientific perspective. Major topics include the physiological basis of behavior, personality development, fundamental concepts in learning and memory, research methods, consciousness, motivation, emotions, human relationships and social influences. The student can expect to become an educated consumer of research findings, and to develop an appreciation for the complexity of human behavior as well as the dignity of being human.

PSY 300 HISTORY OF PSYCHOLOGY (3 credit hours)

Prerequisites: at least three hours in a lower-level (100- or 200-level) Psychology class

This course provides a comprehensive overview of the history of psychology. The course traces the discipline from its origins and first philosophers to the diverse nature of today's approaches to psychology. The course provides a deeper understanding for further study in contemporary psychology.

PSY 315 EDUCATIONAL PSYCHOLOGY (3 credit hours)

This course analyzes and applies psychological principles of learning to the elementary school-age child. Various learning theories are discussed and researched. Application of theory is viewed through a variety of educational situations and settings. Field experience included.

PSY 320 HUMAN GROWTH AND DEVELOPMENT (3 credit hours)

This course is a detailed study of the physical, intellectual, moral, social, and emotional growth and development of the human person, covering the entire life-span. The course will explore developmental and educational issues as they relate to the human person as understood in the tradition of Christian anthropology, particularly as articulated by the teachings of Saint Thomas Aquinas. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each teacher candidate will engage in a focused study of one phase of development. Field experiences required.

PSY 400 TESTS AND MEASUREMENTS (3 credit hours)

Prerequisites: MAT 240

This course is an overview of assessment as it relates to student learning and achievement. Teacher candidates will be introduced to formal and informal methods of collecting meaningful data: analysis of data, evaluation, interpreting results, communicating results to students, parents, and other professionals, and using findings to make instructional decisions. Instruction will include the essentials of standardized achievement testing and the relevance in supporting student learning needs. Field experience included.

PSY 410 BEHAVIOR INTERVENTIONS (3 credit hours)

This course builds on the tenets of applied behavior analysis. Topics to be studied include the applied behavior approach, functional analysis, behavioral objectives, behavior assessment techniques, self-management, and structuring the environment. Specific attention will focus on intentional strategies that involve instruction or change in the environment designed to help a behavioral adaptation and development. These techniques are applicable to various settings. Field experience included.

PSY 423 EXCEPTIONAL CHILD (3 credit hours)

Acknowledging that each child is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. This course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology, particularly as articulated by Saint Thomas Aquinas. The main emphasis is on empowering the teacher candidate to enable each child to strive for and reach full personal potential. Field experience included.

PSY 275/375/475 SPECIAL TOPICS IN PSYCHOLOGY (1-3 credit hours)

Requires written approval of the Vice President for Academics

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

PSY 520 HUMAN GROWTH AND DEVELOPMENT (3 credit hours)

This course is a detailed study of the physical, intellectual, moral, social, and emotional growth and development of the human person, covering the entire life-span. The course will explore developmental and educational issues as they relate to the human person as understood in the tradition of Christian anthropology, particularly as articulated by the teachings of Saint Thomas Aquinas. All stages of human life from conception to the aged are considered. Particular emphasis will be placed on how individuals learn in the context of their environment. In addition to studying the entire life-span, each teacher candidate will engage in a focused study of one phase of development. Field experiences required.

PSY 523 EXCEPTIONAL CHILD (3 credit hours)

Acknowledging that each child is unique, and in this sense, exceptional, this course focuses on the needs of a variety of children, including those with learning disabilities, physically and/or mentally limiting conditions, intellectual gifts and emotional or behavioral difficulties. This course will explore the social and emotional development of children with the view of the human person as understood in the tradition of Christian anthropology, particularly as articulated by Saint Thomas Aquinas. The main emphasis is on empowering the teacher candidate to enable each child to strive for and reach full personal potential. Field experience included.

SOCIOLOGY (SOC)

SOC 210 INTRODUCTION TO SOCIOLOGY

(3 credit hours)

This course is a study of the nature, origin, basic principles, methods and conclusions of modern scientific sociology. Particular emphasis will be given to sociology's contribution to the understanding of human society. All students completing this course should be able to understand how social institutions, such as family, education, religion, and government affect their lives. A term paper within a selected area of interest is required.

SOC 220 MARRIAGE AND THE FAMILY

(3 credit hours)

Same as THE 220

This introductory course focuses on marriage and the family as a vocation written in the very nature of man and woman by their Creator. The prime importance of the family as the central unit of the Church and of society is highlighted from both the theological and sociological points of view. Special attention is given to Pope John Paul II's "theology of the body" and its marital implications, as well as to those sexual issues which relate to marriage and the family. From this course, students should come to appreciate the Christian family as the sign and image of the loving communion of the Blessed Trinity.

SOC 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH

(3 credit hours)

Prerequisites: successful completion of six (6) credit hours of Theology

Same as THE 445

The course examines the fundamental principles of Catholic Social Thought, particularly the derivation of these principles from the foundational principle concerning the dignity of the human person. Thus the course includes a study of the growth and breadth of social teachings in the past century, with a concentration on the social encyclicals and an examination of the social teachings of the Church as applied, respectively, to the cultural and scientific sphere, the political sphere, and the economic sphere of the modern world. Students completing this course should be able to articulate the guiding principles of Catholic Social thought as well as to identify their presence or absence in the various aspects of daily social living.

SOC 275/375/475 SPECIAL TOPICS IN THE SOCIAL SCIENCES

(3 credit hours)

Prerequisite: Requires written approval of the Vice President for Academics

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

THEOLOGY (THE)

THE 110 FUNDAMENTAL THEOLOGY

(3 credit hours)

This course provides an introduction to the foundational dogmatic content of Christianity as a response to humanity's drive to make sense of the world and the enigma of our own existence. While the starting point of our inquiry is the philosophical quest for truth and meaning in the face of the most troubling mysteries of our world, the answer given is properly theological, as, "reason is summoned to make its own a logic which brings down the walls within which it risks being confined" (John Paul II, *Fides et Ratio* §80). Themes include, the God of Faith, the idea of "creation," the Incarnation, the covenantal life of the Church, and the "eschaton" or "culmination-point of reality."

THE 121 INTRODUCTION TO THE SACRED SCRIPTURE

(3 credit hours)

This basic course introduces the students to Catholic exegesis of the Old and New Testaments. Students use tools such as the historical-critical method and literary criticism to interpret Scripture according to the living Tradition of the Church. Selections from the Old and New Testaments are explicated to show the continuity of Salvation History. The content and structure of both the Hebrew Scriptures and the New Testament are explored, and the history of the formation of both canons is studied.

THE 210 MORAL THEOLOGY (3 credit hours)

The theological and philosophical basis of Christian morality as a “call to perfection” (Matt. 5:48) is the subject of this course. In addition to the general principles of moral theology, the special fields of sexual morality and medical ethics will be investigated. Previous study of Ethics is helpful, but not necessary.

THE 211 HISTORY OF THE CATHOLIC CHURCH I (3 credit hours)

This course will not satisfy the General Education requirements for two sequential History courses. Same as HIS 211

This course is a survey of the history of the Catholic Church from the apostolic community until the Great Western Schism in the 14th Century. Emphasis is placed on the formation of the Church, doctrinal heresies, development of Church structure, medieval Church-state relations, and the causes of the Great Schism.

THE 212 HISTORY OF THE CATHOLIC CHURCH II (3 credit hours)

This course will not satisfy the General Education requirements for two sequential History courses. Same as HIS 212

This course surveys the development of the Catholic Church from the Reformation to the present. Topics include the Reformation, the Catholic Reformation, the Council of Trent, and Vatican Councils I and II. In addition, the course will explore the Church’s influence on the modern and post-modern world with emphasis on philosophical movements, nationalism, imperialism, totalitarianism, and contemporary issues.

THE 216 THE EUCHARIST (3 credit hours)

This introductory course explores the nature of the Sacred Liturgy, its place in the life of the Church and the principles governing its celebration. At the heart of the liturgy is the Mass, which is studied both in its history and in contemporary Church practice. The course concludes with a brief overview of the Liturgy of the Hours and Eucharistic worship outside of Mass. Students should come to appreciate the importance of the Liturgy as an act of worship of the entire Body of Christ to our Heavenly Father.

THE 220 MARRIAGE AND THE FAMILY (3 credit hours)

Same as SOC 220

This introductory course focuses on marriage and the family as a vocation written in the very nature of man and woman by their Creator. The prime importance of the family as the central unit of the Church and of society is highlighted from both the theological and sociological points of view. Special attention is given to Pope John Paul II’s “theology of the body” and its marital implications, as well as to those sexual issues which relate to marriage and the family. From this course, students should come to appreciate the Christian family as the sign and image of the loving communion of the Blessed Trinity.

THE 230 SPIRITUAL THEOLOGY (3 credit hours)

This introductory course surveys the doctrinal foundations for the ascetical and mystical stages of the spiritual life experienced by the human person in achieving an ever-deepening relationship with God the Father through Jesus Christ under the action of the Holy Spirit. Topics include the roles and characteristics of virtue, prayer and vocation in the purgative, illuminative and unitive ways. In this course, the student is offered formative texts for a greater knowledge of the spiritual life that fosters deeper thirst for union with God.

THE 231 APPLIED SPIRITUAL THEOLOGY (3 credit hours)

Prerequisite: THE 230

Offered Spring Semester

Building on the doctrinal foundations for the spiritual life presented in THE 230, this course explores various means for growth in holiness, including conversion from sin, progressive purgation, sacraments, theological virtues, moral virtues, and gifts from the Holy Spirit. The emphasis will be on practical application of spiritual principles to one’s spiritual life and life of prayer. Various methods of prayer, as taught by saints and mystics of the Church, will be discussed.

THE 305 PRAYER (3 credit hours)

Prerequisite: THE 110

This course examines the topic of prayer. It looks to both the teachings of the Catholic Church and to the writings of the Saints, especially to St. Teresa of Avila and St. John of the Cross, in order to gain a comprehensive view of the topic.

Students taking this course should gain not only an in-depth knowledge of the nature and kinds of prayer, but they should also develop a desire to communicate more intimately with their God.

THE 313 DOMINICAN HISTORY

(3 credit hours)

Same as HIS 313

This course explores the history of the Order of Preachers from its beginnings in medieval Europe to the present day. Topics include the life of St. Dominic, the charism of the Order, a selection of Dominican saints, and the major contributions of Dominicans at critical points of Church history.

THE 315 MEDICAL ETHICS

(3 credit hours)

Prerequisites: PHI 215, THE 210

Same as PHI 315

This course offers students the opportunity to analyze and discuss the ethical issues related to medicine and biotechnology. Using the moral teaching of the Catholic Church as a foundation, students will investigate the bio-ethical issues from both the philosophical perspective of natural law and the theological perspective of faith and revelation. Topics such as abortion, euthanasia, reproductive technologies, contraception, organ transplantation, and genetic engineering are among the issues studied.

THE 316 THE SACRAMENTS

(3 credit hours)

Prerequisite: THE 110

This course uses Questions 60-90 of St. Thomas' *Summa Theologiae* III in studying the theological and philosophical bases of the seven sacraments of the Catholic Church.

THE 318 OLD TESTAMENT PROPHETS

(3 credit hours)

Prerequisite: THE 121

This course investigates the role, which the prophets, as a group and as individuals, played in the life of ancient Israel. Both the major and minor prophets are studied in detail, with special emphasis given to the messianic prophecies fulfilled in Christ and in the New Covenant. From this study, students should come to an increased awareness of the meaning of the Old Testament in general and see in it the hand of God preparing His people for the coming of His Son, Jesus Christ. A research paper is required.

THE 328 WISDOM LITERATURE AND THE PSALMS

(3 credit hours)

Prerequisite: THE 121

This course explores Old Testament books from the Wisdom tradition, with emphasis on themes such as the good and evil man, the reconciliation of suffering with divine justice and mercy, and wisdom itself. Possible texts include Job, the Proverbs, Ecclesiastes, the Song of Songs, Sirach, and Wisdom. The Psalms will be examined for their structure, their poetry, and their liturgical uses from ancient Israel to the present.

THE 330 THE CHURCH

(3 credit hours)

Prerequisite: THE 110

Guided by the Second Vatican Council's doctrine, this course takes an in-depth look at the nature and purpose of Christ's Church from biblical, historical, and theological perspectives.

THE 338 PENTATEUCH

(3 credit hours)

Prerequisite: THE 121

This course examines the Torah, the first five books of the Hebrew Scriptures. Students will consider both the historical facts and the theological dimensions of God's self-revelation from the beginnings of human history to the entrance into the Promised Land. The guidance of sound cultural and linguistic principles will be used to examine the origin and transmission of the texts themselves. Attention will be given to the "mystery of our salvation...present in a hidden way" (*Dei verbum* 15) in the Old Testament. A research paper is required.

THE 345 THE SYNOPTIC GOSPELS (3 credit hours)

Prerequisite: *THE 121*

The Gospel of Jesus Christ, as told by Matthew, Mark and Luke, is the subject of this course. In addition to viewing the Gospels in their historical and theological settings, the student studies each gospel in light of its own unique contribution to the Christian faith. The student taking this course should come to a greater knowledge of the message of Jesus Christ and a deeper love for His Person.

THE 376 PATRISTICS (3 credit hours)

Prerequisites: *THE 110, THE 121*

This course examines the context, culture, theology, and spirituality of the Patristic Age. Representative texts from authors of each epoch of the early Church will be used.

THE 410 THE WRITINGS OF JOHN (3 credit hours)

Prerequisites: *THE 110, THE 121*

The course treats the Gospel of John and the other Johannine Writings (the First, Second and Third Epistles of John and the Book of Revelation). Most of the semester will be devoted to the theology of the Fourth Gospel and the literary structure, which embodies it. In addition, the three Epistles and the Book of Revelation will be examined.

THE 420 CATECHETICS (3 credit hours)

Prerequisite: *THE 110*

This course combines a historical perspective of the role of catechists in the life of the Church with pedagogical applications and implications. Particular attention is given to the relationship of theology and catechetics; to theories of faith development and their impact on religious education; to the sacraments, including catechesis related to sacramental preparation; and to contemporary issues which influence the teaching of religion. Coursework is applicable to Diocesan Catechetical Certification.

THE 421 VIRTUES AND VICES I: THE THEOLOGICAL VIRTUES (3 credit hours)

Prerequisite: *lower-level coursework in Theology*

Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 1-46 as a guide, this course focuses on the Theological Virtues of Faith, Hope, and Charity, their related virtues and their opposing vices. Reference to virtue theory and the fall from the state of Original Justice will be included.

THE 422 VIRTUES AND VICES II: THE MORAL VIRTUES (3 credit hours)

Prerequisite: *lower-level coursework in Theology*

Using St. Thomas Aquinas' *Summa Theologiae* II-II, Q. 47-170 as a guide, this course focuses on the Moral, or Cardinal, Virtues of Prudence, Justice, Fortitude, and Temperance, some of their related virtues, and opposing vices. Reference will be made to the nature, kinds, and causes of virtue (virtue theory) especially with regard to the moral life and the effects of the fall from the state of Original Justice.

THE 425 ST. THOMAS AQUINAS (3 credit hours)

Prerequisites: *THE 110, THE 121, THE 210*

This course introduces the student to the person and work of the Dominican theologian and philosopher Thomas Aquinas. Asserting a philosophy rooted in reality, Aquinas proposed the marriage of faith and reason in a synthesis that expresses the essence of Roman Catholic intellectual and spiritual life. Tapping into this wealth that Aquinas has to offer as Saint and scholar, the study will seek not only to learn lessons about him as a historical personage but also to gain wisdom from him as the "universal teacher" of the Church for modern times.

THE 426 AQUINAS ON FAITH, REVELATION AND GRACE (3 credit hours)

Prerequisites: *THE 110, THE 121, THE 210*

This course is a study of law, grace, and Christian faith, drawing on St. Thomas' *Summa Theologiae* I-II, Qq.90-114 and II-II, Qq.1-16. Topics include human, natural and eternal law; the Old and the New Law; the relative roles of law and grace;

actual and sanctifying grace; justification by both faith and grace; the definition of faith; its object and acts; and the relationship between faith and reason.

THE 427 MORALITY AND THE HUMAN ACT (3 credit hours)

Prerequisites: THE 110, THE 210

Using St. Thomas' *Summa Theologiae* I-II, Qq.1-48, the course investigates the powers of the human soul; conscience, law, and the passions; the nature of the voluntary act; criteria for the morality of an act; and man's ultimate end.

THE 431 CHRISTOLOGY (3 credit hours)

Prerequisites: THE 110, THE 121

Biblical, historical, and systematic studies of the Person of Jesus Christ and of Christological errors, which have arisen throughout history, are undertaken using Questions 1-59 of St. Thomas' *Summa Theologiae* III and the Christological Councils of the early Church.

THE 435 MARIOLOGY (3 credit hours)

Prerequisite: THE 110

In this course, we will consider the place and role of Mary in the order of Salvation and the life of the Church. Themes will include: biblical theology of Mary, the four Marian dogmas and their histories, Marian devotion, and Mary's intercession in the lives of the faithful.

THE 441 THEOLOGY OF THE TRINITY (3 credit hours)

Prerequisite: THE 110

This course uses Sacred Scripture, the Ecumenical Councils of the Church, and Questions 1-43 of St. Thomas' *Summa Theologiae* I to study both the truth and the historical errors concerning the Persons and Nature of the Triune God.

THE 445 SOCIAL TEACHINGS OF THE CATHOLIC CHURCH (3 credit hours)

Prerequisite: 6 hours of Theology Same as SOC 445

This course examines the fundamental principles of Catholic social teaching, particularly concerning the dignity of the human person. Topics include the social encyclicals from Pope Leo XIII onward, the growth and breadth of social teachings in the past century, and the social teachings of the Church as applied to modern culture, science, politics, and economics.

THE 450 NEW TESTAMENT LETTERS (3 credit hours)

Prerequisite: THE 121

This course considers the New Testament genre of the epistle, including Pauline, pastoral and catholic, providing insights into the faith and life of the early Church. The course covers not only St. Paul's letters to the early churches and their leaders, but also the letters attributed to St. Peter, St. James and the great statement of faith by the author of Hebrews.

THE 490 SENIOR SEMINAR AND THESIS (3 credit hours)

Prerequisite: Senior standing and permission from the Theology faculty Offered every Spring semester

This course is comprised of seminar and thesis components. Each semester the seminar will center on one or more theological issues of perennial concern, with relevant literature assigned for purposes of class discussion. Students will develop a formally researched senior thesis on a topic pertaining to the seminar or to the student's interests.

THE 275/375/475 SPECIAL TOPICS IN THEOLOGY, CATECHETICS AND RELIGIOUS EDUCATION

(1-3 credit hours)

Special topics to be indicated. The course may include seminars, workshops, field activities and/or readings and research. The focus will be on current issues in theology, catechetics or religious education.

ADMINISTRATION AND STAFF DIRECTORY

Office of the President

President Sister Cecilia Anne Wanner, O.P.
Executive Assistant to the President Mrs. Kathleen Dilliner

Office of the Provost and Vice President for Academics

Provost and Vice President for Academics Sister Mary Edith Humphries, O.P.
Assistant to the Vice President for Academics Mrs. Kari Byard
Associate Provost Dr. William Smart

School of Education

Dean Sister Mary Grace Watson, O.P.
Administrative Assistant Mrs. Linda Moore

Arts & Sciences programs

Associate Provost Dr. William Smart

Admissions

Director Sister Gianna Junker, O.P.

Centers

Center for Evangelization & Catechesis

Director Mr. Jason Gale

Center for Catholic Education

Director Sister Elizabeth Anne Allen, O.P.

Education in Communion

Director Sister Elena Marie Piteo, O.P.

Facilities

Director Mr. John Wall

Financial Aid

Director Mrs. Cynthia Piana

Human Resources

Human Resource Coordinator Mrs. Anne Tarwater

Institutional Research

Director Dr. William Smart

Library

Librarian Sister Mary Esther Potts, O.P.

Pilgrimage Program

Director Sister Mary Rachel Capets, O.P.

Registrar and Records

Registrar Sister Gianna Junker, O.P.
Assistant Registrar Sister Mary Sharon Heaton, O.P.

Safety & Security

Chief of Security Mr. Andrew Atwood

Student Accounts

Accounts Manager Mrs. Monica Warren
Accounts Receivable Mrs. Cynthia Piana
Business Manager Mrs. Jenny Knapp

Student Affairs

Director Dr. Vince Ryan

Student Learning Services

Director Sister John Thomas Armour, O.P.

Technology

Director Mrs. Joyce Wall

FACULTY DIRECTORY

Administration

Sister Cecilia Anne Wanner, O.P., President

Ph.D., Middle Tennessee State University
M.A., Pontifical Faculty of the Immaculate Conception at the Dominican House of Studies
M.S., The University of Southern Mississippi
B.A., University of Jamestown

Sister Mary Edith Humphries, O.P., Provost and Vice President for Academics

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Ph.D., The Catholic University of America
M.A., The Catholic University of America
M.S., The University of Tennessee, Knoxville
B.A., University of Dallas

Dr. William C. Smart, Ph.D., Associate Provost

Director of Institutional Research
Associate Professor of Biological Sciences
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B.A., The University of Tennessee, Knoxville

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M.A., Middle Tennessee State University
B.S., Middle Tennessee State University

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M.A., University of St. Thomas
B.A., Silver Lake College of the Holy Family

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Lecturer in Information Systems

B.S., Bethel University

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M.Div., Kenrick-Glennon Seminary, St. Louis
M.A., Kenrick-Glennon Seminary, St. Louis
B.A., Truman State University

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B.A., Belmont University

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B.A., Thomas Aquinas College

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INDEX

A

Academic Calendar	3
Academic Year	19
Accreditation	6
Admission for First-Time Freshman Applicant	9
Admission for G.E.D. Recipient	9
Admission for Graduate Studies	42
Admission for Home Schooled Student	9
Admission for International Student	10
Admission for Non-Degree Seeking Student	11
Admission for Transfer Student	9
Admission Status	12
Admission to the College	8
Advanced Placement	21
Advisement	22
Arts & Sciences programs	45
Attendance	22
Awards and Honors	30

B

Board of Directors	6
Bookstore	32
Buildings and Facilities	7

C

Center for Evangelization & Catechetics	51
Center for Catholic Education	52
Change of Academic Program	25
Change of Course Schedule	25
Classification of Students	19
CLEP	21
Counseling	30
Course Descriptions	53
Course Load	19

D

Delinquent Payments	13
Developmental Courses	19
Dismissal from College	28
Drop/Add	25
Double Major	20

E

Examinations	23
------------------------------	----

F

Family Educational Rights and Privacy Act (FERPA)	7
Fees	13
Final Grades	24
Financial Aid	14
Financial Information	13

G

Good Standing	28
Grade Point Average	24
Grading System	23
Graduate Studies in Education	42
Graduation Requirements	29

H

History and Heritage	4
--------------------------------------	---

I-J

Incompletes	24
International Baccalaureate (IB)	21

K-L

Library	32
-------------------------	----

M

Memberships	6
Mid-Term Grades	24
Military Credit	21
Ministry, Campus	32
Mission Statement	5

N

[Non-Degree Seeking Students](#)11

[Non-Discrimination Policy](#)8

O

[Orientation, New Students](#)22

[Organizations, Student](#)32

P

[Philosophy Statement](#)5

[Principles, Core](#)5

[Probation, Academic](#)28

Q

[Quality Points](#)24

[Quarter Hour Conversion](#)21

R

[Readmission to Aquinas College](#)12

[Refunds](#)13

[Registration](#)22

[Repeating Courses](#)25

[Rights and Responsibilities, Student](#)32

S

[Satisfactory Academic Progress Policy](#) 15

[Schedule, Course](#) 19

[Scholarships](#) 16

[School of Education](#) 34

[Student Life](#) 32

[Student Disability Services](#) 31

[Student Learning Services](#) 30

[Student Services](#) 30

[Suspension, Academic](#) 28

T-U-V

[Transcripts](#) 30

[Transfer Credit](#) 20

[Tuition](#) 12

W-X-Y-Z

[Withdrawal from Courses](#) 26

[Withdrawal from the College](#) 27